LEARNING STYLES OF STUDENT

by:
Catalina B. Paguio
Teacher I, Jose C. Payumo Jr. Memorial High School

In our contemporary classroom setting, teachers are faced with enormous challenge in responding to the complex and rapidly changing society. Schools through its teachers are being asked to educate various learners with different cultural background, economic status and cognitive abilities. Darling-Hammond (2008) pointed out that to realize students’ cognition requires vast skillful teaching on the part of the teachers. While Orlich, et. al (2012) believed that good teachers reflect the way in which they will present through their education, have a variety of instructional strategies at their disposal.

Thus, the objective of Philippine education system particularly stipulated in the Department Order #31 s. 2012 otherwise known as Policy Guidelines on the implementation of grades 1 to 10 of the K to 12, Basic Education Curriculum, BEC effective SY 2012-2013 is to ensure that the different learning styles of the students must be taken into account to ensure the improvement of every students level of learning, one factor that maybe attributed to this situation are the learning styles of students.

Many studies of experts suggested and recommended to observe and analyze students’ learning styles, (Andrianoff and Levine (2002) stated that teachers used common teaching strategies to address some inevitable learning styles of students to fulfill the task of delivering the knowledge to the learners. This particular condition manifests the theory of teacher behavior which proposes that interaction between the teacher and the learner is of importance to have a meaningful collaboration.

The different learning styles of student need a variety of teaching strategies to address the issue of boredom and lack of interest of students, e.g. in Mathematics subject where
many students are not pairing well in this subject base on their Grade Point Average or (GWA).

Among the styles experts recommended to be observe are the visual, aural, kinesthetic, haptic and olfactory, wherein teachers are taken into account based on the students’ presumed abilities and needs; hence, no one strategy could be called better than the other (Furnham 2007).

Visual learners are the students who need to see the teacher’s body language and facial expression. Kappler (1992) supported this importance by saying students learn the lessons easily, they develop confidence and competence in reasoning and problem-solving.

Kinesthetic learners are students who enjoy working with his or her hand or the entire body movement. As Armstrong (2013), this style guide students to take responsibility of their learning and to make the learning environment more interactive.

Haptic learners on the other hand, are students who learn fast through using the sense of touch in the literal way such as drawing and model building, Dhillon (2001) believed that such style suit the learners needs and cater students multiple intelligences and to have a first-hand experience of the lesson.

Olfactory learners are more on the used of their sense of smell, which are mainly observed in areas where their skill in cooking, making sweets and preparing preservatives, such learners are more on the so-called engaged students where participants generally had varieties of responses in terms of how they felt with regards to the teaching strategies used by their teachers. Lincoln (1985) teachers used teaching strategies aligned to students different learning styles which supported that general theory of teaching which contended that teaching was a planned procedure to influence the learners. Hence,
whenever teachers observed development in their learners, they felt satisfied because they were able to deliver their task.

References:


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