Steve Kline's Teaching Philosophy

I. Learning skills:

World Language Educators break language acquisition into four learning skills:

1. Listening
2. Reading
3. Writing
4. Speaking

Of these skills listening and reading are primarily passive in nature, while writing and speaking are active. Active learning skills are more difficult/advanced than passive learning skills but provide deeper knowledge & understanding. To these four areas I will add two more: watching & doing, for a total of six skills, 3 passive and 3 active:

<table>
<thead>
<tr>
<th>Active Skills</th>
<th>Passive Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Speaking</td>
<td>4) Listening</td>
</tr>
<tr>
<td>2) Writing</td>
<td>5) Reading</td>
</tr>
<tr>
<td>3) Doing</td>
<td>6) Watching</td>
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These skills incorporate Gardiner's Intelligences as follows:

Listening = Verbal/Linguistic and musical as a special subcategory

Speaking = Linguistic & interpersonal

Reading = Linguistic & intrapersonal, mathematical/logical if reading & interpreting charts & data

Writing = Linguistic & logical if making their own organization, visual if creating charts diagrams etc

Watching = Visual/spatial

Doing = Bodily Kinesthetic & logical if the learner needs to figure out/plan the action. This may be inter or intrapersonal depending on if it is a group/team action or individual.
II. Synergy

Most people have a preferred learning style but can function reasonably well with several or even most of the learning styles. For this reason activities which incorporate multiple learning skills/styles are more effective. They allow learners to use their preferred styles and to develop weaker styles at the same time. Also, using more learning styles provides for greater retention and understanding. Therefore instructors should combine learning skills in activities. Watching a video is visual and listening, but we add writing (linguistic) if there is a worksheet to go along with the video, and we add speaking if there is discussion of the video.

III. Repetition

As learners we rarely retain and comprehend something when we encounter it once and only once. Most of us need to encounter material 5 or times in order to grasp and retain it. Repetition, therefore, isn't bad but good and necessary.

1) During repetition of material we should vary the learning skills so that each type of learner can maximize his/her understanding.

2) Repetition does not preclude progress, as we repeat material we should ask for higher level (Bloom's domains) understanding of it. Therefore, when one first introduces material the domain may be recognition/remembering, and the second time may be comprehension and/or application, moving to analysis, evaluation and synthesis as the material is encountered additional times.
IV. Example of Learning Section

Lesson 1: Read the section and do a crossword puzzle focusing on key terms (recognition knowledge with reading as the learning skill and very slightly visual)

Lesson 2: Answer the questions on the section for homework (comprehension knowledge; reading and writing learning skills)

Lesson 3: Watch documentary on the subject with a worksheet (comprehension knowledge with some analysis, listening, watching & writing learning skills)

Lesson 4: Research from a database (analysis knowledge and maybe evaluation; reading & writing skills)

Lesson 5: Smart-board activities with discussion based lectured (recognition, comprehension, analysis & evaluation; listening, watching, writing notes, speaking, and minor doing when students come to the board)

Lesson 6: Student project & presentation (analysis, evaluation & synthesis knowledge; doing & speaking)

Lesson 7 review activity (game)

Lesson 8 student self -review at home for assessment

N.B.

1) projects and database work may be either interpersonal or intrapersonal (individual). I prefer to give students their choice in this so that they can maximize their learning styles

2) The Logic/mathematical intelligence and the application domain are less frequently used in social studies. The exception is when students are interpreting charts, graphs and maps. For this reason, it is good to try to incorporate these activities into each unit.

3) In the example above, lessons 3, 4 & 5 could be given in any order depending on the situation and teacher/student preference.

IV. Assessments

In a perfect world we would give an assessment playing to the strengths of each learning style, but the world is far from perfect. Realistically we should try to give a variety of assessments so that different learning styles will be catered to at various intervals. It is important to play around with the weight of the assessment in this case so that the student who is purely a visual learner, for example, is not ruined by too much weight being given to the linguistic or logical assessments. It is also important to make various assessments cover different levels of knowledge, by giving some multiple choice(recognition, comprehension) as well as an essay (evaluation/synthesis), for example. It is also advisable on assessments to give some degree of choice (differentiating by interest) if there is no differentiating by learning style.