# Learning Design for: Copy of Teaching English as a Foreign Language (TEFL)

# <https://www.ucl.ac.uk/learning-designer/viewer.php?uri=/personal/karam91/designs/fid/396789d6ba4c2b123c3f52441bd437738f9887c92c870000da22c3464c6bb9e3&v=3.00>

## Context

Topic: Learning styles

Total learning time: 2 hours and 20 minutes

Designed learning time: 2 hours and 20 minutes

Size of class: 35

Description: Students are to learning the meaning, importance and types of learning styles

Mode of delivery: Blended

## Aims

1- to remember the definition of a learning style
2- to understand the importance of knowing the different learning styles
 of your students
3- To apply the VAK modal to different activities
4- to differentiate the learning style targeted by different activities
5- to compare and contrast between the features of different learning styles
6- to create a lesson plan that takes into consideration the learning styles of the students

## Outcomes

Knowledge: The definition and types of learning styles

Application: Designing activities using the VAK model

Evaluation: Decide the type of learning style targeted by an activity

## Teaching-Learning activities

### What's your preferred way of learning (quiz)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Investigate* | *20 minutes* | *35 Students* | *Teacher not present* | *Online* |

Before class, students will take a short quiz to know what their preferred way of learning is (learning style)

#### Linked resources

🔗 [Quiz](http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml)

### What is a learning style? what are the types and why is it important to know them?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Discuss* | *30 minutes* | *35 Students* | *Teacher present* | *Face to face (not online)* |

The teacher will discuss the results of the quiz the students had taken before class and then will lead to introducing the concept of a learning style.
From the textbook, the students will read and understand the definition, importance and types.

### Activities to cater for the different learning styles

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Practice* | *30 minutes* | *35 Students* | *Teacher present* | *Face to face (not online)* |

In this activity, students will be introduced to activities that match the learning styles in the VAK model. In groups, they are expected to classify the type of learning targeted by each activity

### Design your own VAK activities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Collaborate* | *30 minutes* | *5 Students* | *Teacher present* | *Face to face (not online)* |

In groups, students are asked to design a lesson plan that caters for the 3 learning styles in the VAK model. based on a topic assigned by the teacher.
They are asked to design activities for visual, auditory, and kinesthetic learners

### Create your own VAK-based lesson plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Produce* | *30 minutes* | *1 Student* | *Teacher not present* | *Online* |

Each students is assigned a specific language topic, and they are required to design a complete lesson plan that applies the VAK model. where each type of learning is taken into consideration in the design process. The plan is to be submitted to Moodle.

## Representations of the learning experience

| **Learning through** | **minutes** | **%** |
| --- | --- | --- |
|  | Acquisition (Read, Watch, Listen) | 0 | 0 |
|  | Investigation | 20 | 14 |
|  | Discussion | 30 | 21 |
|  | Practice | 30 | 21 |
|  | Collaboration | 30 | 21 |
|  | Production | 30 | 21 |

|  | **minutes** | **%** |
| --- | --- | --- |
|  | Whole class | 80 | 57 |
|  | Group | 30 | 21 |
|  | Individual | 30 | 21 |

|  | **minutes** | **%** |
| --- | --- | --- |
|  | Face to face (not online) | 90 | 64 |
|  | Online | 50 | 36 |

|  | **minutes** | **%** |
| --- | --- | --- |
|  | Teacher present | 90 | 64 |
|  | Teacher not present | 50 | 36 |