

The Dunn and Dunn Learning Styles Model

Learners tend to demonstrate patterns in the way they prefer to deal with new and difficult information and ideas. The majority of us are most confident and successful when we approach difficult tasks by using our strengths.

The Dunn and Dunn Learning Style Model indicates a range of variables proven to influence the achievements of individual learners from kindergarten age to adulthood.

Each learner has his or her own unique combination of preferences. Some preferences may be strong, in which case the learner will benefit significantly if the need is addressed when he or she is learning challenging content.

Others preferences may be moderate – worth addressing if learning isn't progressing smoothly.

For some variables, no preference may be indicated. The learner's ability to engage with the work and to achieve success may depend on extraneous factors or his/her level of interest in the subject - or it may be that that particular variable has no real bearing on the learner's ability to concentrate and study.

ILSA trainers have considerable experience in the Dunn and Dunn Model. We would be delighted to provide your school or business with in-depth training in the practical applications of this research-based approach to teaching and learning.

[Contact ILSA for further information](#) or to inquire about our popular training modules.

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DUNN AND DUNN LEARNING STYLE MODEL

DESIGNED AND DEVELOPED BY DR. RITA DUNN AND DR. KENNETH

STIMULI

ELEMENTS

ENVIRONMENTAL ELEMENTS



SOUND



LIGHT



TEMPERATURE



SEATING
DESIGN

EMOTIONAL ELEMENTS



MOTIVATION

CONFORMITY/
RESPONSIBILITY



TASK
PERSISTENCE



STRUCTURE

SOCIOLOGICAL ELEMENTS



ALONE



PAIR



PEER



GROUP



AUTHORITY



VARIETY

PHYSIOLOGICAL ELEMENTS

PERCEPTUAL ELEMENTS

AUDITORY



VISUAL



TACTUAL



KINESTHETIC



INTAKE



TIME OF DAY



MOBILITY



PSYCHOLOGICAL ELEMENTS

ABC
3 x 9
= 27

ANALYTIC



GLOBAL



IMPULSIVE

REFLECTIVE



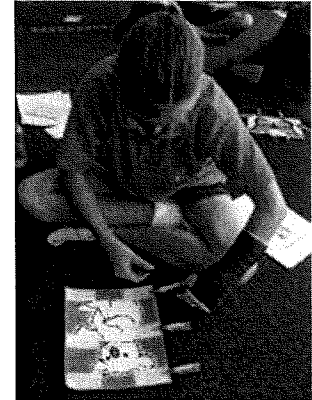
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What is Learning Style?

'Learning style is the way in which each individual learner begins to concentrate on, process, absorb and retain new and difficult material.' – Dr Rita Dunn

Each of us has different learning strengths – a combination of personal preferences that enable us to:

- Begin to concentrate
- Take in and new and difficult information
- Remain focused
- Understand and remember important information and ideas



When we are able to apply our strengths we become more efficient, more productive and more successful. We are much more likely to produce our best work.

Each of us is unique.

The Dunn and Dunn Learning Styles model illustrates a range of significant variables that may affect a person's ability to concentrate and learn. Some variables are believed to be biologically imposed; others are more inclined to develop and change as we grow and mature.

The elements of the Dunn and Dunn model are grouped according to five key stimuli:

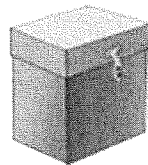
- Environmental – where we learn best
- Sociological – with whom we concentrate best
- Emotional – what motivates us to learn and influences our feelings about learning
- Physiological – when and how we physically engage most in learning
- Psychological – how we process and respond to information and ideas

Knowledge is power. Self-knowledge is powerful.

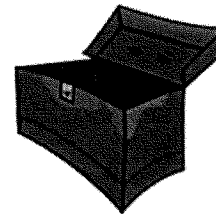
Students who recognise their learning strengths and limitations have an advantage over those who don't. They know how to help themselves, and when and how to seek help.

Teachers and parents who recognise and respect individual difference have an advantage over those who don't. They are motivated to find solutions instead of finding fault.

Employers who appreciate diversity have an advantage over those who don't. They energise employees by liberating them from the one-size-fits-all mentality.



At ILSA, we don't put people in boxes...



...but we do know how to release them!

Who Needs Learning Styles?

Students and workers of all ages enjoy and benefit from learning-style training. Regardless of whether we prefer structure or choice, traditional or creative applications, or formal or informal working environments, learning-style approaches help us to produce our best work in the classroom or workplace.

Learning-style strategies are most important for learners who:

- are being introduced to new or relatively unfamiliar content
- are studying challenging/difficult information
- have previously underachieved with one-size-fits-all strategies
- lack confidence
- require learning support, especially in spelling, reading or mathematics
- are striving to master a foreign language or second language



Teachers reap the benefits too. Learning-style approaches help to overcome a mismatch of teaching and learning styles, improve rapport, and develop an inclusive culture in the classroom. Differentiation is achieved without creating a significant extra workload for teachers or students. Discipline improves and children are happier.

Parents love learning styles. Children become more independent, and homework ceases to be a battleground!

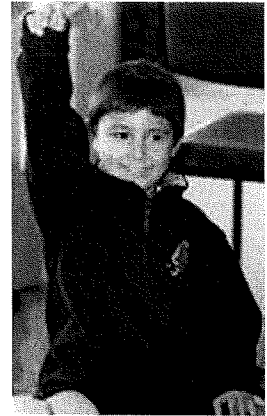
The Discipline of Learning Styles

Learning Styles R 'n' R

Learning Styles is about Rights and Responsibilities. It involves freedom and discipline, independence and cooperation.

Every student has the right to learn and the right to enjoy learning.

In a learning-style environment, students may be given the right to choose to use their strongest learning preferences when the work is new or difficult. Given the freedom to make independent choices – to learn the way they learn best - they learn to appreciate their rights and do not take them for granted.



Learners also have responsibilities.

First, they have responsibilities to themselves. They must make good learning choices that improve the quality of their work and allow them to finish on time.

Second, they have responsibilities towards others. They must respect the fact that others may learn in different ways from them. They must not interfere with others' ability to learn. If they make it difficult for others to concentrate, they can expect to lose the right to choose where and how they work. The teacher or trainer will decide when the privilege will be reinstated.

Finally, individuals must realise that they cannot expect to have everything their own way all the time, and the teacher cannot be expected to meet everyone's learning preferences all the time. Learning style is not to be used as an excuse. Well trained students know how to overcome a mismatch or conflict of styles. They have the tools and skills that enable them to compromise and cooperate.

Students whose teachers have received learning styles training are fortunate.

They learn in style!