RESOLVING LEARNING DIVERSITY THROUGH STUDENTS’ LEARNING STYLES

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Diverse learning is one of the most common topics that many researchers had involved in their studies in order to describe means to establish and comprehend its effects inside the classroom. Learning differences and learning styles share similar subjects, it means students are learning in different ways and schools must adapt to these various learning differences and styles in order to succeed in the teaching-learning process. According to Gibson (2005) as they study students and parents concerning multiple intelligences and learning differences, most of them choose to study in alternative schools because of the four main reasons. These reasons are attachment to teachers, disappointment with the present school where the students are currently enrolled with, bad situations or experience from the school, and their perception about the differences between home school and public schools. The dissimilarities between the alternative school and the aforementioned school are mentioned such as size and the setting of the school, possible opportunities in the community, teacher’s personality or field of specialization and the administrator’s perceptions and actions about learning diversity through differentiated instruction. Gibson stated in their research that differentiated instruction has positive impacts on the learning differences. Students developed the ability to concentrate and focus, motivate to study harder, parents are satisfied with the school and enhance student’s social and emotional growth.

The Philippines Department of Education (DepEd) is aware of the significance of learning style in the success of teaching-learning process and consequently unswerving to
implement approaches that will identify student’s learning style in order to guarantee a quality education.

Williamson & Watson (2007) stated that learning style has constructive implications to both teachers and students and learning style can influence various awareness and consequences. This influence is perceived to be positive where both understanding and performance of the students are enhanced through determining their learning styles. They claimed that teachers who have a deeper comprehension of learning styles can significantly enhanced their effectiveness in teaching-learning process and with assessment as well.

Teachers must determine the learning styles of the students in order to address the challenges brought by multiple intelligence. Effective teaching-learning process will take place if proper approach will be given by the teacher. They must remember that students are unique individuals who learn differently.

References:
