

Faculty Name	List the variety of instructional strategies that you use which reflect an understanding of different learning styles of your students.
Kakali Bhattacharya	interactive lectures, instructional games, multimedia rich presentation, web-enhanced learning, wikispaces to develop ideas about projects and work collaboratively with peers, written assessment, written reflections, class discussions, authentic learning experiences, role-modeling, video examples for various interview styles, multiple opportunities to interact with me during the learning process
Corinna Ethington	I treat each student as an individual.
Forooz Faghihi	The instructional method features a combination of lecture, discussion, and small group activities. The underlying principle guiding the instruction is that presentation of information be followed by active practice, providing the opportunity to use or apply the knowledge. Students actively practice the material by responding to questions posed during the lectures, working in small groups during class, and completing course assignments. Working in small groups also has the advantage of providing immediate student feedback either from the instructor or from fellow students
Yeh Hsueh	Discussion, guest lecture, hands-on activities, video, slides, video conferencing and personal consultation
Daniel Lustig	Students are afforded an opportunity to exhibit competence through many avenues including oral comprehension (e.g., class discussion and presentations), writing e.g., (assigned papers), and experiential activities (e.g., counseling other students and clients in the community under supervision). Students who have learning disabilities as documented by the Student Disabilities Services are afforded appropriate accommodations.
Susan Magun-Jackson	I use quite a bit of technology in my courses. I utilize CDs, online discussion boards, in-class discussions, and cooperative learning activities in all of my courses.
Dianne Morgan	I use group work that promotes cooperative learning which facilitates the different learning styles. I also present material multiple times in a variety of formats. For example, content may first be presented in printed form and the learner needs to only read it. The next exposure to the content may be in a discussion format, then an applied case study. I also vary between small group to large group discussions. This variation promotes the participation of the student who may need time to process before he/she gives the answer. In my graduate courses, I also use student presentations and student-led discussions. These last two methods push students to learn material for a different kind of application.
Christian Mueller	Mainly, I utilize small and large group discussions in addition to lecture in order to present material in a variety of forms. Students are expected to read assigned material prior to coming to class, as well as participating in an on-line discussion forum that allows students to offer thoughts/opinions about what they have been hearing about in-class and then reading in the text. Thus, both visual and auditory forms of learning are taking place.
Mary "Anne" White	The courses utilize readings, lectures, discussions, presentations, videos, and exercises to develop an understanding of theory and its practical application to the development of humans and teaching/

	learning
Yonghong Jade Xu	I use classroom lectures, lab sessions, in-class activities, and online tutoring to accommodate students of different learning styles. Students are also encouraged to form their study groups and to learn by explaining their questions and answers to fellow classmates.

Faculty Name	List the variety of instructional strategies that you use which reflect an understanding of different learning styles of your students.
Diane K. Coleman	Students learn in many different ways. Some students are visual, some are auditory, and some are kinesthetic learners. This means that lessons must address all of these. I use explanation and demonstration of skills along with visuals for understanding. Students are also exposed to problem solving, cooperation, challenge, and partner and group reflection as a means of learning. Group processing is used to draw the lesson to a close and review the objectives and skills covered during the class.
Ben Dyson	1) Cooperative Learning is an instructional model that I have worked with extensively in my own teaching and with in-service programs for teachers, conference presentations, and professional and research articles. Candidates do have different learning styles and setting appropriate roles for students in a Cooperative Learning format allows for differentiated instruction. 2) I used adventure education within an experiential learning framework. This instructional model allows candidates to problem solving, challenge, cooperation, risk, trust, make decision, and group process (reflect).
Mary Fry	I employ lectures, student presentations, small group work/interaction, and an option of a student conducting a project that may take the place of an exam. In terms of testing I include both multiple choice and essay exams.
Harriette Lavenue	My students work with each other in a learning environment where they evaluate and correct each others CPR, AED, first aid, and teaching skills in my PHED 2703 classes, PHED 1722 classes, and EXSS 3050 classes. By doing this, they are developing the knowledge, skills, and attitudes that truly develop competent and professional first aid providers and aquatic skills instructors. My PHED 2703 classes experience the applications of their skills and knowledge by instructing the Campus School sixth grade students for four weeks in all the different levels of swimming.
Weidong Li	Introduce students to different teaching styles such stations
Yuhua Li	Students have quite different learning styles. All students are encouraged to use email to send me their requests and feedback, or any thing that they want to let me know. I listen and respond to their questions or requests promptly. I also use individual conference with students to identify students' special needs and help them to solve particular problems.
Lawrence E. Liles	The use of skill tests along with written testing are used with skill development through actual game development drills. Skill testing in different areas fo the sport being taught.
Charles Joseph Mazzone	Hands on learning and cooperative learning are utilized in both classes during skills tests and teaching presentations. During class discussions, students are free to debate topics and share experiences.
Barbara S. McClanahan	Again, recognizing that students capture and use information and experiences in different ways, I incorporate a variety of instructional strategies in my classes. These include: lecture, lecture/demonstration, lecture/discussion, health inventories, student presentations, brainstorming, and decision making.
Okwumabu a Onyejebose	

Deborah Southall	Group projects that require teamwork, leadership, and initiative skills; class discussions, written papers and projects; class presentations; portfolios and business plans; videos and guest speakers along with power point lecture presentations.
Sharon L. Van Oteghen	Teaching strategies encompass questioning, discussion, direct instruction with modeling, lecture with questioning and discussion, small group involvement, cooperative learning, learning contracts, and role play on occasion. Students are as actively involved as they choose to be; some, however, insist upon being passive learners in the classroom setting. Students have opportunity, according to their preferences, to take in learning through concrete experience or abstract conceptualization and to process their learning through reflective observation or active experimentation. They may also choose to take in learning through the various senses and apply either analytic or relational processing styles as well. They are challenged to master all styles of learning and to "read their teachers" so as to recognize professors' teaching styles and then study accordingly. I literally teach Kolb's and other learning styles in the "Introduction to the University" course.
Lawrence W. Weiss	Before the first lecture at the undergraduate level, students are given a comprehensive pretest over course materials in order for them to become familiar with my testing style and to provide me with information about their current state of knowledge so that I might adjust the course as appropriate. Students are electronically sent lecture notes w/ appropriate figures/pictures prior to class. Lectures are conducted using Power Point. They are encouraged to work/study as groups, and to audio/video tape any and all classes. An appropriate text book is used for the class that includes supplementary audio-visual materials. Students are given a comprehensive exam since that is the nature of the exams used for professional certifications. I previously described the varied instructional strategies used at the graduate level.
Paul M. Wright	As explained earlier in my description of authentic assessment, I recognize there are multiple learning styles and that one student's strength is another's growth area. Therefore, I use a balance of instructional strategies that all represent best practice. I do, when appropriate, lecture and provide direct instruction. However, as research and practical experience tell us, this mode becomes quite ineffective when overused. Therefore, I also make frequent use of small group-work and cooperative learning tasks. I will also have students work in pairs at times. Another strategy I use frequently is whole-group discussion, where I act more as a facilitator but try to engage the class in dialogue on a given topic. Within these whole-group discussions, I employ a socratic method of teaching.

Faculty Name	List the variety of instructional strategies that you use which reflect an understanding of different learning styles of your students.
Jerrie Scott	Information is delivered in a variety of formats to accommodate a variety of learning preferences, g. charts and graphics for the visual learner, tape recording for the auditory learner. computers and interactive learning formats for the tactile learner. In particular, I expose students to various tools for assessing students' and their own learning preferences.
Kathleen Cooter	Because my pupils are all early childhood, elementary or practicing middle school teachers, I try to create a class that an urban learner would enjoy. Each class is structured so that students work in mixed groups and rotate through 3 activities which are built on the previous week and move their practice forward. We have played language games, debated using video cases, used literacy strategies such as PAVE and retelling to gain skills, used graphic organizers, used manipulatives, etc. They have also brought in assessment ideas which we have honed in small groups and they report on the effectiveness the following week. I also took one class to the MCS Science fair to act as judges to gain authentic practice using and critiquing a rubric. Students who attend professional conferences become leaders in the instructional conversation of the following weeks which helps them hone their learning and presentation skills.
Katherine Abraham	Small group discussion, whole class discussion, lecture, cooperative learning activities, use of manipulatives and technology, essay exams, videos, modeling of activities.
Celia Rousseau Anderson	The students in my classes come with a wide range of mathematical backgrounds. Some of the strategies that I use to meet their diverse needs include: cooperative problem solving, "hands-on" activities, videos, and student presentations. Because some students, particularly the K-6 candidates, lack confidence in the content, it can be intimidating to them to solve mathematics problems in class. For this reason, the students work in groups on most problem-solving activities. They also have the opportunity to share their strategies and learn from the approaches of other students. The students also work together to conduct experiments, to explore mathematics with manipulatives, or to play mathematical games. The hands-on nature of these activities is important for many students, as they have rarely had such opportunities in their own mathematics learning experiences. Because it is important for students to actually "see" how children think about mathematics, my classes watch videos of children solving problems. For some of the students in my classes, these videos are important because they take the abstract ideas from the textbook or class discussion and make them more "real." Finally, the students have the opportunity to learn from each other, not only through the sharing of their problem solving strategies but also through student presentations on the teaching of a specific mathematical topic.
Frances T. Clark	Cooperative learning is an instructional model that I use extensively in my teaching. Students have different learning styles and setting appropriate roles for them in a cooperative learning format allows for differentiated instruction.
Bonnie Shields Cummings	Students with audio/visual learning styles are engaged with computer, video, DVD and overhead projection support during teaching. Students who are kinesthetic learners are stimulated with microteaching task that are performance-based. Tactile learners are engaged in manipulative activities designing retelling folders, math manipulatives and social studies reliefs. We do coaching, microteaching and mock workshops.
Sally Blake	I use a variety of pedagogical approaches in my classes. I integrate technology through use of power points and the UMDrive. I use small group investigations for conceptual development of mathematics and science understanding. My students keep reflective journals in which they write their understanding of teaching and learning as we work through our coursework. We use a model that uses content, practice, and application of teaching in classrooms through the field component of this course.
David Bicard	I use multiple methods of presentation and evaluation including individual assessments, and group work
Jennifer A. Borek	By integrating the CREDE standards into my teaching, I reflect respect for the individual needs of students. I continue to use Gardner's multiple intelligences model as well. Discussion, projects, visual and auditory support, and movement throughout the class serve students in their learning needs.
Annette S. Cornelius	The following instructional strategies are among those that are used to address a diversity of learning styles: Cooperative learning, multimedia presentations, role playing, group discussions, concept development lessons, lecturing, demonstrations, lesson presentations, portfolios, interviews, video/DVD applications, computer activities.
Lisa M. Watts	In order to address various learning styles/needs I start classes off with "getting to know you," activities, I also ensure a range of open discussions, and individual and group assignments.
Sheryl A. Maxwell	The students in my mathematics methods classroom work in cooperative groups ranging from two to six students. They are actively involved in "doing" mathematics often under the guise of learning how to teach mathematics since the tasks are related to the mathematics topics often not conceptually understood. The CREDE methodology is used where the students rotate among tasks each designed according to one of the CREDE standards. During and after the collaboration event, the students engaged in structured discourse about the learning tasks to help each student learn more effectively. Problem Solving is the cornerstone of the reform efforts in mathematics education. I continually model this strategy in the university mathematics methods class by involving the teacher candidates in various mathematical tasks. Additionally, their assignments involve some degree of problem solving, as they uniquely create lesson plans, develop grade books or interview children. They are challenged to increase their understanding of mathematics themselves in order to better facilitate the mathematical learning of their charges. Hands-on learning is another characteristic of this mathematics methods

	<p>course. Knowing that students first learn through tactile manipulation of items, prior to a pictorial and/or abstract understanding, the teacher candidates learn about the mathematics manipulatives by actually discovering the concepts themselves. Although the procedures of algorithms are important, without conceptual understanding, the mathematics knowledge will remain weak. I have created or purchased a sufficient supply of items so that the students work in pairs. Rarely do I simply demonstrate a lesson. Instead, the teacher candidates learn as their future students will learn the mathematical concepts through the use of manipulatives. Assignments I design progressively involve teacher candidates to learn about various facets of teaching. The numerical scores are also progressive with the value of the initial assignments less than values of later assignments. This allows the teacher candidates to adjust to the grading techniques. The following assignments are given: Interviewing students for mathematical understanding (COEAS requirement), Three lesson plans, Two computer assignments: Competency and Using the computer as a tool, Three quizzes, A variety of Field Experiences – inventory of math supplies, observing students and/or teacher, observing process standards in the clinical setting, teaching two lessons, complete with lesson plans and reflection after having taught these to students in the clinical setting.</p>
Deborah A. Moberly	<p>I use various media, presentations, and experiences. One example in the Administration class is the use of the 1950's film "Twelve Angry Men" which students view particular scenes and describe and analyze the various leadership styles and types of power exhibited/expressed and apply it to the administration of a program for young children.</p>
Duane M. Giannangelo	<p>Direct instruction, Concept attainment, Inductive thinking, Deductive thinking, Cooperative Learning, Classroom discussion, Role Play, Simulation, Inquiry, Discovery</p>
Lee Allen	<p>I have developed and improved my in-class and online instructional delivery methods by increasing student participation in discussions on the course subjects and related topics; clarifying course goals and objectives and consistently reinforcing student awareness of assignments' relevance to these; and increasing my involvement with online class interaction.</p>
Cathy D. Meredith	<p>In my classes I use a variety of instructional strategies to encourage students to use a variety in their classes. Some of these include: direct instruction, small group activities, whole group activities, cooperative learning, role playing, inquiry lessons, discussions, debates, reports, games, learning centers, and independent work. Hopefully, students understand that by using many strategies in their classrooms, they will meet the needs of the different students they teach.</p>
Linda Page	<p>In many of my classes, students are afforded an opportunity to learn about their own learning styles through use of the the Gregorc Style Delineator and the Zaner-Bloser Modality Kit. My expertise in learning styles is reflected in my use of all modalities through visual presentations and student involvement. Students are often provided choices with regard to projects and assessments so that the needs of students with random, sequential, global, and analytic styles are met. Project and assessment opportunities also span the spectrum of multiple intelligences allowing for the demonstration of strengths in the identified intelligences.</p>
Jacques D. Singleton	<p>Lectures, modeling, demonstrating, learning groups, application, hands-on activities and creative ways to actively engage all students in learning process.</p>
Kantaylienier e Hill-Clarke	<p>I engage students in a variety of instructional methods to address their diverse learning styles. The activities range from class discussions, to individual assignments to interactive group activities. Listed is a small sample of instructional activities and practices that I do to provide students with authentic and higher level learning experiences that help to meet diverse learning styles: Reflective journals, Literacy Autobiographies, Question cards, Literature Circles, Getting-to-Know-You activities, in-class group presentations, Entrance/Exit Reflection Slips, Article Critiques, What's working/What's not working forms, Literacy Clinical Notebooks, Student Choice and Standards-based lesson plans. The assignments and activities given provide students with various ways to demonstrate their knowledge and understanding of course content.</p>
Shirley Key	<p>1. To get my students to understand differentiation of learning in a classroom, I introduce the cognitive learning styles of field dependency and field independency which explains to the student why they should use graphic organizers. Graphic organizers help students to understand what details are most important. 2. Concept maps are the major graphic organizer, which I use for it helps students to understand details, the importance of the details, and the hierarchy of the concepts. It can be used to introduce and assess concepts. 3. Cooperative learning is used to demonstrate higher order thinking and student interdependency in my class. Many students learn best after discussing the concept with peers. This is also an aid to auditory students. The roles assignment is stressed for it is essential for cooperative learning to be an effective tool for addressing learning styles. 4. Inquiry methods are used in the classroom where students must decide what questions to ask about an event and design a way to answer their question. For many students view events and circumstances differently but can defend the strategy which they chose as a viable choice. 5. Various manipulatives are used and many science activities are done for many students derive their new knowledge kinesthetically. 6. Visuals and technology are used as teaching tools but students are asked to portray concepts through posters, power points, models and other visuals. 7. Lectures, varied questioning strategies, and whole class /group discussions are conducted to aid all students but especially the auditory learners. 8. All of these strategies are integrated in a model called STS, science -technology-and society, which is used in my classes.</p>
Deborah L. Lowther	<p>I primarily follow the Visual-Auditory-Kinesthetic (VAK) learning style guidelines when developing and implementing my classes. Specific examples are listed below: • I include WebCT and class resources in a variety of formats that address the needs of visual, auditory, and kinesthetic learners. •</p>

	<p>Whole-group instruction is supported with colorful digital presentations and student discussions</p> <p>Student-centered instruction involves hands-on activities using manipulatives, technology, and artifacts.</p> <ul style="list-style-type: none"> • Students develop units based on their personal interests and future careers
Laurie MacGillivray	The structure of my class allows for students to participate in a variety of ways and thus encourages success across individuals. The structure includes: group work, group presentations, online discussions, individual responses, individual presentations, and varied ways of responding to readings (linear and nonlinear, informal and formal). This created environment which encouraged questions and comments. Additionally, we spent time in class offering peer feedback on papers. his created a community of learners, rather than a competitive environment.
Ramona M. Mahood	Cooperative learning groups, direct instruction, portfolios, pathfinders, annotated bibliographies
Emery S. "Trey" Martindale	1. jurisprudential inquiry (role-playing as a jury deliberating over evidence) 2. hands-on sketching of storyboards 3. public review and critique of works in progress 4. recorded audio feedback of submitted assignments 5. in-class instructor grading of projects 6. demonstrations of software operations 7. experimentation in pairs with new tools 8. group discussions of conceptual and ethical issues 9. reflective individual and group critiques of textbooks and articles
Clif Mims	- Anecdotal notes - Cooperative learning - Assignment options for each project - Possibility for learners to negotiate alternative assignments to meet their individual needs and interests
J. Helen Perkins	Lecture and modeling/demonstrating leads my students to self-discovery. I also foster cooperative learning groups (think-pair-share), application, create a risk-free environment, hands-on activities, and develop lessons to actively engage my students. I practice culturally responsive pedagogy.
Angiline Powell	I use the same strategies that I use to assess student learning. I believe that it is important to model good teaching. Oral presentation, Writing, Tests, Quizzes, Oral explanations, Problem solving, Cooperative learning
Robert Cooter	Beginning of term pretests, cooperative group assignments, joint productive activities, student presentations of research and ideas, hand-on application assignments
Mary Ransdell	I follow the CREDE (Center Research on Education, Diversity, and Education) principals, use Jigsaw and Modified Group Investigation (cooperative learning strategies), Inquiry, small group discussions, and some big group discussions. I use cooperative learning with my students because I believe the individual accountability and interdependence pieceee are very important to adult students. I continue to read and research cooperative learning strategies to help my own teaching. This scholarship will help my students' content knowledge and their skills as they become teachers themselves.
Kay C. Reeves	To address the learning styles of my students, information is dispensed in a variety of ways. This is visual through PowerPoint's, handouts, video tapes; auditory through lecture/information, video tapes; and kinesthetic through group work activities. Instructional conversation allows each person to have an equity of voice in an activity.
Janna Siegel Robertson	I used interactive web sites, discussion, joint productive activities, instructional conversations, and complex learning. Students completed portions of their performance assessments on a regular basis, then receive feedback from their peers and I. Together we worked together to improve our practice.
Sara Bicard	I utilize lecture, cooperative learning activities, active student responding activities, discussion, and demonstration. Students must also use computers and the Internet.
Allen H. Seed, Ph.D.	Whole class and small group discussions, cooperative learning activities, chapter presentations, debates, lectures with PowerPoint presentations, videos, and any other active and engaging activities that I can find.
L. Kathryn Sharp	Peer Editing, Power Point Presentations, Cooperative Learning, Demonstration, Modeling, Direct Instruction, Guest Speakers, Video/DVD, Think-Pair-Share, Writing Responses, Reflective Journals, Group, Research and Presentations, Creating Children's Books, Creating Learning Center Materials, Writing Lesson, Plans and Evaluating Plans, Designing Unit/Theme Webs
Satomi Taylor	I have the following strategies to understand different learning styles of the students in my classes: Student reflection form after each class; research paper; lesson plans; abstracts, and reflective summaries of field experience papers; writing observational papers; presentations of group research projects; and exams. I meet with undergraduate students individually to learn about their needs once during the semester, and I call each graduate student once a month to see about their needs and work progress, mail their papers after reviewing them, and mail new relevant research articles to students.

Faculty Name	List the variety of instructional strategies that you use which reflect an understanding of different learning styles of your students.
Thomas Glass	My instructional strategies include visual learning, auditory learning, and some tactile experiences. Again, the individualized diagnostic instruments point to students their strengths and weaknesses not only in leadership but also in communication.
Reginald Leon Green	A variety of instructional strategies are employed to enhance varied learning styles of students. Instructional strategies and activities include graphic organizers, jig-sawing of contemporary leadership books, student power point presentations, student critiques of professors' lectures and invited presenters, reflections on school based observations, discussion panels, student reports and presentations of inquiries conducted into leadership best practices, and verbal and written reflective reports on practical experiences.
Lisa Horton	To reflect an understanding of the learning styles of my students, I have dialogues with them about what they prefer as a learning style. I have them complete various inventories and I use my own teaching experience and reflection to determine which strategies are appropriate for working with adults. I use anticipatory sets and pre-assessments to determine knowledge and understanding levels.
Eleanor Renee Sanders-Lawson	-Cooperative Group Projects-Group Discussion Triggers-Case Study Analysis-Short Readings-Self-Assessment Questionnaires-Peer Teaching I acknowledge that students have different learning styles and setting appropriate rules for students in the collaborative learning process allows for differentiated instruction.
Linda Wesson	My 2006 students were all graduate students working on a Master's or Ed.D. degree so I have an expectation that they are good writers, readers, and thinkers. I find that even though they don't think they are at the beginning of the course, that because I give them a lot of practice, some of which is in class each week, they really do get better at these skills. I use multiple video materials, outsider speakers, and prominent experts to re-enforce learning, but students in these classes need to have learning style that lends itself to reading, thinking, reflecting, and problem solving.