Cognitive Learning Styles & Strategies in a Cross-Cultural Setting

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Cognition?

Cognition & Culture

The concept of things that particular people use as models of perceiving, relating, and interpreting their environment.

The process by which individuals perceive, relate to, and interpret their environment.
Cultural Perceptions: Colors

<table>
<thead>
<tr>
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<th>German</th>
<th>Italian</th>
<th>Russian</th>
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Style?

Cognitive Learning Preferences

- Strategies for learning & recall.
- Response pattern to style of teaching.
- Emotional response to completing tasks.
- Ability to analyze tasks & outcomes.
- Understanding and applying cause and effect.
1. Turn to the Culture & Learning Style Activity Set.
2. Complete the Modality Checklist while picturing yourself in a classroom or school setting.
3. Discuss with your partner how accurate you think this is of you as a student or learner.

Cognitive Learning 'Styles'
- Anxiety
- Categorization
- Field
- Locus of Control
- Persistence
- Tempo
- Tolerance

Anxiety
- High: Tendency to perform less well when challenged by a difficult task.
- Low: Tendency to perform better when challenged by a difficult task.

Believing anxiety to be a positive life force, Brad prepares for another day.
Categorization

- **Broad**: Tendency to include many items in a category and lessen the risk of leaving something out.
- **Narrow**: Tendency to exclude doubtful items and lessen the probability of including something that doesn't belong.

Field

- **Independent**: Tendency to see everything as elements making up a whole; emphasis upon the parts and not the whole.
- **Sensitive**: Tendency to see the whole; difficulty separating the whole from its parts.

Locus of Control

- **Internal**: Tendency to think of oneself as responsible for own behavior.
- **External**: Tendency to see circumstances as beyond one's own control: luck or others are seen as responsible for one's behavior.

Marian's need to dodge responsibility, caused the lambs to argue with each other over who dropped the roast.
Persistence

- **High**: Tendency to work until the task has been completed; seeks any necessary help.
- **Low**: Tendency to short attention; inability to work on a task for any length of time.

Tempo

- **Reflective**: Tendency to take more time and generate more effort to provide appropriate responses.
- **Impulsive**: Tendency to give first answer that comes to mind even if frequently wrong or inappropriate.

Tolerance

- **High**: Tendency to accept experiences that vary markedly from the ordinary or even from reality or the truth.
- **Low**: Tendency to show a preference for conventional ideas and reality.

Bob could scarcely believe his luck.
Style Identification Activity

1. Turn to the Culture & Learning Style Activity Set.
2. Complete the Cognitive Style Checklist while picturing yourself in a teaching or counseling role.
3. Discuss with your partner which area was most accurate for you.
4. Go through the parameters with a partner who knows you.
5. Identify where you are most similar and where most different.

Style Identification

Field Independent | Field Sensitive
--- | ---
Analytical | Global
Separative | Integration
Abstract | Concrete
High-Task | Low-Task
Feeling | Rational
Integration | Separation
Reflective | Impulsive
Cooperative | Competive
Social | Solitary
Broad Categorizer | Narrow Categorizer
Inclusive | Exclusive
Broad Categorizer | Narrow Categorizer
 Conjunctive | Disjunctive

High Persistent | Low Persistent
Focuses | Persists
Concentration | Structured
High Anxiety | Low Anxiety
Cautious | Risk-Taking
Positive stress response | Positive stress response
Panic challenge motivating | Panic challenge motivating
Internal Locus Of Control | External Locus Of Control
Attributes success to luck or fate, task difficulty | Attributes success to luck or fate, task difficulty
Blames self for circumstances | Blames self for circumstances
Accepts personal responsibility for circumstances | Accepts personal responsibility for circumstances

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**Style Divergence Strategies**

- Locus of Control → active processing, coping, evaluation
- Tempo → rehearsal, active processing, evaluation
- Categorization → analogy, organization, evaluation
- Persistence → active processing, coping, rehearsal
- Tolerance → analogy, rehearsal, coping
- Anxiety → coping, advanced organizers
- Field → active processing, advanced organizers

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**Style Identification**

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<thead>
<tr>
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<th>Field Sensitive</th>
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<tr>
<td>Analytical</td>
<td>Global</td>
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<tr>
<td>Separation</td>
<td>Integration</td>
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<tr>
<td>Emphasis on parts</td>
<td>Emphasis on whole</td>
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<tr>
<td>Discrimination</td>
<td>Generalization</td>
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**Identifying Learning Style Needs**

1. Find the style area where your and your student's scores are the furthest apart on the continuum.
2. Write the name of that style next to #1 to the right.
3. Find the style area where your scores are the closest and write the name of that style next to #7.
4. Rank order the other style areas relative to the distance between the scores and write them in #2-#6.
5. Begin your intervention strategy selection & implementation with the #1 style.
6. Continue your intervention strategy selection & implementation in priority.
7. Least divergent
**Style Identification Activity**

1. Read about José’s interaction in the classroom.
2. Look at José’s style profile.
3. Choose the style area that you thought was most accurate for you and look at his style tendency in this area.
4. Discuss with your partner what problems you might have working with José.
5. Discuss what strategies would facilitate you working effectively with José.

**Differentiated Instruction**

- Begin where students are
- Build upon learners’ differences
- Engage students through different learning styles
- Use varied rates of instruction
- Ensure student competes against himself rather than others
- Provide specific ways for each student to learn
- Establish learner-responsive, teacher-facilitated classrooms based on essential skills

**STRATEGIES**

A strategy is a tool.
A strategy can be applied to any learning task.

Choose the right strategy for the task.

Strategies stay with you.
Krashen’s Critical Elements

1. Provide Comprehensible Input in Second Language
2. Maintain Subject Matter Education
3. Maintain and Develop Children’s Home Language

Comprehensible Input

1. Use visual cues.
2. Demonstrate.
3. Use simpler syntax.
4. Preview, view, review.
5. Use hands-on activities.
6. Use shorter sentences.
7. Maintain a warm affect.
8. Watch for comprehension; restate to clarify meaning.
9. Stress high frequency vocabulary.
10. Use physical models or actual objects.
11. Cut down use of slang and idioms.
12. Use culturally appropriate gestures and body language.
13. Provide guided practice.
15. Stress participatory learning.
16. Use fewer pronouns.
17. Build upon prior experiences.

#1 Active Processing

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Active Processing Steps

1. What is our task?
2. What do we need to do to complete our task?
3. How will we know our task is done correctly?
4. How will we monitor the implementation?
5. How do we know the task is completed?

Guided Practice

➢ Reflect on teaching style
➢ Provide guidance in learning expectations
➢ Develop specific transfer skills
➢ Provide guidance in school interactions
➢ Focus on learning how to learn
➢ Develop self monitoring in locus of control

Krypto

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Card Games

Do you have ____?
I have ____.
(You) Take it!
Yes.
No.
(The) Card.
Thank you (very much).
(We're) done. Goodbye.
(It's) Good! Wonderful!
Alas! Drat! Oops!

Dual Language Card Games

ENGLISH
- Do you have ____?
- I have ____.
- (You) Take it!
- Yes.
- No.
- (The) Card.
- Thank you (very much).
- (We're) done. Goodbye.
- (It's) Good! Wonderful!
- Alas! Drat!Oops!

DINÉ (NAVAJO)
- ____ish holo.
- _____ holo.
- Neidil’ah.
- Aoo’.
- Dao’da.
- Bizhi’igii.
- Ahéhee’(la).
- Hágoo’n’eeh’.
- Y’a’t’éeh!
- Éiyá!

ENGLISH & DINÉ

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight
9. Nine
10. Ten

1. T’alai
2. Naaki
3. Taa’
4. Dii’
5. Asdlah
6. Hastaa’
7. Tso’tsilid
8. Tseebiil
9. Nahastee’
10. Neezna

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Advanced Organizer Steps

1. What are we going to learn about?
2. What do we already know about this?
3. What should we watch for in this?
4. How can we prepare for this activity?
5. What can we predict about what is going to occur?
6. What new things should we be prepared to think about?

Advanced Organizers

- Show students pictures about or from the lesson
- Have them talk about what these are & what they think may happen
- Provide a “picture walk” or other sequenced preview of activity
- From the preview, generate questions or ideas or predictions
- Illustrate all of these in concrete form or manner

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**Analogy Steps**

1. What do we know about things like this?
2. How is what we know similar to this new thing?
3. How is this new thing different from what we know?
4. How can we create an analogy between these?

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**Compare & Contrast**

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**Compare/Contrast**

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<tr>
<th>Elizabeth</th>
<th>Dragon</th>
<th>Ronald</th>
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Timelines

- What are key events in my life over the past ten years?
- What are major events that were happening elsewhere in the world at the same time?
- How can I illustrate this?
- Find someone with two similar happenings.
- Discuss the similarities and differences in your lives over the last ten years.

Creating analogies

- Make two lists of attributes generally true of these types of objects.
- Compare the two lists.
- Look for similarities.
- Look for differences.
- Create sentences - analogies.

<table>
<thead>
<tr>
<th>Robin</th>
<th>Kookaburra</th>
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<tbody>
<tr>
<td>Rabbit</td>
<td>Kangaroo</td>
</tr>
<tr>
<td>Bear</td>
<td>Koala</td>
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</table>

<table>
<thead>
<tr>
<th>Metal Rod</th>
<th>Oosik</th>
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</thead>
<tbody>
<tr>
<td>Wolverine</td>
<td>Tasmanian Devil</td>
</tr>
<tr>
<td>Lizard</td>
<td>Tuatara</td>
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</table>

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Analogy #1

Bone Thing
• Ivory colored
• Long
• Hard
• Organic
• Attaches to something
• Supports

Rod Thing
• Metallic, silvery
• Long
• Shiny
• Hard
• Holds something together
• Man-made

Analogy #2

1. The wombat is almost as ______ as a cat.
2. ______ are to wombats as ______ is to cats.
3. The cat is to ______ as a wombat is to ______.

Analogy #2

1. Cats and wombats are cuddly & funny.
2. Wombats are herbivores while cats are carnivores.
3. Cats are mammals while wombats are marsupials.

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Analogies based on knowledge

1. The oosik is to a ______ as the ______ is to a prosthesis.
2. The ___________ is to a fractured femur as the ______ is to the seminal vesicle.
3. Oosiks and ________ are both long and hard.
4. The oosik is to a walrus as the _______ is to a human.

Coping Steps

1. What is the problem?
2. What are our action steps?
3. Where can we go for help?
4. How will we deal with setbacks?
5. What will our outcome be?
Self Monitoring

- Provide guidance in learning & behavior expectations
- Assist student in developing targets for monitoring
- Assist student in developing self checklist
- Provide scaffolding
- Use role play & simulations
- Provide peer demonstrations
- Support independence in learning situations
- Facilitate assuming responsibility for learning
- Practice what you preach

Example of Self Monitoring

<table>
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I want to be able to:

1. Work quietly during cooperative group activities.

2. Listen to the teacher’s directions, and take notes of what I need to do.

3. Put the materials away in their proper boxes when I am done using them.

Structured Choices

- Provide two or three ways student can complete assignment
- Facilitate student choice
- Allow several times, places, ways for students to implement tasks
- Provide several contexts for learning to occur

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Charting Outcomes

- Provide graphic illustrations of criteria
- Model task completion from beginning to end
- Facilitate self-check lists of task completion
- Provide clear descriptions, illustrations of criteria, rewards
- Provide clear description & guided practice in what is expected

Consistent Sequence

- Establish consistent schedule to learning day
- Establish consistent schedule for assignment completion
- Facilitate student discussion about lessons’ sequence
- Provide graphic or auditory reminders of sequence & timing

#5 Organization
Organization Steps

1. What elements go together?
2. Why do some elements go in this group and why do some not belong with the group?
3. What do we call these groups? Why?
4. Does the name of the group help us remember the elements?
5. How can we generalize this?

Graphic Organizers

Graphic Organizer
Sorting

- Sort the elements into groups.
- Count how many groups you have.
- Record what elements are inside each group.
- Decide upon a name for the group of elements.
- Compare with your neighbors.

Life is difficult for the organizationally impaired.

Consequence Wheel

#6 Visualization

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Patterns

Here is an example of the use of patterns that teachers will find useful. You will need beads of 7 different colors (white, brown, blue, green, yellow, and clear) and lengths of cord or leather. Have the students string the beads in the order of the water cycle:

- White bead—cloud
- Light blue bead—rain (precipitation)
- Brown bead—ground (accumulation)
- Blue bead—water in lake, river, ocean (surface runoff)
- Green bead—plants (transpiration)
- Yellow bead—sun (source of energy that keeps cycle moving)
- Clear bead—water vapor (evaporation)
- White bead—back to cloud (condensation)

Patterns

- Minimal pairs
- Rhymes
- Songs
- Rhythms
- Puzzles
- Sequenced puzzles

Patterns

- Compare & contrast L1 & L2 words
- Familiar Rhymes
- Familiar Songs
- Learning Games based on familiar patterns
- Puzzles based on prior knowledge

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Patterns/Puzzles

• Let’s look at some language and experience puzzles

Alphabet Puzzle
What do each of these groups of letters have in common?

F G J L N P Q R S Z
B C D E K
A M T U V W Y
H I O X

It’s Not The Word That Counts - It’s Where You Put It.

• There’s just one word that can be placed successfully in any of the 10 numbered positions in this sentence (I helped my dog carry my husband’s slippers yesterday) to produce 10 ten word sentences of different meaning.

I helped my dog carry my husband’s slippers yesterday.

• What is the word that has this remarkable power??
What is the pattern?

- Toast
- Doubt
- Indict
- Handsome
- Twisted
- Half-Penny
- Gnome
- Rhyme
- Heifer
- Marijuana
- Know
- Folk
- Mnemonic
- Hymn
- Leopard
- Psychology
- Cîng-Cents
- Forecastle
- Island
- Often
- Build
- Fivepence
- Answer
- Tableaux
- Prayer
- Rendezvous

Testing in A & K

A- -A K- -K
A- -A K- -K
A- -A K- -K
A- -A K- -K
A- -A K- -K

Color Pattern Cues

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<td>They</td>
<td>grumpily</td>
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<td>I</td>
<td>vastly underestimated</td>
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Shape Pattern Cues

Vocabulary Pyramid
1. Make 100 vocabulary triangles with mixed up words, definitions & examples on each tile.
2. Make 4 or more Pyramids with places for 9 vocabulary triangles.
3. Divide students into groups & give each group a Pyramid & 20 or more triangles.
4. Students work together to fill in their Pyramid.

The Tiles

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“A general finding (regarding cognitive style) has been that most perceptual, cognitive and cognitive style test performance shows shifts toward the norms found in the dominant group. The most effective agent for these shifts appears to be the experience of formal, technical education.”

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Visualization

“There is however, some work among Mexican Americans which suggests that there may be some acculturation to the barrio; this is indicated by the return to a traditional style mode. And, finally there is some impressionistic evidence that there may be a switching between styles, or bicultural style, depending upon whether one is operating for the moment in the traditional or the dominant group.”

Sudoku

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Sudoku

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#7 Evaluation

Evaluation Steps

1. How will we know we have completed our task?
2. What are/were the important elements of this task?
3. What are/were the criteria of success for this task?
4. How will we get feedback about this task?
5. How can we generalize what we have learned from this activity?

Checklists

- Number of tasks to do: check off as completed.
- Elements in each task: check off as each element is attained
- Steps in each task: check off as each step is completed.
- List of successful outcomes: check off as a successful outcome is achieved.
- Signs of success: check off when one of these signs is perceived.
- Ideas or skills to be learned from the lesson: check off as each is attained or applied in another task.
Constructive Feedback

- Provide immediate response
- Identify behavior
- Be specific
- Clarify criteria achieved
- Say student’s name
- Vary positive words

Affirmations

- You haven’t missed a thing.
- That’s a very good observation.
- That’s the way to do it!
- That’s coming along really well.
- I appreciate your insight.
- Now you have it.
- Thank you for your contribution.
- Can you expand on that idea for me?
- Thanks for the effort.
- That’s quite an improvement.
- That’s coming along really well.

- You haven’t missed a thing. Sensational! I really appreciate _______ (be specific)
- That’s a very good observation. Thank you. Where did you get so much info on that topic?
- That’s the way to do it! Super! I’m proud of the way you worked today.
- That’s coming along really well. Great! That’s an interesting way of looking at it.
- I appreciate your insight. Exactly. That really shows effort on your part.
- Now you have it. Marvelous! Thanks, gang! Let’s share what we have.
- Thank you for your contribution. Wow! I appreciate the way you’re working.
- Can you expand on that idea for me? Beautiful. I’m very proud of the way you participated.
- Thanks for the effort. Nice. Thank you for _______ (be specific)
- That’s quite an improvement. Better. Thank you for raising your hand. What is it?

Gold Mining

1. What do we know about this picture?
2. What are the overt elements of this picture?
3. What are the ‘hidden’ elements of this picture?
4. How can we find out about these?
5. How can we generalize what we have learned?

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Gold Mining

- What do we know about this picture?
- What are the overt elements of this picture?
- What are the ‘hidden’ elements of this picture?
- How can we find out about these?
- How can we generalize what we have learned?

#8 Reflection

1. What have we learned about this?
2. Who was doing what, where, when, how, and why?
3. How did we learn this?
4. Why did we learn this?
5. How will we remember this?
Predictions - Review

1. Why did the dragon take Ronald away?
2. What will the dragon do to Ronald?
3. How will Ronald deal with this?
4. How will Elizabeth survive?
5. How will Elizabeth find Ronald?
6. How will Elizabeth rescue Ronald?

Review

W-Star

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Hot Seat

• Elizabeth
• Ronald
• Dragon

KWL+

What did we KNOW about this already?

What did we WANT to know about this?

What did we LEARN about this?

HOW did we learn this?

WHY did we learn this?

Adaptation Mandala

Adapt content to instructional strategy.

Adapt content to instructional setting.

Adapt content to improve learner behaviors.

Adapt strategy to improve learner behaviors.

Adapt setting to instructional content.

Adapt strategies to instructional setting.

Facilitate learner adaptation to content.

Facilitate learner adaptation within instructional setting.
Key Learning

My Strategy Approach

Teaching & learning through interaction
T & S Learning control of strategies

Big boots to fill

......and remember...
Thank you! Come visit us at www.crosscultured.com

- Over 40 years experience.
- Research on impact of acculturation on referral & placement of CLD students.
- Research on effectiveness of specific cognitive learning strategies for diverse learners.
- Classroom teacher, diagnostician, faculty, administrator.
- Social justice advocate, author & teacher educator.