Felder's Model: DIMENSIONS OF LEARNING STYLE

A student's learning style may be defined in part by the answers to five questions:

1. **What type of information does the student preferentially perceive: *sensory*---sights, sounds, physical sensations, or *intuitive*---memories, ideas, insights?**

2. **Through which modality is sensory information most effectively perceived: *visual*---pictures, diagrams, graphs, demonstrations, or *verbal*---sounds, written and spoken words and formulas?**

3. **With which organization of information is the student most comfortable: *inductive*---facts and observations are given, underlying principles are inferred, or *deductive*---principles are given, consequences and applications are deduced?**

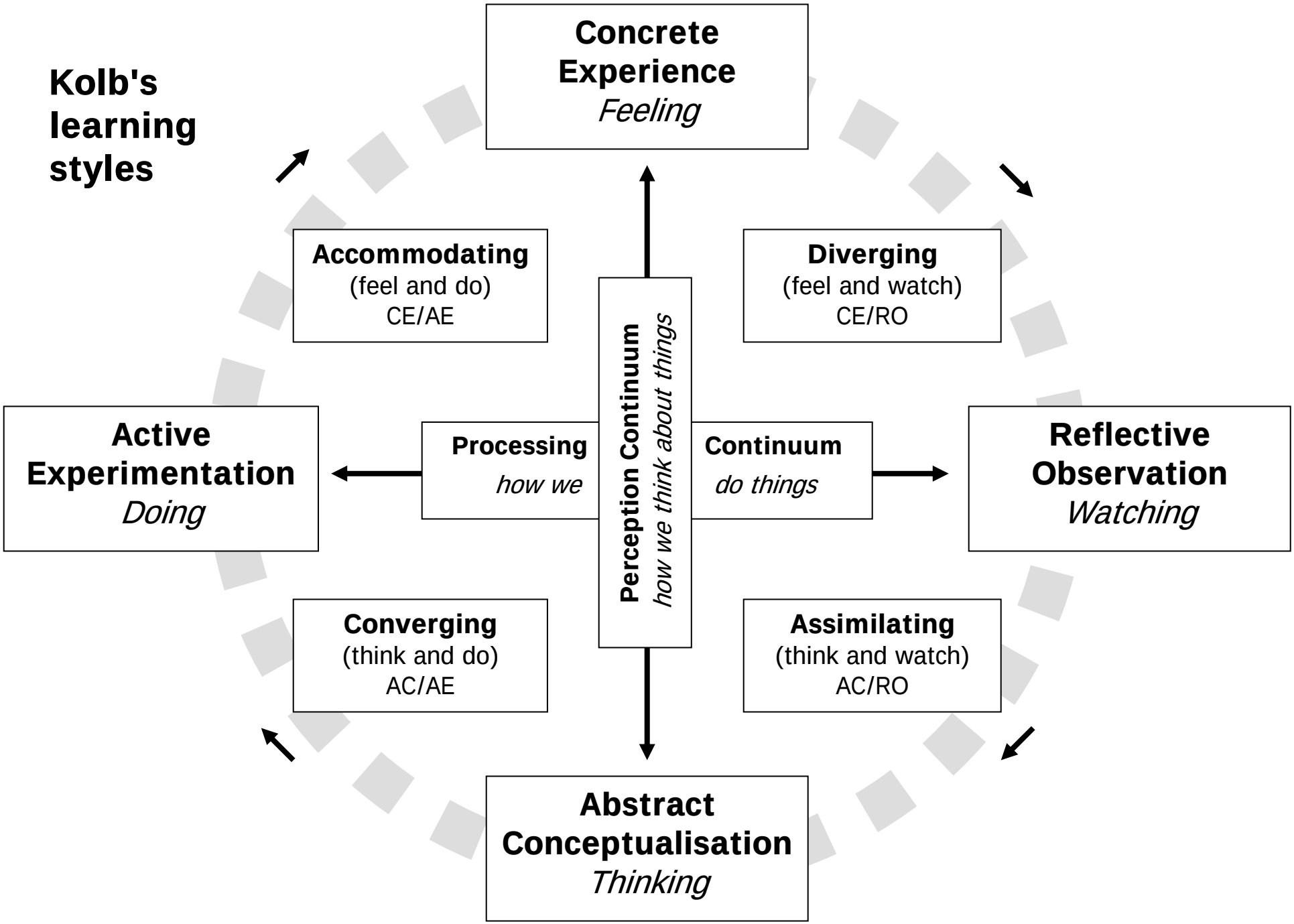
4. **How does the student prefer to process information: *actively*---through engagement in physical activity or discussion, or *reflectively*---through introspection?**

5. **How does the student progress toward understanding: *sequentially*---in a logical progression of small incremental steps, or *globally*---in large jumps, holistically?**

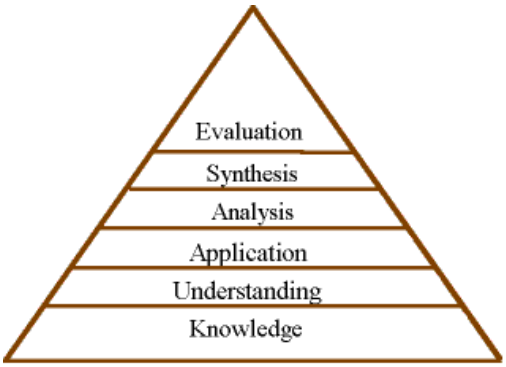
The dichotomous learning style dimensions of this model (sensing/intuitive, visual/verbal, inductive/deductive, active/reflective, and sequential/global) are continua and not either/or categories. A student's preference on a given scale (e.g. for inductive or deductive presentation) may be strong, moderate, or almost nonexistent, may change with time, and may vary from one subject or learning environment to another.

Preferred Learning Style	
sensory / intuitive	perception
visual / auditory	input
inductive / deductive	organization
active / reflective	processing
sequential / global	understanding

Kolb's learning styles



BLOOM'S TAXONOMY



LEVEL	DEFINITION	SAMPLE VERBS	SAMPLE BEHAVIORS
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Write List Label Name State Define	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	Explain Summarize Paraphrase Describe Illustrate	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	Use Compute Solve Demonstrate Apply Construct	The student will write an instructional objective for each level of Bloom's taxonomy.
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.	Analyze Categorize Compare Contrast Separate	The student will compare and contrast the cognitive and affective domains.
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	Create Design Hypothesize Invent Develop	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify	The student will judge the effectiveness of writing objectives using Bloom's taxonomy.

Table source: http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html

Figure 1
Steps for Better Thinking: A Developmental Problem Solving Process