

A yellow pencil with a black eraser and a sharp lead tip is positioned vertically on the left side of the image. The pencil has the text 'NO 2 HB' printed on it. To the right of the pencil is a clear plastic sheet, possibly a cover or a piece of paper, which is slightly tilted. The background is a wooden surface with a vertical grain pattern. The title 'Learning Strategies' is written in a large, bold, black serif font on the plastic sheet.

# *Learning Strategies*

WWWfW?\*

\*What, when, why  
and how for whom?

Prof. G. Faulstich

Compiled by Prof. Norma Enns

# True teaching begins where my own experience ends!

Do I

- ✓ teach the way I learn?
- ✓ teach the way I was taught?
- ✓ teach so that my student can learn?

NO 2 HB

# *Effective teaching means*

- ✓ Finding out my student 's learning strategies
- ✓ Developing effective, individualized methods
- ✓ Knowing myself - knowing my student

Expanding tools and materials  
make this increasingly important.

# Perception

- ✓ Cognitive perception:
  - ✓ like putting a jigsaw puzzle together
  - ✓ looks step-by-step at a series of details
  - ✓ then fits them together to find the bigger picture
- ✓ Global perception
  - ✓ like creating a jigsaw puzzle
  - ✓ looks first at the larger picture
  - ✓ then dissects and fills in the details

Dr. Eckehardt Altenmüller, Neurologe

# *Using our senses?*

## Secondary perception

- ✓ Auditory
- ✓ Visual
- ✓ Tactile
- ✓ Kinetic




# Learning

is a process involving

- ✓ Concrete experience - „I make holes.“
- ✓ Reflective observation - „What should I do?“
- ✓ Abstract hypothesis - „What changes if...?“
- ✓ Active testing - „Can I sing better this way?“

David and Alice Kolb 1984



In order to teach  
so that our students learn,

we need to create an atmosphere in  
which they

- ✓ can be involved
- ✓ can explore
- ✓ have things explained
- ✓ can apply their own knowledge
- ✓ can evaluate the results independently.

David Kolb

# *Six Learning Styles*

- ✓ Listeners
- ✓ Readers
- ✓ Writers
- ✓ Talkers
- ✓ Watchers
- ✓ Doers

David Straker (UK)

# *Listeners*

- ✓ Like to be told what to do
- ✓ Like lectures, slides, power point
- ✓ Want an end result they can use alone
- ✓ Want an order of things: what to do next
- ✓ Are suited to a traditional classroom environment and methods.

# *Readers*

- ✓ Find others either too fast or too slow
- ✓ Listen only with one ear
- ✓ Get distracted with auditive input
- ✓ Want a book to read
- ✓ Want to go at their own pace

NO 2 HB

# *Writers*

- ✓ Need to transfer information into their own words
- ✓ Ignore prepared summaries
- ✓ Make their own notes
- ✓ Constantly have a pencil in their hand
- ✓ Doodle (draw patterns while listening)

NO 2 HB

# *Talkers*

- ✓ Learn through challenge and discussion
- ✓ Listen but need to question
- ✓ Need a regular pause for questions
- ✓ Need to be allowed to interrupt
- ✓ Are good catalysts in a group situation

NO 2 HB

# Observers

- ✓ Want a living example to watch
- ✓ Learn well from demonstrations
- ✓ Also want to know how not to do it
- ✓ Imitate well - use the parrot method
- ✓ Like watching a video


NO 2 HB

# *Doers*


- ✓ Learn by trial-and-error
- ✓ Never read instructions unless absolutely necessary
- ✓ Impatient to get going
- ✓ Keep trying until they find out what works - researchers
- ✓ Need ideas for independent practice, not a set programme

NO 2 HB

# *Applying the strategies*

- 
- ✓ Tradition and Imaging
    - ✓ Appeals to imagination and senses
    - ✓ Observers do well imitating sensual and visual images
    - ✓ Communicates experience not facts
    - ✓ Individual
    - ✓ Artistically expressive
    - ✗ Depends on a common frame of reference: needs cultural and language(!) conformity
    - ✗ Is not objective or factual
    - ✗ Imparts no function
    - ✗ Effective images are not necessarily physiologically correct

# *Applying the strategies*

- 
- ✓ **Anatomy and Physiology**
    - ✓ Talkers, observers and readers love this
    - ✓ Often have a good feeling for the larynx
    - ✓ Body knowledge helps achieve healthy vocal function
    - ✗ Easy to be distracted by technique
    - ✗ Gets lost in pursuit of optimizing tone quality
    - ✗ Does not develop musicality or artistry

# *Applying the strategies*

- ✓ Hands-on objects and technology
  - ✓ Listeners, doers and observers love real-time feedback, direct results
  - ✓ Physical movement or on-screen image helps concentration
  - ✓ Tactile exercises give orientation
  - ✓ Playing and having fun can be part of singing
  - ✓ Opens the door for knowledge and imagination
  - ✗ Does not deal with subjective aspects
  - ✗ Needs a with-without strategy for long-term effectiveness

# Conclusion

Tell me and I will forget.  
Show me and I will remember.  
Involve me and I will learn.

*Attributed to Confucius*

*Thank you for your attention.*

NO 2 HB