

## Proper use of learning styles in adult education

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**Abstract:** There are many tests available to help you and your students discover your best learning style. Generally speaking, however, if you are someone who is more likely to think in pictures, prefer to meet with someone in person, and are more likely to want visual diagrams when completing a project you have tendencies towards visual learning. Similarly, if you are more likely to think in terms of sounds, prefer to speak on the phone with someone, and want verbal instructions then you tend towards auditory learning. Finally, if you are more likely to think in terms of moving images like mini-movies in your mind, prefer to participate in an activity when you meet to speak with someone, and tend to jump right into a project without reading directions you tend towards tactile/kinesthetic learning. In traditional programs that the principles of psychology and curriculum planning, less attention is the form of content presentation ie codification and providing books, original format and have the dominant form, while for adult content that could have valuable experience in addition to writing, other ways also be provided Affect the selection of pictures and images related to the concepts and content produced by including them.

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### Introduction:

Over the years definitions have evolved from provisions in federal law and initiatives of groups advocating particular methodologies or the needs of specific adult populations. The result is that definitions tend to merge statements about the goals to be achieved (e.g., improving the literacy of a particular population) with a particular means (e.g., adult basic education) to achieve the goal.

Therefore, it is helpful to distinguish between at least these dimensions of the issue:

1. "Literacy initiatives" often are defined in terms of the needs of a particular target group. These may be parents of young children, youth who have dropped out of high school without earning a high school diploma, welfare recipients, persons with limited English-speaking ability, incarcerated adults, or adults in the workforce.

2. Other literacy initiatives are defined in terms of a particular educational service, strategy, or means to address a target population's literacy problems. "Adult basic education" and "family literacy" are examples. These initiatives are often defined in terms of a particular configuration of services for the target population (e.g., assessment and information and counseling services).

3. The term "lifelong learning" is often associated with "literacy." Lifelong learning is a means to the goal of maintaining necessary levels of literacy throughout one's lifetime. The goal of lifelong learning has implications for both individual adult's

learning behavior as well as education policy and the design of the education system.

Goal six of the National Education Goals illustrates a broadly stated goal that incorporates expectations about both adult literacy and the kinds of policies and services that should be in place to improve literacy. Goal six, "Adult Literacy and Lifelong Learning," states that, "By the year 2000, every adult will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Adult who is able to recognize their needs. He is who knows what will. Refers to individual adults in their lives cross and understand their responsibilities and has accepted the role is social. Adult learners are often those that distinguish each other and have many different targets at the same time and will follow a common challenge to fulfill the goals of building self motivation vectors as educational materials to learn and use the forge.

Several definitions of adult education has been done Community

- Adult Education is a [in the following examples are given of them. conscious effort by public institutions or voluntary organizations to promote community awareness comes action.
- adult education teaching is typically specific age group above the legal age] limits as formal and informal, voluntary and at different levels of time, place

- Adult Education is a process in which people who]and education is presented. somehow been cut course they consciously to change or advance their skills in information and do organized activities.
- Adult education includes all formal and informal training and volunteer after] school, which by experienced educators and aware of the system.

Educational materials on adult education with daily life, needs, goals, aspirations and past experiences of adults and their relationship helps to results learned in life and career are used.

### Understanding and Using Learning Styles

Students, in fact all individuals, are most effective when they are taught in their personal learning style. In fact, there are three major types of learners: visual, auditory, and tactile/kinesthetic. While most individuals without disabilities can learn using any one of these styles, most people have one for which they show a stronger affinity.

#### A Look at the Three Learning Styles

**1- Visual Learners** - Visual learners are those who generally think in terms of pictures. They often prefer to see things written down in a handout, text or on the overhead. They find maps, graphs, charts, and other visual learning tools to be extremely effective. They remember things best by seeing something written.

**2- Auditory Learners** - Auditory learners are those who generally learn best by listening. They typically like to learn through lectures, discussions, and reading aloud. They remember best through hearing or saying items aloud.

**3- Kinesthetic Learners**- Kinesthetic, also called tactile, learners are those who learn best through touching, feeling, and experiencing that which they are trying to learn. They remember best by writing or physically manipulating the information.

#### How to Effectively Use Learning Styles in Class:

In the best of all possible worlds, you would incorporate all three learning styles into each of your lessons. However, this is just not possible in the real world of teaching. In truth, it is often not hard to include both auditory and visual learning styles in your lessons. For example, you can have instructions written on the board and say them out loud. However, it is not always as easy to include the tactile/kinesthetic learning style into your lessons. The sad truth is that many students have this as their strongest learning style. It is best to not force the issue but instead find natural places to include kinesthetic learning. If your class warrants it, you could include simulations, role-playing, debates, or the use of manipulatives.

### Concerns When Incorporating Learning Styles

Though rarer today than in the past, some teachers discount the importance of learning styles. They continue to teach in their one major method without trying to vary instructional methods. This is a mistake that will lead to less learning in the classroom.

On the other hand, many students and to a lesser degree some teachers make the mistake of thinking that they cannot learn using methods that are not focused on their learning style. This is also a huge mistake that in the end will result in less learning. If teachers do not help their students find ways to be successful learning information presented in any style, they are not helping them succeed in the future. The fact is that students will be faced with many different styles of teaching during the educational career. Only by finding ways to adapt and learn using other styles, will students end up succeeding.

#### Examples of ways that students can adapt:

- Kinesthetic learners would include writing down information that they are to learn.
- Visual learners could create word webs, venn diagrams, or other visual presentations of information.
- Auditory learners could read a passage out loud from their textbook or from handouts

#### 1- Kinesthetic Learners:

##### A Look at Kinesthetic Learners:

Kinesthetic learners typically learn best by doing. They are naturally good at physical activities like sports and dance. They enjoy learning through hands-on methods. They typically like how-to guides and action-adventure stories. They might pace while on the phone or take breaks from studying to get up and move around. Some kinesthetic learners seem fidgety, having a hard time sitting still in class.

##### Key Learning Methods for Kinesthetic Learners:

Kinesthetic learners learn best through doing including manipulating items, simulations and role plays, and other methods that physically involve them in the learning process. They enjoy and learn well from experimenting and first hand experience. Further, they learn best when activities are varied during a class period.

##### Ways to Adapt Lessons for Kinesthetic Learners:

Vary instruction not only from day-to-day but also within a single class period. Provide students with as many opportunities as your curriculum warrants to complete hands-on work. Allow students to role-play to gain further understanding of key concepts. Provide students with the opportunity to work in small discussion groups as they study materials. If possible, plan a field trip that can help reinforce key concepts. Allow students to stretch partially through the class if they seem to become restless.

## 2- Auditory Learners

### A Look at Auditory Learners:

Auditory learners learn best by listening and talking aloud. They typically notice and remember sounds. They are good at remembering things that they hear. They are also good with words and language. They often read to themselves as they study. They are also often distracted by noise and sounds.

### Key Learning Methods for Auditory Learners:

Auditory learners learn best through hearing the information. They often need to read the written word aloud to help them remember key points. Verbal repetition is an effective means of study for auditory learners.

### Ways to Adapt Lessons for Auditory Learners:

Provide students with oral along with written instructions for assignments. Include whole group discussion in your class. Provide students with videos to complement the written text. Allow time for students to read out loud or talk through problems they might be having. Provide breaks from silent reading periods. Also, realize that those who are strong in auditory learning typically take longer to read a passage.

## 3- Visual Learners

### A Look at Visual Learners:

A typical visual learner uses visualization techniques to remember things. They often have a good sense of direction because they visualize maps and directions in their mind. Many prefer to read information in a textbook or on the whiteboard rather than listen to the teacher lecture. They also enjoy doodling and drawing. Visual learners typically use sight words in their everyday terminology. For example, they might say "Let's take a look at this." or "Let's look at this from a different perspective." They remember details including colors and spatial arrangements.

### Key Learning Methods for Visual Learners:

Visual learners learn best by seeing what they are being taught. Visual learners typically prefer images, maps, graphs, and other visual representations over other forms of instruction. They will find that if they include images, mind maps, lists, and other visual techniques in their notes then they will have a better chance of remembering key information.

### Ways to Adapt Lessons for Visual Learners:

Including diagrams, mind maps, word webs, visuals, and other forms of graphic organizers will help visual learners get the most from your instruction. Teach students to use highlighters when going through their notes and to create flashcards when studying for tests and learning information. Try not to give only oral instructions before requiring students to complete an

assignment. Further, stay away from lecture without accompanying notes and/or visuals.

### Conclusion:

Additional material for the next stage of learning often means to be expected when developing your learning skills. Learners to increase awareness and enjoyment of reading and studying to operate.

To improve the quality of life, learning materials should reinforce the skills they acquired previous. This material should have access to information and provide new technology. should also have to make learning more fun. Additional materials should provide opportunities for literacy skills to read and to strengthen their cognitive awareness.

Track materials (continued) which increased literacy skills and knowledge gained is also effective in enriching learning environment for learners are important. Participatory materials to ensure the participation of learners in the learning process and codification are included out of class activities, dialogue, role playing, etc.

In traditional programs that the principles of psychology and curriculum planning, less attention is the form of content presentation ie codification and providing books, original format and have the dominant form, while for adult content that could have valuable experience in addition to writing, other ways also be provided. Affect the selection of pictures and images related to the concepts and content produced by including them.

Learning activities such as activities outside the classroom, dialogue, role playing and ... Another type of content is presented. Duties are placed on the learner, a resource for developing knowledge, skills and insights he considered.

Curriculum content only from the training provided to learners or not, but put together their learning through activities that can inform or does, skills and attitude to achieve. In this case, apart from learning that the essays taught learners directly to sustainable and effective learning occurs in his.

Another way of providing content that is educational activities outside the learning environment possible for learning more and better enables adult learners. For example, hits, field trip experiences for learners or transfer is provided, develop knowledge, insight and skills they will.

To ensure that science curriculum and educational aspects, according to community needs and audiences, application form is provided or not, the content selection criteria should be considered. These criteria is being include knowledge, effectiveness, flexibility, diversity, relevance and practical learning.

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