Learning Styles Within Workshops
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Introduction
➢ Howard Gardner proposed in 1983 a theory of multiple intelligences within the classroom
➢ Each person embodies different combinations of each of these 7 learning styles
➢ One’s learning style strengths could be tested using a multiple intelligence survey (ours was from the Jefferson Count teacher inventory)

Objective
➢ Our study was conducted to test if these multiple intelligences could be further correlated with areas of study
➢ We also wanted to look at whether student and teacher matching learning styles would create the optimal learning experience
➢ Our Hypotheses were as follows:
  ◦ People choose their major or field of interest based on learning style
  ◦ Workshop leader and student interactions are optimized when they have overlapping learning styles

Methods
➢ Choose a Group of random Workshop Leaders
➢ Give both The leaders and their students a multiple intelligence survey to test:
  ◦ Individual’s most prominent Learning Style
  ◦ How these Styles Compare between workshop leader and student
➢ Test Students opinions of Leader’s teaching style (3 questions rated 1-7) and ask current performance in CHM 203
➢ Analyze student opinion on workshop leader along with personal performance
  ◦ Check for correlations between learning styles and optimum performance

Results
➢ Learning styles were sporadic across all areas of study
➢ Of the students surveyed there was no dominant area of study that each learning style could be localized to
➢ When analyzing student views of workshop leader and performance in CHM 203 there was a slightly better performance from students with learning styles that matched their leader’s
➢ Small student numbers of certain majors made any clear correlations for some unable to be used for significant analysis

Conclusions
➢ There was no correlation specific between the students learning style and their area of study
➢ There was a slight optimization in learning experience above all other types when student and workshop leader’s learning styles matched

References

Acknowledgements
We would like to acknowledge Dr. Catherine Perez for helping us with our poster and throughout our workshop experience

TA vs. Student learning style optimization

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<th>TA</th>
<th>Linguistic</th>
<th>Logical</th>
<th>Spatial</th>
<th>Kinesthetic</th>
<th>Musical</th>
<th>Interpersonal</th>
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Major Correlation With Learning Style

- BIO
- ENG
- MTH
- CHM
- PHY

Number of Students

0 2 4 6 8 10 12 14
Linguistics Logical Spatial Kinesthetics Musical Interpersonal Intrapersonal