



Spotlight on Learning Styles has so far presented and explained three learning style models, provided checklists for you and your students to discover which type of learners you are, and offered a range of activities which can be adapted to a number of teaching situations and classes.

- **Part A** looked at styles from the point of view of both the learner and the teacher in order to clarify not only how our learners learn but how we ourselves teach, finishing off with a discussion of what styles are and what they are *not* – and the implications of learning styles in our teaching.
Spotlight on styles gave details of these three different models and pointed out the characteristics of learners and teachers and their style preferences.
- **Part B** suggested a wealth of activities which spotlighted each of the models, while the ‘Style spectrum’ showed how *all* learners and *all* preferences are still being catered for.
Spotlight on strategies, the first chapter, included checklists for both learners and teachers – as well as practical suggestions for the different learner and teacher styles.

So a question remains: *Where can you go from here?*

The hope is that, by finding out about your style and those of your learners, *you* have discovered how to make the activities work effectively – while observing how the *learners* approached them and carried them out.

Also, the concept of stretching into other styles may be the missing piece of the puzzle that learners have been seeking. Helping them to understand themselves, and how they are most comfortable perceiving and organising information, can help broaden their horizons and give them the motivation to go on exploring for themselves.

Although there are a multitude of different learning style models, it was necessary to make a choice of what to present – three models were ultimately chosen for this book. However, it is important to demonstrate that there are *other* approaches to learning styles which can help us to discover how learners learn best.

Delving into the concept of learning styles and looking at classroom work from that point of view should offer a starting point for *further* observation and investigation.



Further approaches



Further activities



Further reading

This, then, is the direction in which we shall be going in Part C.