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# REMOTE INSTRUCTION DOESN'T MATCH MY LEARNING STYLE

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In the recent survey many of you graciously completed, you most frequently asked questions about Q4 grades and learning styles in this remote instruction environment. I want to answer more fully those questions. It is important that you speak first with a teacher and/or Principal if your child is struggling. We all want to make this work. Resource teachers and others want to come alongside to help.

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## WHAT ABOUT GRADE TRANSCRIPTS IF STUDENTS DO NOT RETURN?

- The NH Commissioner of Education has said that the end of the 2020 school year will be understood as an exception to the traditional grade transcripts. In the weekly online Zoom call to all private schools, it has been shared that many State Universities (UNH, Keene, Plymouth State, etc.) will disregard this semester in making admission and scholarship decisions, and there is work to make this state-wide. NHIAA has not yet made any statement regarding athletic scholarships.

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## ONLINE LEARNING & LEARNING STYLES

Learners take in and process information differently. The model that I have found helpful in school is the 4MAT model by Bernice McCarthy. While lengthy, I will outline each of these below, and I think you will be able to quickly identify the learning styles within your family.

**Collaborative learners** need relationships

- Characteristics
  - Discussion and thinking aloud are their favorite means of processing knowledge.
  - They are energized by people, teacher-student relationships, and body language.
  - Often they are auditory learners .
  - These learners are struggling with a need for personal contact with teachers and friends.
- Suggestions
  - Let the teacher know if there is a personal touch needed.
  - Whenever possible, discuss what they are learning; add the “real” to people they are studying (e.g., what was that person like as a child).
  - Encourage study groups (that study).
  - Guard social media because it can hurt the collaborative learner more deeply.

**Dynamic Learners** seek novelty and by now, the novelty of remote learning has worn off.

- Characteristics
  - For these learners, one idea leads to an “I wonder” and to another idea and another.... Their minds are very busy with new ideas.
  - Younger dynamic learners go to make believe stories in their minds.
  - In both cases, it looks like they are daydreaming, but they are really just connecting thoughts and creating wonderful ideas.
  - Online learning is difficult for them because, within a click, there is the Internet that holds wonderful things to explore; the temptation is hard to resist.
- Suggestions
  - Speak with the teacher; in almost every case, there are areas to explore or activities that are novel, but serve the same learning targets.

- Encourage the “I wonder” and use it as a reward for getting work completed.
- Encourage the use of text-to-voice and voice-to-text as a way of getting the learning task completed; creativity can shine when not limited by typing skills. Others do best when listening and drawing what they hear.
- Add novelty to the work time (e.g., different colors, fonts, colored paper can be novel, as permitted).
- Use actions to learn content or sound effects for editing (Victor Borge style).
- Find human interest stories for famous characters they need to know and create trading cards
- If possible, put games on a separate device and limit game time. The excitement of games can be particularly addictive to this type of learner.

**Analytic Learners** may be getting too much of a good thing

○ Characteristics

- These are sequential thinkers (i.e. planners), grade-oriented.
- They like checklists, things that can be completed, and positive feedback.
- They want to know the expectations and seek to meet them to the fullest!
- They may get frustrated in this online environment because there are not enough measurement tools; they like to see they are at the top of the class.

○ Ideas

- Let the teacher know work is taking hours; we are all sensitive to making distance learning work for the long haul and the entire family, not burn out.
- Schedule work time, breaks, and family activity time – require they participate in all. While this type of focus seems like a strong quality, these students can really struggle in college because they don’t have as much time to spend on each class and get all of the work completed. It is valuable for them to learn now, how to fit tasks into time allotted.
- Help them understand that efficiency of learning drops off after 20 minutes. They need to separate from the task (go for a walk, stare off into space, talk to a friend, etc.) to allow the brain to consolidate knowledge.
- Watch for perfectionism and procrastination (often “two sides of the same coin”).

**Common Sense Learners**

○ Characteristics

- These are efficient learners, attaching newly learned material to prior knowledge, but only if they find it of interest.
- They want to see the real-life application; motivational struggles ensue when they fail to see the reason for what they are required to do.
- They are global, seeing the whole of the assignments, but not the pieces.

○ Ideas

- As much as possible, share your experiences in using the particular learning.
- Help them break down the expectations into doable steps.
- Encourage a positive attitude rather than listening to frustration (e.g., do it for your teacher, do it to show that you have persistence, etc.).
- Bring the work ethic into real life; share things that you “have” to do rather than “want” to do.
- Encourage exploration of careers (YouTube has some interesting TedTalks on why learn math).
- Give examples of people who chose to be happy in the midst of trials, “Happiness is a choice.”