


Learning Styles

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Aims & Goals

What are Learning Styles?

• Learning styles refer to the different ways in which individuals prefer to absorb, process, and retain information.



The VARK Model

- Visual
- Auditory
- Reading/writing
- Kinesthetic



Honey/Mumford Model

Activist

Reflector

Theorist

Pragmatist



Benefits and Downfalls of VARK Learning Styles

- The VARK learning styles—Visual, Auditory, Read/Write, and Kinesthetic—highlight the diversity in how people best absorb and process information.

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Visual (V) - Seeing to Understand

- In the book of Revelation, John receives a series of vivid, symbolic visions (Revelation 1:12-16, 4:1-11).


Visual Learner: The Golden Calf Incident

- When Moses was delayed on Mount Sinai, the Israelites demanded a visible representation of God, leading Aaron to create the Golden Calf.
- The Israelites, relying on their need for something visual to worship, quickly turned away from the invisible God who had led them out of Egypt.



Aural (A) - Listening to Learn

- Jesus often taught the crowds through parables, which were stories spoken aloud to convey spiritual truths (Matthew 13).
- The Sermon on the Mount (Matthew 5-7) is another example where Jesus spoke directly to His followers, teaching them key principles of the Kingdom of God.



Auditory Learner: King Saul' Disobedience

- King Saul was given specific verbal instructions from God, delivered through the prophet Samuel, to completely destroy the Amalekites and all their possessions.
- However, Saul listened to the people who wanted to keep the best of the sheep and cattle for sacrifice, rather than fully obeying God's command.



Read/Write (R) - Learning through Text

- The Bereans are a prime example of read/write learners.
- They were commended for their diligence in examining the Scriptures daily to verify Paul's teachings (Acts 17:11).



Reading/Writing Learner: The Pharisees and the Law

- The Pharisees were experts in the written law, meticulously studying and interpreting the Scriptures.
- However, they became so focused on the letter of the law that they missed the spirit of the Law.



Kinesthetic (K) - Learning by Doing

- Jesus' healing of the blind man in John 9:6-7 is a good example of kinesthetic learning.
- Jesus mixed mud with His saliva and placed it on the man's eyes, instructing him to wash in the Pool of Siloam.



Kinesthetic Learner: Martha's Busyness

- Martha was a doer, busy with preparations and tasks while Jesus visited her home.
- She became frustrated when her sister Mary sat at Jesus' feet instead of helping her with the cooking and serving.



The Diversity and Inclusivity of God's Communication

- In the Bible, we see God using visuals, spoken words, written texts, and physical actions to reach different people in ways they could understand best.
- Recognizing these varied methods helps believers appreciate the different ways they and others might connect with God's Word.



Apply VARK Learning Styles to Teenagers

- The challenge of teaching teenagers has to do with their ability to ask many questions.
- Some adults find this intimidating and can think that the teenager is being rude and disrespectful for doing so.



Teenagers: Visual Learners

- Use of Visual Aids: Incorporate charts, diagrams, and infographics that explain biblical concepts, timelines of biblical events, or family trees of key biblical figures.



Teenagers: Auditory Learners

- Group Discussions: Encourage open discussions about Bible stories and Christian teachings. Create a safe space for them to share their thoughts and ask questions.



Teenagers: Reading & Writing Learners

- Bible Study Guides: Provide detailed study guides, workbooks, or journals where they can take notes and answer questions. We Believe Baptism Bible study book is an excellent example



Teenagers: Kinesthetic Learners

- Role-Playing and Dramas: Organize role-playing activities or skits where they can act out Bible stories or Christian teachings.
- Service Projects: Engage them in community service or mission projects. This practical application of Christian teachings helps them learn by doing.



Honey/Mumford Learning Style

As mentioned, while the VARK learning style focuses on how individuals absorb or take in information, the Honey/Mumford is more about how individuals process information.



Activist: Peter Walking on Water

- This action-oriented approach is typical of an Activist, who learns best by doing and engaging directly with the experience.
- Activists in the Bible, like Peter, show that taking immediate action can lead to growth and understanding, even if it sometimes involves risks.



Activist: The Parable of the Sower

- Similarly, an Activist who jumps into learning without taking time for reflection or deeper understanding may have a shallow grasp of the situation, which can lead to a quick burnout or a lack of long-term retention.



Reflector: Mary, Mother of Jesus

- Mary's reflective nature is highlighted here; she is thoughtful, taking time to consider and meditate on the events unfolding around her.
- Reflectors, like Mary, learn by observing and thinking deeply about their experiences.



Reflector: The Parable of the Talents

- Learning requires a balance between reflection and application, and overly reflective learners might miss opportunities to apply their knowledge.



Theorist: Paul in Athens

- Theorists like Paul are methodical and logical, learning by understanding underlying principles.
- They often excel in situations that require analysis and structured thinking.



Theorist: The Pharisees and the Law

- Similarly, a Theorist may grasp Christian doctrine intellectually but struggle with practical obedience and surrender.



Pragmatist: Nehemiah Rebuilding Jerusalem's Walls

- Nehemiah's approach is very hands-on and focused on achieving practical results.
- Pragmatists, like Nehemiah, are keen on applying ideas and theories to real-world situations.



Pragmatist: Martha and Mary

- A Pragmatist who insists on visible, practical evidence may struggle with the biblical call to live by faith.
- Pragmatists focus on applying ideas in a practical way but may neglect the need for deeper contemplation or spiritual insight.



Comparing VARK to Honey & Mumford



- The fact that there are benefits and downfalls to each learning style suggests that it is better not to focus on any one learning style but to incorporate different means of communication and learning into our preaching, teaching, and presentations to effectively communicate the good news of Jesus.

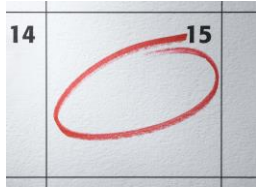
Bloom's Taxonomy

- Remembering
- Understanding
- Applying
- Analysing
- Evaluating
- Creating



Remembering

- In the context of preaching and Bible study, this level focuses on memorizing scripture, recalling biblical stories, and identifying key figures and events.



Understanding

- In the Parable of the Sower students at the Understanding level would be able to explain how the different types of soil represent various responses to God's word.



Applying

- In the Good Samaritan after telling this parable, Jesus instructed, "Go and do likewise". This directly challenges listeners to apply the principle of showing mercy to others, regardless of social or ethnic boundaries.



Analysing

- In the Parable of the Prodigal Son: Analysing this parable involves examining the relationships between the father and his two sons, understanding the themes of forgiveness and repentance, and recognizing the cultural context of inheritance and family honour.



Evaluating

- Solomon's Reign: Students could evaluate Solomon's leadership, weighing his wisdom and accomplishments against his eventual downfall, considering factors like wealth, foreign alliances, and religious practices.



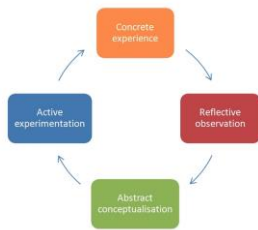
Creating

- Parables and Modern Stories: Students could write modern parables or stories that convey biblical truths in a contemporary context, demonstrating their understanding and creativity.



Kolb's Learning Cycle

- Kolb's learning cycle is a four-stage model that describes how people acquire and embed new knowledge



Concrete Experience

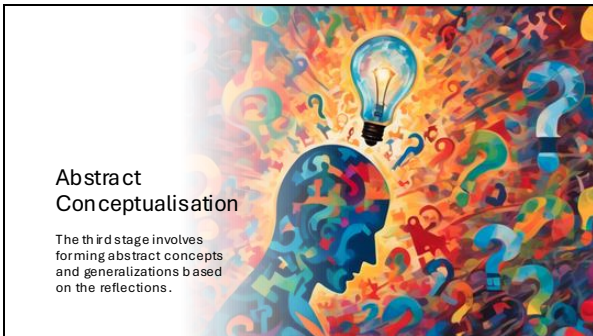
- This is the first stage where the learner actively experiences an activity or situation.





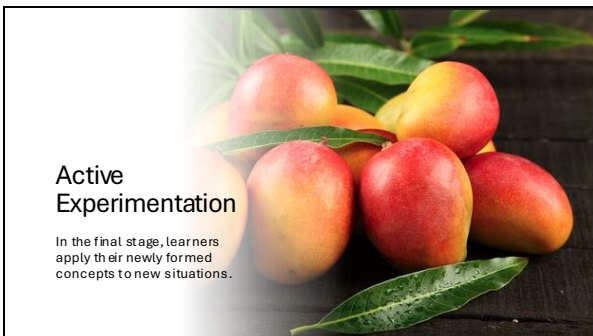
Reflective Observation

In this stage, the learner reflects on and reviews the experience.



Abstract Conceptualisation

The third stage involves forming abstract concepts and generalizations based on the reflections.



Active Experimentation

In the final stage, learners apply their newly formed concepts to new situations.

