

# Teaching Through Learning Channels™

## Course Description

*Teaching Through Learning Channels™* is a PLS 3rd Learning course that focuses on helping experienced and beginner educators understand how to increase student achievement by addressing the brain's natural learning channels, using five specific instructional approaches: responding to the five basic needs of all learners (survival/physiological and safety needs; belonging; empowerment and esteem; freedom and self-actualization; and fun); teaching to all of the senses (kinesthetic, tactual, auditory, visual, olfactory, and gustatory); reinforcing five specific cognitive processes that help the brain integrate information (comparing and contrasting new information to old, conceptualizing or formulating a name for things, comprehending or practicing the concept, and combining or incorporating it into everyday life); teaching to the perceptual- and organizational-learning styles (global, sequential, abstract, and concrete); and addressing certain personality or temperament styles (intuitive feelers, intuitive thinkers, sensing judges, and sensing perceivers). Using an instructional process that allows participants to experience these five approaches from a learner's perspective, then applying them in their own classrooms from a teacher's perspective, class members will gain expertise in helping their students acquire, process, recall, and apply the skills and content that lead to academic success.

## Digital vs. Printed Course Materials

Please note:

- There is a **required** \$10 material fee that provides access to digital course materials.\* (The digital materials are identical to the printed materials.)
- You have the **option** to purchase a printed manual (and other printed corresponding materials) for an additional \$30.

*\*After you register and your class is confirmed, you will receive a confirmation letter outlining how to access digital materials. If you choose digital materials (no printed materials), there may be a small file of pages you will need to print and bring to class. You will also need to access these digital materials during the course, so be prepared to bring your own device (B.Y.O.D.) to each class. If you pre-ordered a printed manual, it will be provided to you on the first day of class.*

## Course Alignments

This PLS 3rd Learning course is aligned to Charlotte Danielson's **Framework for Teaching**:

Domain 1 – 1A, 1B, 1D, 1E, and 1F

Domain 2 – 2A and 2B

Domain 3 – 3A, 3C, and 3E

Domain 4 – 4A, 4E, and 4F

## Course Outcomes

Upon completion of this class, the learner will be able to:

1. Connect educational research to the concepts of this course.
2. Understand how to apply Glasser's five learning needs and Maslow's Hierarchy of Needs in the classroom so that, when met, they become the compelling whys of learning.
3. Identify and analyze which compelling whys can be applied in the classroom to improve instructional practice.
4. Identify and explain the characteristics of the six sensory KTAVOG preferences (kinesthetic, tactual, auditory, visual, olfactory, gustatory).
5. Design content-specific lessons that meet students' various needs and learning preferences in a multisensory way.
6. Use the elements of compelling whys and effective multisensory teaching as criteria to design, present, and evaluate a classroom lesson.
7. Identify and explain the cognitive processes in the 5Cs concept (Compare, Contrast, Conceptualize, Comprehend, Combine) that a teacher can use to help students process, recall, and internalize content and skills.
8. Use the 5Cs cognitive process to analyze and design effective lessons.
9. Identify and explain the characteristics of the two perceptual styles (global and sequential), the two organizational styles (concrete and abstract), and the four overarching teaching and learning styles that result when they are combined (concrete-global, concrete-sequential, abstract-global, abstract-sequential).
10. Identify, explain, and use specific instructional strategies addressing the needs of each of the four combined organizational and perceptual learning styles.
11. Adapt, implement, and evaluate a classroom lesson using concrete-sequential and abstract-sequential strategies.
12. Adapt, implement, and evaluate a classroom lesson using concrete-global and abstract-global strategies.
13. Identify and explain characteristics of the four temperament styles (intuitive feeling, intuitive thinking, sensing judging, sensing perceiving), implementing and evaluating lessons addressing each of those styles.
14. Synthesize research collected from the World Wide Web to support and extend knowledge of course concepts.
15. Identify one's own sensory, perceptual, organizational, and temperament styles, and address the needs of a variety of styles when designing effective lessons.

16. Generalize this course content to reflect how the diverse populations within classrooms have their needs met by the application of the skills, strategies, and knowledge gained in this course.
17. Reflect continuously upon personal expertise using the knowledge and skills associated with this course, and use those insights actively as the basis for ongoing professional growth.
18. Work collaboratively to share knowledge, skills, and experiences, refine understanding of content, give and receive feedback, and improve expertise.

## Institutional Outcomes

(To be listed here)

## Required Text

Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual.

## Topical Outline

## List of Concepts

### Student Compelling Whys

The five learning needs teachers can meet to create compelling whys for students to learn (survival/physiological and safety needs; belonging; empowerment and esteem; freedom and self-actualization; and fun); teacher control over compelling whys; what happens to students when compelling whys are present and when they are not addressed or are absent; research the five compelling whys; teacher compelling whys for taking the course; the research supporting compelling whys

### The Brain's Pattern for Learning: 5Cs

Meaning of the Cs in the 5Cs model (compare, contrast, conceptualize, comprehend, combine); how 5Cs thought processes help the brain to integrate knowledge and skills which lead to concept mastery; analyzing and experiencing lessons using strategies addressing and demonstrating the 5Cs; using the 5Cs Lesson Planning Format to develop full-spectrum lessons; the research supporting 5Cs

### Teacher Sensory Styles

Using KTAVOG sensory memory; participating in Live-Event Centers engaging KTAV senses; self-assessment using a KTAV Inventory; descriptions of the kinesthetic learner, the tactual learner, the auditory learner, the visual learner; analyzing My Memories of Learning; identifying sensory styles addressed in a lesson; analyzing and describing one's own sensory preference; research supporting sensory styles

**Stimulating the Senses (KTAVOG) to Enhance Memory**

Using and identifying memory strategies; stimulating the kinesthetic sense using a hands-on activity; stimulating the tactual sense through reflection; stimulating the auditory sense by adding sensory words to presentations; stimulating the visual sense using graphic organizers; stimulating KTAV senses to enhance memory using visualization and the Method of Loci; defining how memory works; defining main sensory learning styles and their representation in the population; research supporting using sensory styles to enhance memory

**Perceptual and Organizational Styles: GASC**

Identifying and defining GASC processes and styles through inductive experiences; self assessment of perceptual preferences using an inventory; information about the brain's neurons, hemispheres, and lobes; self-assessment of GASC styles (concrete sequential, abstract sequential, abstract random/global, and concrete random/global) using an inventory; defining the two ways humans organize information (globally or sequentially); identifying the two ways humans perceive the world (concretely or abstractly); experiencing acts of induction versus deduction, and analysis versus synthesis, as examples of global or sequential organizational structures; participation in lessons and activities addressing GASC learning styles (concrete-global, concrete-sequential, abstract-global, abstract-sequential); defining teaching and learning characteristics associated with each style; identifying instructional strategies preferred by each style; determining processes of lesson planning and implementation typical of each instructional style; acting out GASC styles; bringing the Learning Channels together; observing a master teacher using Learning Channels to develop and implement a unit of study

**Temperament Styles: NF, NT, SP, SJ**

Defining temperament styles (intuitive feeling, intuitive thinking, sensing perceiving, sensing judging); identifying one's own temperament style preference using an inventory; comparing/contrasting styles; creating and demonstrating lessons that address each of the specific styles; using styles for problem solving; personal reflection on all Learning Channels; working in a collaborative group to review the Learning Channels

### Course Assessments and Links to Institutional Outcomes and Course Outcomes (75% of final grade)

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. There are ten assessments in this course, for a total of 100 points.

		<b>Points</b>	<b>Correlations With Institutional Outcomes</b>	<b>Correlations With Course Outcomes</b>
Assessment No. 1:	Student Compelling Whys	12		1, 2, 3, 6
Assessment No. 2:	Sensory Styles in My Lesson	5		4, 5, 6, 15, 16,
Assessment No. 3:	KTAVOG Minilesson	16		1, 2, 3, 4, 5, 15, 16, 17, 18
Assessment No. 4:	Sequential Learners	10		8, 9, 10, 11, 16
Assessment No. 5:	Global Learners	10		8, 9, 10, 12, 16
Assessment No. 6:	Web Search	10		1, 13, 14, 16, 17, 18
Assessment No. 7:	Research Review	10		1, 14, 17, 18
Assessment No. 8:	A 5Cs Lesson	12		5, 6, 7, 8, 13
Assessment No. 9:	Article Reflection	10		1, 14, 16, 17, 18
Assessment No. 10:	Reflection Journal	5		17
		<b>Total</b>	<b>100</b>	

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

### Course Project (25% of final grade)

As a requirement of this course, participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term:

- topic identification and approval;
- topic research and article review;
- topic presentation and feedback survey development;
- presentation and feedback review; and
- project reflection.

### Instructional Materials

Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.

## **Instructional Methodology**

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include instructor presentation of new content through short lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole class discussion, analysis of assigned reading, and application of course content and skills to each participant's individual grade level, subject area, and classroom.

## **Evaluation**

The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

## **Grading Policy**

(To be listed here)

## **Absence and Tardy Policy**

(To be listed)

## **PLS 3rd Learning's Academic Integrity Policy**

PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.

- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

### **Identity Authentication**

The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

### **Participant Professionalism Policy**

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

## **Alignments to Charlotte Danielson's *Framework for Teaching***

Each PLS 3rd Learning course is aligned to the components in Charlotte Danielson's ***Framework for Teaching***. The alignments for this course are listed below.

### **DOMAIN 1: PLANNING AND PREPARATION**

- 1A. Demonstrating Knowledge of Content and Pedagogy
- 1B. Demonstrating Knowledge of Students
- 1D. Demonstrating Knowledge of Resources
- 1E. Designing Coherent Instruction
- 1F. Designing Student Assessments

### **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

- 2A. Creating an Environment of Respect and Rapport
- 2B. Establishing a Culture for Learning

### **DOMAIN 3: INSTRUCTION**

- 3A. Communicating with Students
- 3C. Engaging Students in Learning
- 3E. Demonstrating Flexibility and Responsiveness

### **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

- 4A. Reflecting on Teaching
- 4E. Growing and Developing Professionally
- 4F. Showing Professionalism

## Course Outcome Correlations With Model Core Teaching Standards (InTASC)

### Course Outcomes

#### Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**1, 2, 3, 4, 5, 7, 8,  
9, 10, 11, 12, 13,  
15, 16**

#### Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**1, 2, 3, 4, 5, 7, 8,  
9, 10, 11, 12, 13,  
15, 16**

#### Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**1, 2, 3, 5, 6, 7, 8,  
9, 10, 11, 12, 13,  
14, 15, 16**

#### Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**2, 3, 4, 5, 6, 7, 8,  
9, 10, 11, 12, 13,  
15, 16**

#### Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**3, 5, 6, 7, 8, 10,  
13, 15**

#### Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**3, 5, 6, 8, 9, 11,  
12, 13, 16,**

**Standard 7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**1, 2, 3, 4, 5, 6, 7,  
8, 9, 10, 11, 12,  
13, 15, 16, 17, 18**

**Standard 8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**1, 5, 6, 8, 10, 11,  
12, 15, 16, 17, 18**

**Standard 9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**1, 2, 3, 4, 5, 6, 7,  
8, 9, 10, 11, 12,  
13, 14, 15, 16, 17,  
18**

**Standard 10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**1, 14, 16, 17, 18**

The Interstate New Teacher Assessment and Support Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org/intasc>

Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author.

[http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf)

## Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Five Core Propositions

### Proposition 1: Teachers are Committed to Students and Their Learning.

#### Course Outcomes

NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.

**1, 2, 3, 4, 5, 6, 7, 8,  
9, 10, 11, 12, 13,  
16, 18**

They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

**2, 3, 4, 5, 6, 7, 8, 9,  
10, 11, 12, 13, 16,  
18**

NBCTs understand how students develop and learn.

**1, 2, 3, 4, 5, 6, 7, 9,  
10, 11, 12, 13**

They respect the cultural and family differences students bring to their classroom.

**2, 3, 4, 5, 6, 7, 9,  
10, 11, 12, 13, 15,  
16, 18**

They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.

**2, 3, 4, 5, 6, 7, 8, 9,  
10, 11, 12, 13, 16,  
18**

NBCTs are also concerned with the development of character and civic responsibility.

**2, 6, 7, 8**

### Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.

**1, 5, 6, 7, 8, 11, 12,  
13**

They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.

**1, 5, 6, 7, 11, 12,  
13, 16, 18**

They are able to use diverse instructional strategies to teach for understanding.

**1, 2, 3, 4, 5, 6, 7, 8,  
9, 10, 11, 12, 13,  
14, 16, 18**

### Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.

**1, 2, 3, 4, 5, 6, 7, 8,  
9, 10, 11, 12, 13, 16**

They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16**

NBCTs know how to assess the progress of individual students as well as the class as a whole. **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16**

They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents. **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16**

**Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.**

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. **1, 2, 6, 8, 14, 15, 16, 17**

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17**

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice. **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18**

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning. **2, 6, 7, 8, 11, 12, 13, 14, 16, 18**

They are leaders and actively know how to seek and build partnerships with community groups and businesses. **14, 16, 18**

They work with other professionals on instructional policy, curriculum development and staff development. **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18**

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. **1, 6, 7, 14, 18**

They know how to work collaboratively with parents to engage them productively in the work of the school. **14, 16, 18**

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