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## TEACHING STYLES AND LEARNING STYLES: AN EXPLORATIVE ANALYSIS

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### Abstract

*This article try to explore the various styles of learning and teaching prevailed in the educational scenario of the present era. Teaching styles reflects the teachers' intelligence and personality. Learners' style exhibits the intelligence and meta-cognition of the learners. Investigator identified variety of teaching and learning styles adopted by the teachers and learners. Sensing and Intuitive Learning Styles, Visual and Verbal Learning Styles, Active and Reflective Learning Styles, Sequential and Global Learning Styles, Inductive and Deductive Learning Styles are the important learning styles identified by the investigator. Further he illustrated, Expert Style, Formal Authority Style, Personal Model Style, Facilitator Style, Delegator Style as the dominant teaching styles of the time. Major recommendation of the study is that teacher should cater or taken care of the individual learners style while he adopt his particular styles of teaching in order to ensure the effective teaching learning process.*

**Keywords:** *Teaching style, Learning style, Sensing and intuitive learning styles, Active and reflective learning styles, Formal authority style, Delegator style.*

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### INTRODUCTION

Teaching and learning styles are the behaviours or actions that teachers and learners show in the teaching learning processes. Teaching behaviours show the beliefs and values that teachers hold about the learners' role in the exchange (Heimlich and Norland, 2002), Behaviours provide insight into the ways learners perceive, interact with, and respond to the environment in which learning occurs (Ladd and Ruby, 1999)

Students learn in many ways; by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing. In teaching process different teachers are using variety of teaching methods. Some instructors lecture, others demonstrate or discuss; some focus on rules and others on examples; some emphasize memory and others understanding. The learning depends on students' intelligence, ability to comprehend, prior preparation to learn, learners' characteristic approach to learning and the instructor's characteristic approach to teaching. The ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual's learning style.

### OBJECTIVE OF THE STUDY

The major intention of the present study is that to gather information about the various teaching and learning styles practicing by the teachers and students.

### METHODOLOGY

The investigator analysed various literature containing information regarding the subject of the study. It includes both primary as well as secondary sources.

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## **DISCUSSION**

The verified information regarding the Teaching styles and Learning styles are presented in below in detail.

### **Learning Styles**

Learning styles are the manners in which individuals perceive and process information in learning situations. Learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another (Brown (2000)). Learning styles are the general approaches—for example, global or analytic, auditory or visual; that students use in acquiring a new information or knowledge. It is the manner in which a learner perceives, interacts with, and responds to the learning environment (Celce-Marcia, 2001). Learning style is sometimes defined as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.

#### ***Dimensions of learning styles***

There are five dichotomous learning style dimensions derived from work of Felder et al. (1988, 1993). These dimensions indicate the ways in which the educational needs of students with strong preferences. The dimensions of learning styles are as follows.

- Sensing and Intuitive Learning Styles
- Visual and Verbal Learning Styles
- Active and Reflective Learning Styles
- Sequential and Global Learning Styles
- Inductive and Deductive Learning Styles

#### **Sensing and Intuitive Learning Styles:**

Jung (1971) introduced sensation and intuition as the two ways in which people tend to perceive the world. Sensing involves observing, gathering data through the senses; intuition involves indirect perception by way of the subconscious (accessing memory, speculating, imagining). Everyone uses both faculties constantly, but most people tend to favor one over the other. Sensors tend to be concrete and methodical, intuitors to be abstract and imaginative. Sensors like facts, data, and experimentation; intuitors deal better with principles, concepts, and theories. Sensors are patient with detail but do not like complications; intuitors are bored by detail and welcome complications. Sensors are more inclined than intuitors to rely on memorization as a learning strategy and are more comfortable learning and following rules and standard procedures. Intuitors like variety, dislike repetition, and tend to be better equipped than sensors to accommodate new concepts and exceptions to rules. Sensors are careful but may be slow; intuitors are quick but may be careless.

#### **Visual and Verbal Learning Styles**

This dimension is based on the ways people receive sensory information as visual, verbal, and other (tactile, gustatory, and olfactory). Visual learners prefer that information be presented visually (in pictures, diagrams, flow charts, time lines, films, and demonstrations) rather than in spoken or written words. Verbal learners prefer spoken or written explanations to visual presentations. Most people extract and retain more information from visual presentations than from written or spoken

prose (Dale 1969). Learning will be effective if the learner see and hear the words of the content to be taught. The mixed nature of the both style will be effective for all type of learners. Such as showing photographs, drawings, sketches, and cartoons to reinforce presentation of vocabulary words, and using films, videotapes, and dramatizations to illustrate lessons in dialogue and pronunciation.

#### **Active and Reflective Learning Styles:**

The complex mental processes by which perceived information is converted into knowledge can be conveniently grouped into two categories: active experimentation and reflective observation (Kolb 1984). Active processing involves doing something in the external world with the information (discussing it or explaining it or testing it in some way) and reflective processing involves examining and manipulating the information introspectively. An active learner is someone with more of a natural tendency toward active experimentation than toward reflective observation, and conversely for a reflective learner. Active learners learn well in situations that enable them to do something physical and reflective learners learn well in situations that provide them with opportunities to think about the information being presented. The more opportunities students have to both participate and reflect in class, the better they will learn new material and the longer they are likely to retain it (Kolb 1984; McCarthy 1987).

#### **Sequential and Global Learning Styles:**

Sequential learners absorb information and acquire understanding of material in small connected chunks, and global learners take in information in seemingly unconnected fragments and achieve understanding in large holistic leaps. Global learners may appear slow and do poorly on homework and tests until they grasp the total picture, but once they have it they can often see connections that escape sequential learners. On the other hand, sequential learners can function with incomplete understanding of course material, but they may lack a grasp of the broad context of a body of knowledge and its interrelationships with other subjects and disciplines. Various terms have been used to describe categories that appear to have points in common with the term the sequential and global categories: analytic and global (Kirby 1988; Schmeck 1988); field-independent and field-dependent (Witkin & Goodenough 1981); serialistic and holistic (Pask 1988); left-brained and right-brained (Kane 1984); atomistic and holistic (Marton 1988); sequential and random (Gregorc 1982).

#### **Inductive and Deductive Learning Styles:**

*Induction* is a reasoning progression that proceeds from particulars (observations, measurements, data) to generalities (rules, laws, theories). *Deduction* proceeds in the opposite direction. In *inductive presentation* of classroom material, one makes observations and infers governing or correlating principles; in *deductive presentation* one starts with axioms, principles, or rules, deduces consequences, and formulates applications. For example; there is a generalization that hill areas are colder than plain lands. Here inductive learner may comprehend that Munnar (Kerala), Ooty (Tamilnadu), Gulmarg (Jammu and Kashmir) are colder/ low temperature areas as compared to other plain areas of the respective states. These places are hill areas. So it is generalized that hill area are colder than plain areas. This type of understanding or learning is called inductive learning. On the other hand in deduction learning, the learner may understand the general rule first, that is, hill areas are colder than plain land. Then they go for verification of generalization through specific facts. Such as Munnar is one of the colder places in Kerala, Ooty is one of the colder places in Tamilnadu and Gulmarg is one of the colder places in Jammu and Kashmir. And s/he again understands that all these

places are hilly areas. Through this process deductive learners confirm their generalization that they had made.

### **Teaching Styles**

Teaching style is the ways of presenting instructional data before the students. It depends upon the creativity and teaching skills of the teacher. Teaching will be effective if the teacher is proficient in the content area of which the instruction is being presented. According to Galbraith (1991) teacher must possess personality traits that show an image of caring, trust, and genuine concern for the individual student. He must have proficiency in the following three specific areas of knowledge: knowledge of the content specific to the instruction, knowledge of the learners, and knowledge of the teaching methods to be used. Teachers have their own preferences in terms of the teaching styles that they may want to practice and call upon throughout the lesson in order to enhance group movement and learning. The effectiveness of the teaching and learning process depends on the excellence of the teacher in the class.

### **Five teaching styles:**

There are five basic teaching styles usually preferred by teachers. The style implies the way of teachers adopted for classroom interaction in different strategies or approaches of teaching. In day to day classroom interactions each and every teacher uses appropriate teaching style in which they are most comfortable. The five teaching styles are explained as follows.

- i) Expert Style
- ii) Formal Authority Style
- iii) Personal Model Style
- iv) Facilitator Style
- v) Delegator Style

#### **i) Expert Style**

In Expert teaching styles teachers are highly proficient in body of content to transmit to the students as well as well equipped with teaching skills. Moreover they possess knowledge and expertise in identifying students needs and transmit the curriculum accordingly. They concerned with transmitting information to students. These types of teachers all ways try to ensure that all students are well studied and prepared by him. The main *advantages* of the style are sharing of expertise, information, knowledge and skills. *Disadvantage*: There is a chance to intimidating to less experienced students and limited focus on underlying processes that produced answers.

#### **ii) Formal Authority Style**

In formal authority style teachers are concerned with providing both negative and positive feedback to student in their learning and behavioural action. They focused on the correct, acceptable, and standard ways of doing things. In this style students are provided with the learning structure and learning parameters; that is teacher may give correct plan and design for learning and instructional related activities. The *advantage* of this style is chief focus on clear expectations and acceptable ways of doing things. *Disadvantage*: Rigid tendencies, can lead to standardized, less flexible problem solutions and lack of creativity.

### iii) Personal Model Style

Teachers in this style teach the students from their personal examples. This type of classroom interaction provide to students clear understanding of subject matter. More importance is given to life related examples. Students are guided by real picture of social happenings. Teacher direct students by demonstration .This style also encourage students to observe and mirror instructor's approach. *Advantage:* Emphasis on direct observation and following a role model. *Disadvantage:* Ownership of approach, students may feel inadequate if they cannot live up to teacher's expectations.

### iv) Facilitator Style

Facilitator approach of teaching style emphasizes interpersonal communication. Teacher works as a facilitator. Students are given more opportunity to work and interact with teacher. Teacher Guides the students by asking questions, exploring options, suggesting alternatives for their doings and learning activities. This type of teacher encourages students to develop criteria to make informed decisions. *Advantage:* Flexibility; focus on students' needs and goals; willingness to explore other learning options. *Disadvantage:* time consuming style. It is not suitable for all topics.

### v) Delegator Style

This is a style where teacher free the students to work independently or in autonomous team. Teacher believes in autonomy and elf directedness. He acts as a guide or coach. This is a *Let them free, Let them do, Let them win* approach. *Advantage:* Helps students perceive themselves as self-directed learners *Disadvantage:* May misread students' readiness for autonomy.

## CONCLUSION

### (Matching the Learning style with Teaching style for effective Leaching)

Teachers should be aware of their teaching styles as well as the learning styles of their students. This conscious effort may help the teacher to tune their teaching methods according to the range of learners' preferences. Griggs & Dunn 1984; Smith & Renzulli (1984) found that matching teaching styles to learning styles can significantly enhance academic achievement, student attitudes, and student behavior at the primary and secondary school level. Brown (1978), Charkins et al. (1985) identified the improvement the above said benefits at the college level. Smith and Renzulli (1984) caution that stress, frustration, and burnout may occur when students are subjected over extended periods of time to teaching styles inconsistent with their learning style preferences.

Teaching styles are made up of the methods and approaches with which instructors feel most comfortable; if they tried to change to completely different approaches they would be forced to work entirely with unfamiliar, awkward, and uncomfortable methods, probably with disastrous results from the students' point of view. Fortunately, instructors who wish to address a wide variety of learning styles need not make drastic changes in their instructional approach. The teacher who is responsible for ensuring and determining the success of their teaching can use following instructional techniques which may help to reduce the gap between teaching styles and learning style.

1. Identify the needs and interest of the learner
2. Arouse Motivation in learning.
3. Create learning situation where students can relate their personal, family and social experience with learning materials

4. Teacher should share his global experience with students which may motivate them to learn and to reach high profile
5. Use chunking, association, acronyms, chaining techniques in learning and teaching approach where as possible
6. Use multi sensory approach in classroom interaction
7. Modify traditional classroom into smart classroom
8. Use variety of *models of teaching* according to the nature of topic
9. Mixing up of various teaching and learning approaches in classroom interaction such as behaviourism, constructivism, Issue based learning, participatory learning and so forth.
10. Use project, role play, discussion, debate method where as possible
11. Use optimum supporting aid for teaching learning process.
12. Promote team teaching as well as cooperative learning strategies in the classroom.

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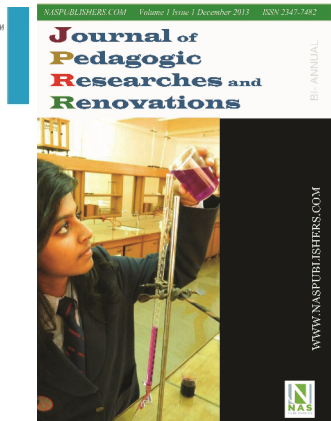
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