

Synthesis

Education



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Synthesis Scenario Auditory James should use Socratic learning method, where he should ask his what they know about symbolism, metaphor and simile. James must draw as much information from them as possible, filling gaps with his own expertise.

Visual

Visual tools can enhance and aid James in teaching, as then he can invite the students to participate in the lecture, which would keep them alert to the auditory environment as well.

Kinesthetic

James can adapt Kinesthetic learning strategy by asking students to use similes, metaphors and symbols in their daily conversations. He can initiate it by forming two teams, dividing up the class, and initiating a competition among them. This would make students active participants, creative, would support peer learning and teaching more effortless (Walling, 2006).

Scenario 2

Auditory

Sean needs to engage students in the topics by reducing the verbal instructions and communicating his instructions or lecture through visual aid. Hence, he should inter-mix verbal instructions with captivating visuals to help him gauge their attention. This would give Sean a clear understanding of student's knowledge regarding clay sculpting and what Sean needs to explain more.

Visual

Sean should deliver the importance and value of art supplies, by making students work on cheap art supplies, which would make students realize the value of art supplies available to them.

Kinesthetic

Students should start their own clay sculpture, but after fifteen minutes, students would be rotated and they would finish each other's sculpture. This kinesthetic movement would make his expectations clear, and would also be a fun activity for students to finish their friend's work. He should also make a rule for students that if they break something, they would have to pay for it.

Scenario 3

Auditory

Sara needs to first use the Socratic method of learning, ask students for information and then fill the gaps with her expertise. Sara is dealing with students who are passionate about football, but there are also girls in her class she needs to consider too.

Visual

Sara needs to observe class behaviour, as well as community behaviour. In order to understand better her class and community, she should use visual aids, like pictures of legendary football players, monuments and places that the community thrives on. This would make her feel close to the class and the community, and would also make her more engaged with the students (Horwitz, 2010).

Kinesthetic

Sara should hand out different tests to students, to further assess their knowledge; the tests for boys could be designed in a way that it includes questions relating to football. Similarly, she should use the girl preferred topics for the introduction of new concepts in her math lesson for girls, which interests them most.

Scenario 4

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Auditory

Megan would have a clear picture of her student's language capabilities, once she converse with them for some time. She should spend at least one week assessing their language capabilities by engaging them in conversations relating to sports, entertainment , current affairs and fashion. Students speak the most about these three topics.

Visual

She could develop a simple survey for the students, where they could mention their areas of interest and she can use it for her lesson plan. Megan should use commonly exposed means of language enhancers like magazines, films and television shows to be included in her students' language planning and should co-relate it with culture in her plans for the school year (Peterson, 2009).

Kinesthetic

Initially, Megan should teach words that are related to movements and touching; for example, picking up a ball, throwing the ball, or pushing another person. These movements when illustrated or practiced; would make students more clear.

References

Top of Form

Walling, D. R. (2006). Teaching writing to visual, auditory, and kinesthetic learners. Thousand Oaks, Calif: Corwin Press.

Bottom of Form

Horwitz, E. (2010). Foreign Language Teaching Methods. Retrieved December 31, 2012, from [http://coerll. utexas.](http://coerll.utexas.edu/methods/modules/learners/)

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Peterson, E. (2009). Culture in Second Language Teaching. Retrieved December 31, 2012, from [http://www. cal. org/resources/digest/0309peterson. html](http://www.cal.org/resources/digest/0309peterson.html)