

## UNIT - II

### 5. Learning Preferences

#### 1. Learning preferences:

- \* Every individual has preferred ways of getting and processing information.
- \* A learning preferences also influences the way that an individual makes decisions.
- \* Many learning preferences are a spectrum.
- \* Some learning preferences are innate, others come from the learner's social environment or culture.
- \* A learning preferences can be an advantage or a disadvantage depending on the situation or task.

#### 2. Teachers do to support learners with different preferences:

- \* Teachers should help learners identify their learning preferences.

Example:  
learners with a low tolerance for ambiguity can learn to ask questions to clarify the instructions for tasks.

- \* Teachers should develop teaching strategies that will make learning more effective for learners with different strategies.

## Example

Teachers can give learners one minute to think before answering.

\* In the classroom teachers should plan to use a variety of activities to support different preferences.

\* Teachers can give learners a choice about classroom and homework tasks so that they can choose activities that are comfortable for the learners.

### 3. Some learning preferences:

- (i) Perceptual styles
- (ii) sociological styles
- (iii) Cognitive styles
- (iv) conceptual tempo
- (v) Field dependence
- (vi) Tolerance for Ambiguity
- (vii) Hemisphere

i) Auditory - who learns best by hearing

visual - who learns best by seeing

kinesthetic - who learns best by doing or moving

tactile - who learns best by touching or holding

#### ii) Sociological styles

\* Learners may prefer to learn independently or from a mentor.

\* Learners may prefer to work alone, with a partner or with a group.

iii) cognitive styles:

- ⊗ Global
- ⊗ Analytical

Global

- Can easily find similarities.
- prefers to look at the whole idea or event.
- Aware of other's feelings.
- Makes decisions based on feelings or intuition.
- Weak sense of time.
- Likes to take breaks while working.

Analytical

- Best at identifying differences.
- Likes to look at the parts of an event or idea.
- Unaware of the feelings of other people.
- Makes decisions based on logic.
- Strong sense of time.
- Prefers to work without interruption.

iv) conceptual tempo:

- ⊗ Impulsive
- ⊗ Reflective

Impulsive

- Works quickly.
- Makes decisions immediately.

- May not read or follow instructions
- Not persistent, may not complete the task.

## Reflective

- work slowly.
- Thinks before making decisions.
- considers different possibilities before speaking or writing.
- concerned about accuracy, not speed.

## v) Field dependence or Independence:-

### \* Field dependent

- Prefers to see information in its context.
- likes to look at the whole idea, process or event
- likes to learn with others.
- Outgoing, people oriented.
- Difficulty with unstructured or disorganized information.
- Are more sensitive to praise or criticism.
- will like to work with themes that have some social content  
(sociology, psychology, history, literature).

## \* Field Independent:

- Can process information out of context.
- can easily see the parts or steps of an idea, process or event.
- can easily identify details.
- Happier learning independently - may not work well with others.
- May not work well with others.
- Needs less praise, less affected by criticism.

## vi) Tolerance for Ambiguity:

### High Tolerance for Ambiguity

- Isn't bothered by new situations or tasks.
- Can process information that is incomplete or unclear.
- Wants to have a general understanding.
- Doesn't mind general instructions.
- Is good at guessing words from context.

## Low Tolerance for Ambiguity

- New situations or tasks may seem uncomfortable or frightening.
- Doesn't like information that is incomplete, disorganized or unclear.
- Wants to understand every word.
- Likes very precise instructions.
- Prefers to use a dictionary.

## vii) Hemisphericity :

⊗ Left Hemisphere

⊙ Right Hemisphere

### Left Hemisphere

- Interested in parts and steps.
- Logical: makes conclusions based on reasons and facts.
- Good at language: speaks and writes well. Uses words to describe and define things.
- Benefits from narrow examples, from trial and error, and from learning from rules.
- Good at mathematics and science.

## Right Hemisphere

- Interested in wholes.
- Intuitive : makes conclusions based on feelings or general impressions.
- Non-verbal : prefers to use symbols, pictures or graphic organizers to represent information.
- Does not learn by specific rules and error correction; requires long exposure to contextualized information or patterns.
- Good at creative tasks like music or art.