

# Pedagogy

## *A.) Learning Styles*

### **Verbal-**

- Students are able to work in groups and discuss their learning of their given country
- They are teaching their peers about their countries through presentations, which will also benefit verbal learners
- These students will learn best from the interactive map (s), which include various slideshows of important capitals, cities and geographic regions
- The websites included for their research also include pictures and graphics that will be good motivators

### **Auditory-**

- Auditory learners will appreciate listening to their group members while they are "teaching" about their expert topic roles
- Students will also benefit from listening to the presentations given by their peers about their different countries.
- They can listen to the information and absorb it easier in that context

### **Tactile/Kinesthetic-**

- Tactile/Kinesthetic students will benefit from creating their posters with their group.

- They will be able to take what they learned through their research/notes and demonstrate their understanding with their own creativity
- Handling the materials (glue, scissor, poster board etc.) will help to motivate these learners and help them make a connection with their countries

### ***B.) Multiple Intelligences***

**Verbal-Linguistic:** Students will be able to discuss their learning with group members. They will also be able to listen to the presentations given by their other classmates about their countries. By listening to each other, verbal learners will be able to internalize the information being presented.

**Visual-Spatial:** The interactive map that each group will have access to will appeal to these kinds of learners. Not only are the maps visually pleasing, but each capital, famous city and geographic region highlighted there has a slideshow of pictures to view. There are also various links to different websites that the students will use as research about their countries that include multiple pictures and graphics as well.

**Bodily Kinesthetic:** Creating the group posters are beneficial for bodily-kinesthetic learners. They will be up out of their seats, creatively demonstrating their understanding of the content.

**Interpersonal:** The entire lesson is dedicated to cooperative group work, whether the students are working in small groups or listening as a whole group to each

presentation. The students will ultimately learn what it means to be positive group members and how to respond appropriately to the thoughts and feelings of others.

**Intrapersonal:** Even though there is a large amount of group work, the only way that the lesson can be successful is if the students are self-aware of their own learning. Each student (or pair depending on the size of the groups) will be responsible for a specific topic regarding their given country. If they are not confident in their learning about the topic, the rest of their group will not know it either! They will also be researching their topics individually before they return to their group (which again relates to the size of the groups).

**Naturalist:** Students will be learning about the environment of their given country. This includes the animals, plants and wildlife that are located in their country.

### ***C.) Gregorc's Learning Styles***

**Concrete Sequential:** These kinds of learners will benefit from having the directions for the entire project listed out sequential for them. The website itself is also aligned logically and straightforward for each page. Each page is designed in a similar format so these learners should not become distracted from too many graphics and confusing webpages. The students will also get approval for specific work that is completed during the lesson because I plan on walking around and observing their interactions with each other and their content.

**Concrete Random:** Concrete Random learners will appreciate the hands-on experience that this lesson incorporates by creating their group posters together. They will also benefit from the opportunity to brainstorm with their group members about the different topic questions for their given countries. The lesson also relies a lot on self-directed learning with little teacher interaction in the form of lectures. The groups are directing their own learning, posters and presentation, which will appeal to concrete random learners.

**Abstract Sequential:** These learners will benefit from the research aspect of this lesson. The project focuses on the individual research of each student(s) on their selected topics and how the group members teach each other what they learned. There are also many logical/cut and dry answers to these answers, for instance, there is only one capital of India.

**Abstract Random:** Abstract random learners will appreciate the cooperative work that this jigsaw lesson includes. There is also a good balance between time on task and social time. While the students will be researching on their own, they will come back to their group, teach their peers and brainstorm what they learned for their group project.

#### ***D.) Sense and Meaning***

As educators, we all know that for students to retain the material we present; it has to make sense to them and it has to have personal meaning in their own lives. If they cannot make sense and meaning, we cannot expect for

actual learning to take place. In this lesson, I try to make the material mean more to them by posing the statement: ***You never know if you will be visiting these places one day.*** Rather than just telling them that they have to learn about these countries, I try to place them right into the countries they are researching. Maybe one day they will visit England, India, South Africa or Australia? This information could be useful to them!

I also allow for the students to make sense of the material by incorporating group work, class discussions and class presentations. The cooperating groups can help students think through their learning. The discussion will also help to solidify any questions they may have about each country by asking the teacher and their peers.

The discussion will also help students to make a personal connection to their own lives by bring attention to the fact that all the countries have some similarities to their own country!