

Grasha-Riechmann Student Learning Styles

GRLSS Types	Student Learning Style	Classroom Activity Preferences
Competitive	<ul style="list-style-type: none"> ● Learns material to perform better than others in class ● Competes with other students for rewards like grades or teachers' attention ● Classroom is a win-lose situation in which they must always win 	<ul style="list-style-type: none"> ● Group leader in discussion or on projects ● Asking question in class ● Singling out for praise or recognition on a class-related activity ● No real preference for teaching method as long as teacher-centered
Collaborative	<ul style="list-style-type: none"> ● Learning most and best by sharing ideas and talents ● Cooperative with teachers and peers and likes cooperating ● Class is a place for social interaction and content learning 	<ul style="list-style-type: none"> ● Lectures with class discussion in small groups ● Student-designed and taught materials ● Group not individual projects ● Peer determined grades ● Talking about class outside class with other students
Avoidant	<ul style="list-style-type: none"> ● Typical of students not interested in course content in a traditional classroom ● Does not participate with students and teachers in class ● Uninterested or overwhelmed by what goes on in class 	<ul style="list-style-type: none"> ● Generally turned off by classroom activities ● Prefers no testing, likes self-evaluation or blanket grading where everyone get a passing grade ● No required readings or assignments ● Does not like enthusiastic teachers ● Does not like instructor-individual interaction ● Does not prefer well-organized lectures
Participant	<ul style="list-style-type: none"> ● Wants to learn course content and likes to go to class ● Takes responsibility for getting the most out of class ● Participates with others when told to do so 	<ul style="list-style-type: none"> ● Lectures with discussion ● Opportunities to discuss material ● Likes both objective and essay type tests ● Class reading assignments ● Prefers teachers who can analyze and synthesize materials well
Dependent	<ul style="list-style-type: none"> ● Little intellectual curiosity, learning only what required ● See teacher and peers as sources of structure and support ● Look to authority figures for guidelines and want to be told what to do 	<ul style="list-style-type: none"> ● Teacher outlines or notes on the board ● Clear deadlines for assignments ● Teacher-centered classrooms
Independent	<ul style="list-style-type: none"> ● Like to think for themselves ● Prefer to work on own but listen to others ideas in class ● Learn the content they feel is important ● Confident in their own learning abilities 	<ul style="list-style-type: none"> ● Independent study and self-paced instruction ● Problems that give him/her the opportunity to think for him/herself ● Student-designed projects ● Prefers a student-centered classroom

Teaching Scenarios: What Would You Do?

- (1) As you work individually with a student, she reveals that she prefers group-based learning activities, rather than individualized instruction sessions. What would you do?
- (2) A student you are working with conveys, through his body language, that he would prefer to be doing anything else but focusing on the learning task at hand. What would you do?
- (3) Although you are supposed to be working regularly with a student, he only appears on an intermittent basis, when he seems really "stuck" in his understanding. What would you do?
- (4) A student you are working with prefers to allow you to do all of the explaining of concepts or practicing of techniques, while she silently (yet respectfully) listens and observes. What would you do?