

THE BRIDGING CHART for LEARNING STYLES

Bridges for Personalization

Bridges for personalization connect to Abstract Random* thinking by giving value to communication, personal interpretation, flexibility, use of imagination, appreciation for feelings, and social leadership.

Bridges for Exploration

Bridges for exploration connect to Concrete Random* thinking by giving value to diversity, open-ended questions, exploration, investigation, problem-solving, and vision-oriented leadership.

Bridging Strategies

Bridging Techniques

Personal approach	• Personalize your explanations; have a personal attitude
Co-operative groups	• Use co-operative learning and minimize competition
Association learning	• Illustrate with interpretations; coach for sequence
Viewpoint questions	• Ask for interpretations; question for meaning
Nurturance	• Value different points-of-view and feelings; use humor
Visualization	• Use visual imagery, sketching, illustration of concepts
Process-time	• Provide process choices; build-in processing time

High Motivation Areas

- Communications • Using introspection • Counselling others
- Addressing human interests and needs • Working co-operatively • Creating in the visual, written or performing arts

Bridging Strategies

Bridging Techniques

Open-ended activities	• Guide divergent thinking to productive ends
Options	• Encourage use of alternatives, choices, options
A confident attitude	• Ask for opinions, alternative solutions, different ideas
A challenge	• Seek divergence and use inquiry questions
Tricks of the trade	• Teach shortcuts to skills
Questions of progress	• Enquire whether process or product is more important
A truce about structure	• Maximize guidelines; minimize rules; use humor

High Motivation Areas

- Solving problems • Experimenting • Working in new ways
- Taking leadership • Creating change • Having independence

THE BRIDGING CHART for LEARNING STYLES

Bridges for Structure

Bridges for structure connect to Concrete Sequential* thinking by giving value to details and facts, hands-on work, practicality, exact directions, realistic timelimits and managerial leadership.

Bridges for Logic

Bridges for logic connect to Abstract Sequential* thinking by giving value to procedure, ideas, reference, analysis, and intellectual leadership.

Bridging Strategies

Bridging Techniques

- | | |
|-----------------------|--|
| Advance organizers | • Give clear explanations of topic, expectations, outcomes |
| Structured approaches | • Follow procedures, directions, and time limits |
| Practical guidelines | • Identify key points; offer specific examples |
| Practical problems | • Use active and hands-on problems with practical value |
| Models | • Demonstrate or practice in detailed and hands-on ways |
| Question/Answer | • Provide opportunity for learners to clarify and check |
| Practice sessions | • Offer active practice opportunities |

High Motivation Areas

- | | | |
|--------------|---------------------------------|--------------------|
| • Working | • Using patterns and directions | • Being of service |
| • Organizing | • Solving real problems | • Getting results |

Bridging Strategies

Bridging Techniques

- | | |
|-----------------------|--|
| Information gathering | • Provide reasons and explanations for procedures |
| Reading assignments | • Show admiration for knowledge and inquiry |
| Discussion of ideas | • Maximize conceptual aspects; minimize hands-on work |
| Analysis approach | • Relate hands-on work to ideas and concepts |
| "Why" explanations | • Analyze information, causes, background, and results |
| Question/Answer | • Give opportunity for learners to question experts |
| Debate | • Engage in discussions of controversial issues |

High Motivation Areas

- | | | |
|--------------------|-----------------------------------|---------------------------------|
| • Reading | • Engaging in serious discussions | • Talking with experts |
| • Analyzing issues | • Working in intellectual ways | • Acting on idealistic concerns |