



■ Learning Styles: Dunn & Dunn Model

Guidelines for Instructors

- The learning environment (real or virtual) should be divided into partitioned areas with different climates and infrastructure that embraces attention to lighting (low or bright), temperature (cool or warm), seating arrangements (informal or formal), sound (quiet or with background sound).
- Allow students choice in how to learn - alone, with peers or with an instructor.
- Vary teaching techniques based on different learning configurations: for Visual, Auditory and Kinaesthetic approaches see VAK Click4it.
- Challenge individuals at their functional ability or slightly above that level.
- Facilitate learning activities for:
 - Self-starter learners who can monitor and pace themselves to the finish: provide long-term projects, self-designed objectives, procedures, and evaluations.
 - Learners in need of frequent support, devise short uncomplicated assignment tasks that need monitoring frequently, and provide regular positive feedback. Short assignments could gradually be increased in length/scope as tasks are successfully completed.
- Use clearly stated objectives in simple form, and be precise about every aspect of each task.
- Stagger the introduction of new material - if in the classroom, then across the day; Online learning, then across each unit.
- Encourage peer relationships with persistent learners.
- Review work at regular intervals and feedback



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