

CRITERION QUESTIONS—LEARNING AND LEARNING STYLES

In light of individual differences among learners, curriculum planners and teachers need many ways to encourage learning. Knowledge and use of theories about learning and learning styles offer important guidelines in providing for individual differences and instructional alternatives. The following are among the criterion questions that can be derived from the theories of learning and learning styles discussed in this chapter:

1. Have both behavioral and cognitive views of learning been considered in planning the curriculum?
2. Has the significance of individual learning styles and how learners construct meaning been considered in planning the curriculum?
3. Does the curriculum include diverse activities for learning?
4. Does the curriculum allow learners to exhibit and develop different forms of intelligence?
5. Is the significance of learning theory concepts (such as rewarded response, socialization, modeling, scaffolding, and zones of proximal development) reflected in the curriculum?

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