



# LEARNING STYLES: FACT OR FICTION?

## ONLINE COURSE SYLLABUS

### Course Description

As educators, we know that tapping into student interests is an important aspect of motivation, which has been shown to increase learner engagement and thus learning outcomes. However, student interests are not synonymous with their learning preferences, as many of us have been taught to believe. This course focuses on understanding how learning science strategies, based in research, actually improve student outcomes and how that differs from what we know as “learning styles.”

- **WHY LEARNING STYLES?:** What experiences have we had that may challenge learning style theories?
- **DEBUNKING THE MYTH:** What risks do students face if they believe they learn best via one method or style?
- **USING MULTIPLE MODALITIES:** What are research-based instructional strategies that do address how students learn?
- **EVALUATING RESOURCES AND REVISING OUR PRACTICE:** Do the current edtech products used in our instruction, and with students, utilize strategies backed by the learning sciences?

### Course Structure

This course consists of four modules that include content, interactive learning activities to check for understanding along the way, and an assessment at the end of the course to capture the big ideas from the course content. You will be given as many opportunities as needed to earn 80% on the end-of-course assessment.

### Course Goals and Outcomes

By the end of this course, educators will learn how to:

1. Understand the *learning styles* hypothesis and its pervasiveness within K-12 instruction.
2. Debunk the concept of learning styles through learning sciences research.
3. Integrate learning sciences research findings and multiple modality strategies into instructional practice.
4. Apply best practices in dual coding and multimedia strategies to edtech selection and use.

### Participant Profile

This course is designed for PK-12 educators looking to improve student learning outcomes using strategies backed by learning science research.



## ISTE Standards and Competencies

This course is designed and developed around the ISTE Standards, with a strong emphasis on the [ISTE Standards for Educators](#) and the [ISTE Standards for Students](#).

## Module Descriptions

### **MODULE 1: WHY LEARNING STYLES?**

In this module, we will review the learning styles hypothesis and its impact on students and educators.

### **MODULE 2: DEBUNKING THE MYTH**

In this module, we will review the research into learning styles and why we should accept them as a myth and consider effective alternatives.

### **MODULE 3: USING MULTIPLE MODALITIES**

In this module, we will explore strategies to support the learning process that we may have *thought* was supported by “learning styles.”

### **MODULE 4: EVALUATING RESOURCES AND REVISING OUR PRACTICE**

Throughout this module, we will collectively work to refine our practice and use a checklist to evaluate edtech resources with regards to multiple modalities.

## Completion Criteria

To receive your certificate of completion, you must take and achieve a score of 80% or higher on the final assessment within one year of registering for the course. For those who complete the course and earn a certificate, you will receive a \$10 discount on a year of ISTE basic membership.

## Disclaimers

This course is a production of the International Society for Technology in Education (ISTE). This course contains examples and resource materials that are provided for participants' convenience and information. The inclusion of any material is not intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of ISTE. ISTE does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.

NOTE: A variety of applications are highlighted throughout this course. Prior to using any of them with students, it is imperative that participants check the account requirements for each application against their school/district student data privacy policy to insure the application complies with district policy. In addition, some applications' Terms of Service may require



parental permission to be COPPA and FERPA compliant for students younger than 13 years of age.

Content in this course is subject to change at instructor's or ISTE's discretion.