

A View Inside An Online Alternative Teacher Certification Preparation Program: “Can Learning Styles Be Self-Assessed?”

Abstract: This article presents anecdotal accounts of an online alternative teacher certification preparation program course for post-baccalaureate in-service school personnel seeking initial teaching credentials. The Blackboard platform is used for the course. Typically, students were assigned to explain contemporary learning theory by active participation in a web-based learning styles inventory and corresponding discussion board dialogue. Student-developed summaries from the web-based learning styles inventory and discussion board responses to the question “Can learning styles be self-assessed?” with corresponding instructor comments are delineated through discussion and demonstrations. The final summary is presented as teacher education representation of “best practices” from a constructivist comparative alignment viewpoint.

Background Information

The university’s Post-Baccalaureate Accelerated Teacher Certification (PACT) Program uses the Blackboard platform for on-line courses to provide an opportunity for professionals with a bachelor’s degree to receive initial certification in an accelerated format.

Introduction

One of the objectives of this particular week’s lesson was for enrolled students to be able to explain contemporary learning theory by active participation in a web-based learning styles inventory and corresponding discussion board dialogue. Because of the overall course structure and program acceleration, the major emphasis for the course entitled “Instructional Methods for Grades 8-12” is to develop the students into teachers to become “reflective practitioners” in order to create optimal learning environments where all students succeed.

Web-Based Learning Styles Inventory

Students were instructed to go to: <http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ilsweb.html> to complete the “Index Learning Styles Questionnaire.” Correspondingly, students were to use their online results to summarize their learning style, and then submit the summary to the instructor’s digital dropbox.

Student Summaries --- Actual anecdotal data for 10 students without identification information.

Discussion Board Dialogue

The discussion board dialogue instructions were to place an initial response to the question –“Can Learning Styles Be Self-Assessed?” then respond to postings twice.

--Actual anecdotal data, discussion board dialogue postings.

Reflective Summary

References