

Learning Differences, Learning Styles + Work Styles

Or what I learned about workplace strategy from my daughter



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1 **Why**

2 **Learning differences + learning styles + work styles**

3 **What can we learn from education + work**

4 **Implications for learning, work + place**

1 Why









Learning differences:

How we learn

How we work

Making learning + work accessible

Impact on performance

Through the lens of Learning Differences (LD)



THE STYLES OF LEARNING



Visual Learners



Auditory Learners



Read/Write Learners

Some also believe that there's another type of learner called "Read/Write", who prefers to learn and memorize things by reading and writing.



Kinesthetic Learners





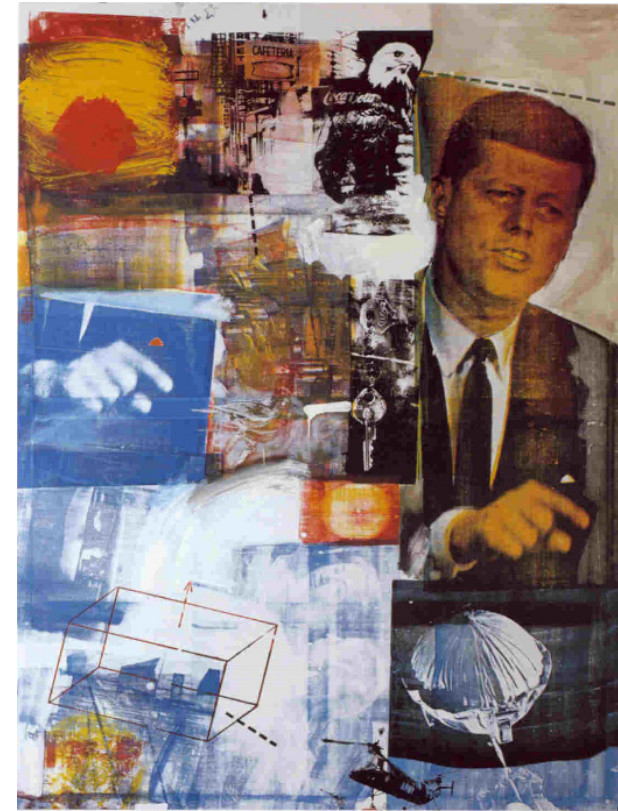
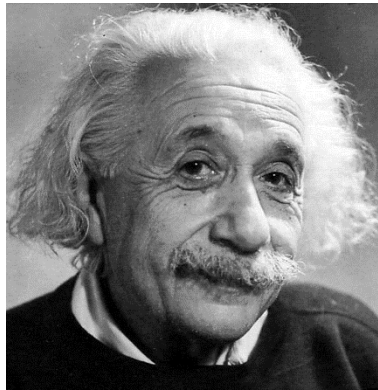
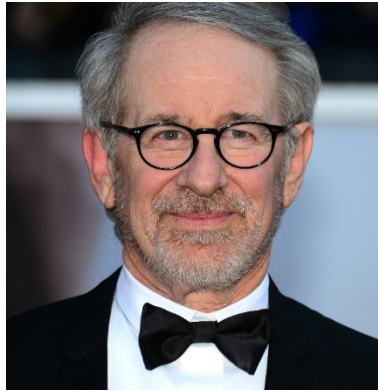
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Learning differences + learning styles + work styles

Learning differences:

Processing issues

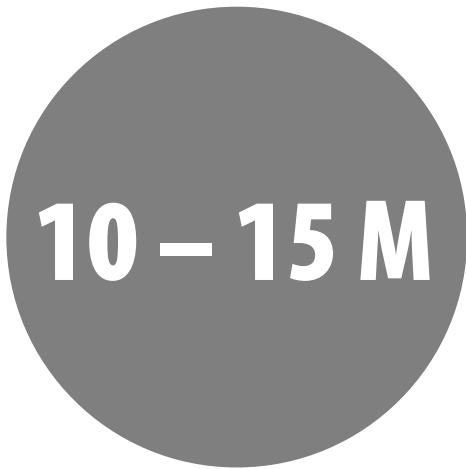
- Verbal
- Writing
- Processing information
- Relaying information





Learning difference

US Department of Education



Learning difference

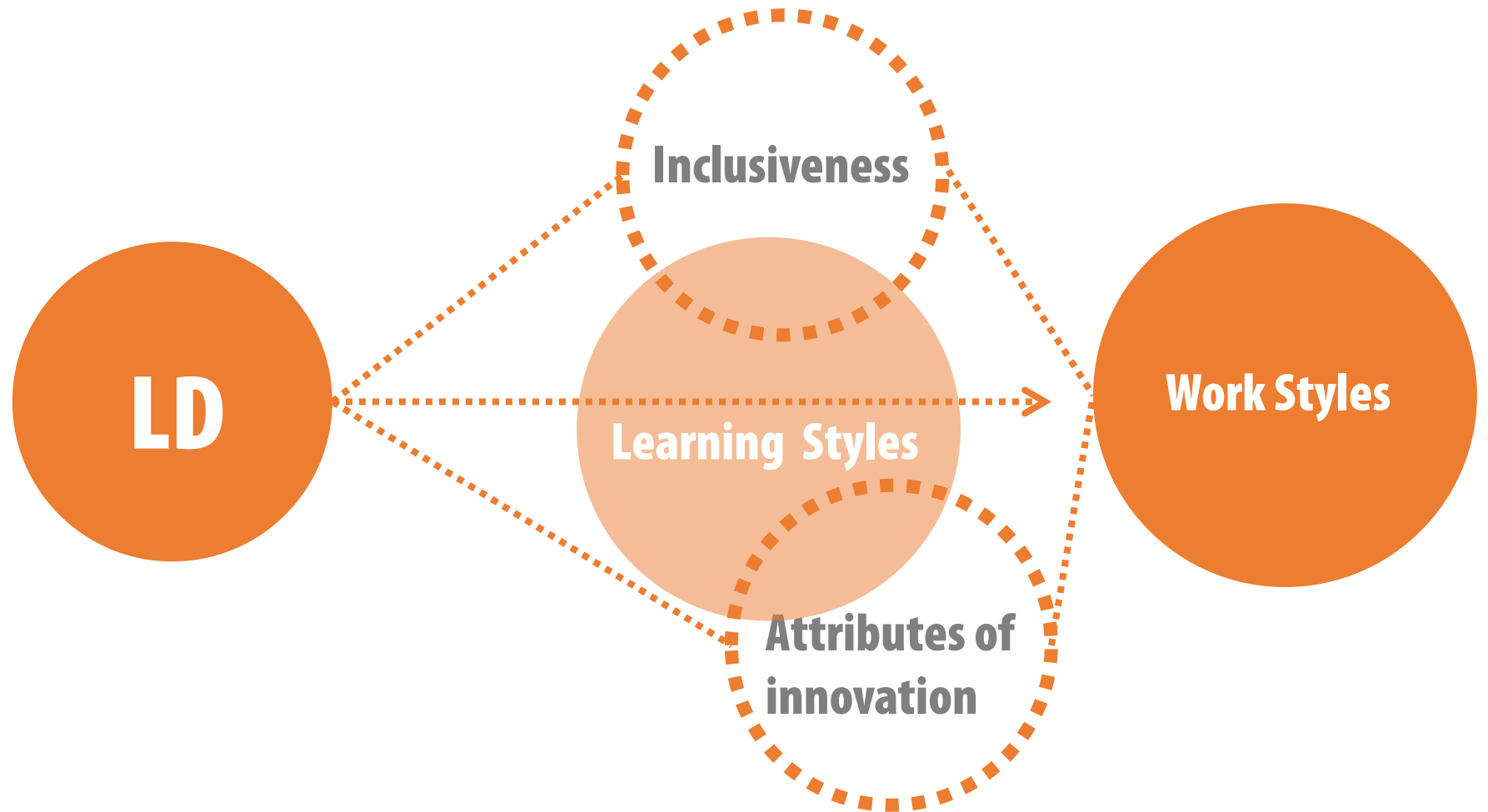
The Washington Post

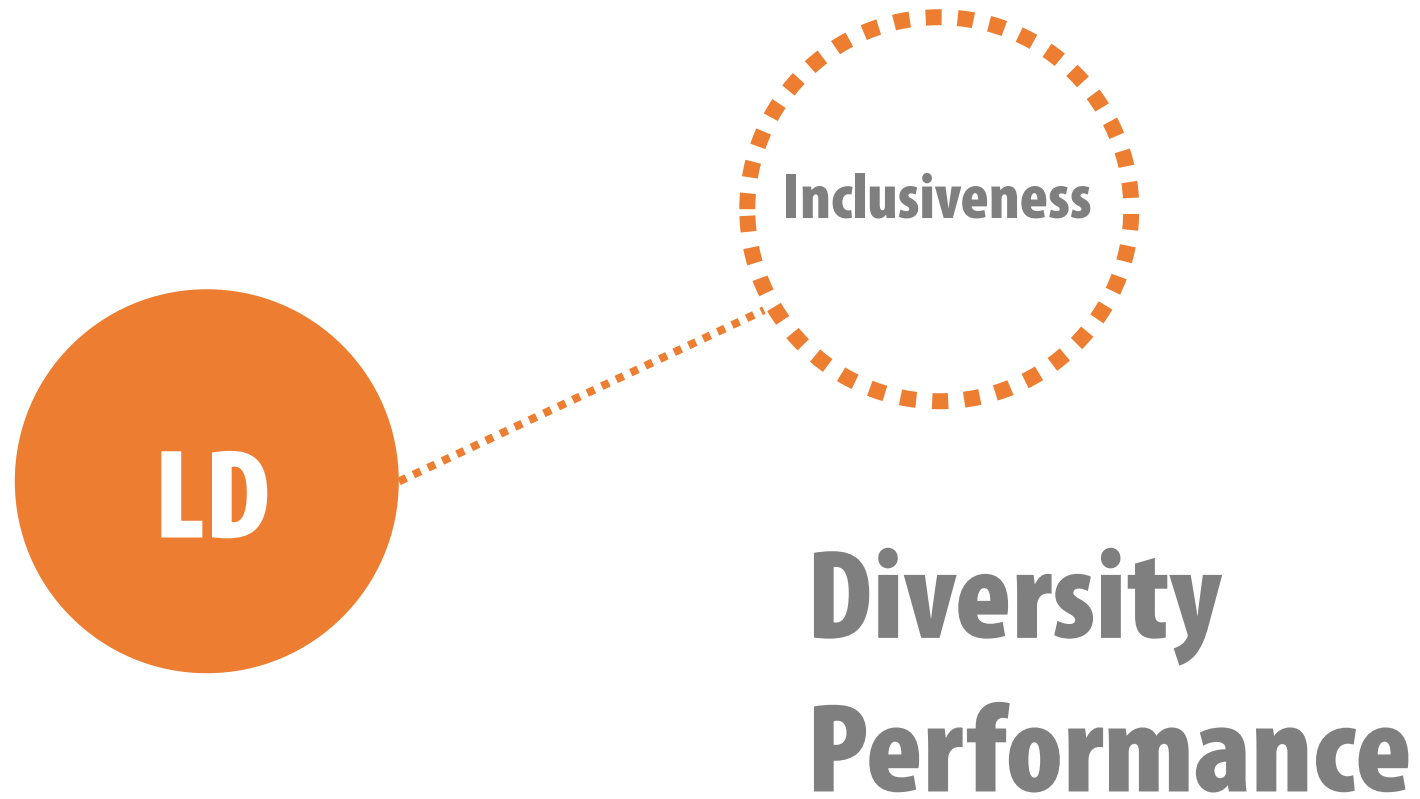
Inclusiveness

Choice + diversity

Building on the attributes of LD as a

driver of innovation (in learning + work)





2009 Cass Business School Study

**Higher incidence of dyslexia in entrepreneurs
than in normal corporate management
population**

Grow companies more quickly

Delegate tasks easier



View of big picture

Entrepreneurial

Delegate

Verbal communication





**Learning differences is not a childhood
problem....**



It doesn't disappear in adulthood



**Research suggests
accommodations disappear in
the workplace**

U of Connecticut study:



3

What we can learn from education

+

work

The Lab School of Washington

The design of this new high school for students with learning differences is borne from many focus groups with these students, observations of their work habits, and review of success stories



The Lab School of Washington

In order to be productive these student/workers require **CHOICE**:

Work environments need to include a variety of venues , mobility of worker,

and ability to regulate/modify the spaces for individual needs. These

individuals want to be able **to find, create, or modify an environment**

to meet their needs in order to produce. They want the ability to

change their work spaces at a moments notice.





These individuals understand that **different tasks require different environments** and their sensitivity to such is likely heightened.

Different spaces: from small enclosed “telephone booths,” to traditional seminar rooms, to wide open spaces





Different levels of stimulation including the visuals, sound, and motion that will range from over stimulating to absence of above. Visual design quality matters, acoustics matter, and lighting matters.

Different varieties of furniture that are easily reconfigured- from the modernized version of tradition desk and chair to more relaxed.



Different tools for expression:
expansive writing spaces for ideas,
Makerspaces for 3D representation of
ideas, low tech to high tech tools for
efficiency.





4 Implications for learning, work + place

“Revolutions start in the margins.”

David Rose, professor of neuropsychology, Harvard University

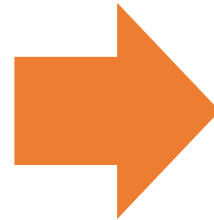
Individuals with diagnosed learning differences (formerly referred to as learning disabilities) such as dyslexia, dyscalculia, dysgraphia, and ADHD have been successful in the work world because they understood how to compensate and access their abilities, which are often, abilities most desirable in the 21st century work world. The value of self-knowledge as a worker is spilling over into the mainstream. The new generations of students have been alerted to their “learning” preferences for the work environment. Many more than ever identify with their “neurodiversity” even if they have not been formally diagnosed with learning differences.

They understand that this self-knowledge increases their **productivity**.

Changes in practice of learning + work:

From

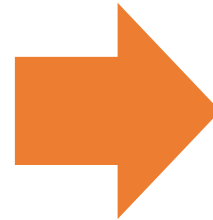
teaching to learning



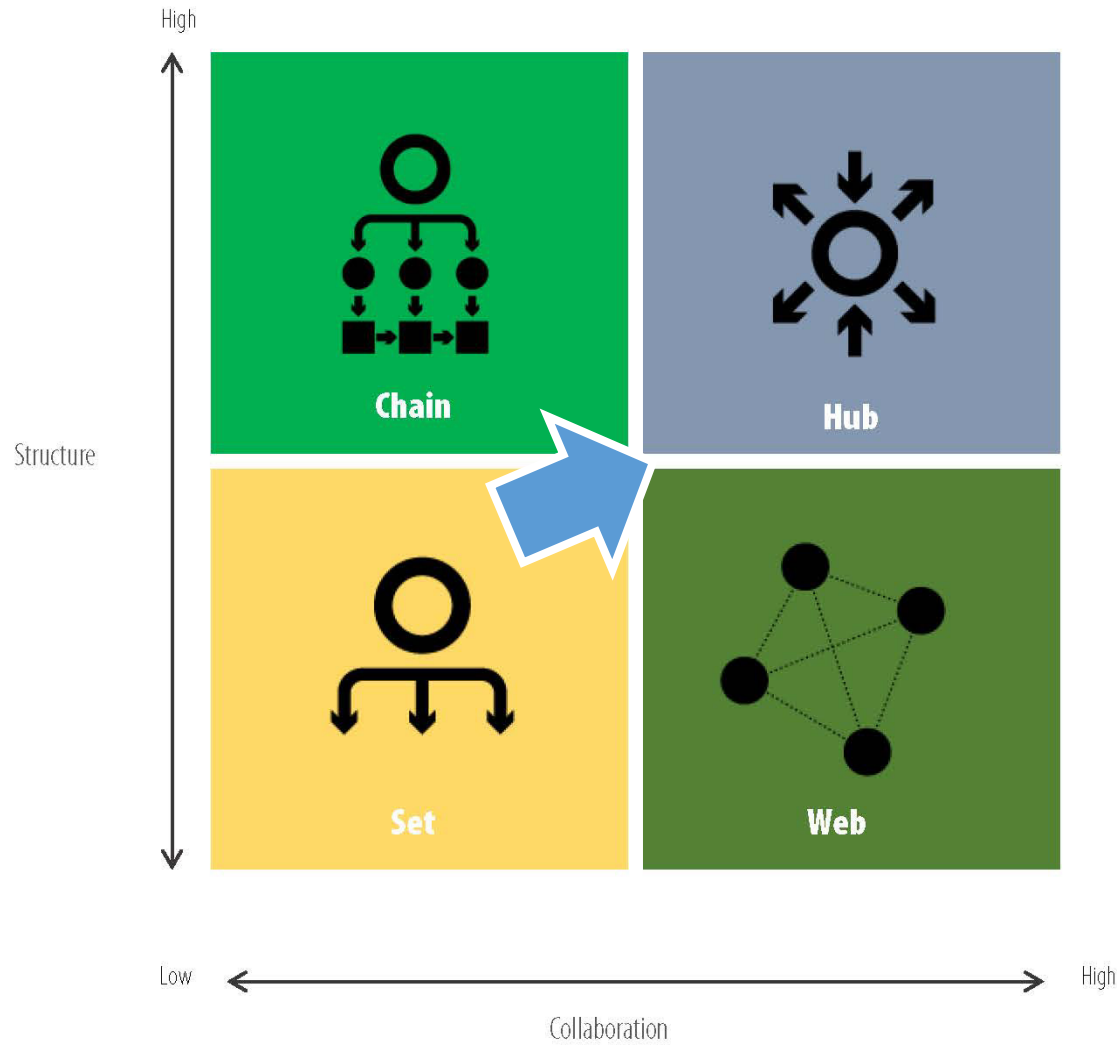
Changes in practice of learning + work:

From

teaching to learning



Management style







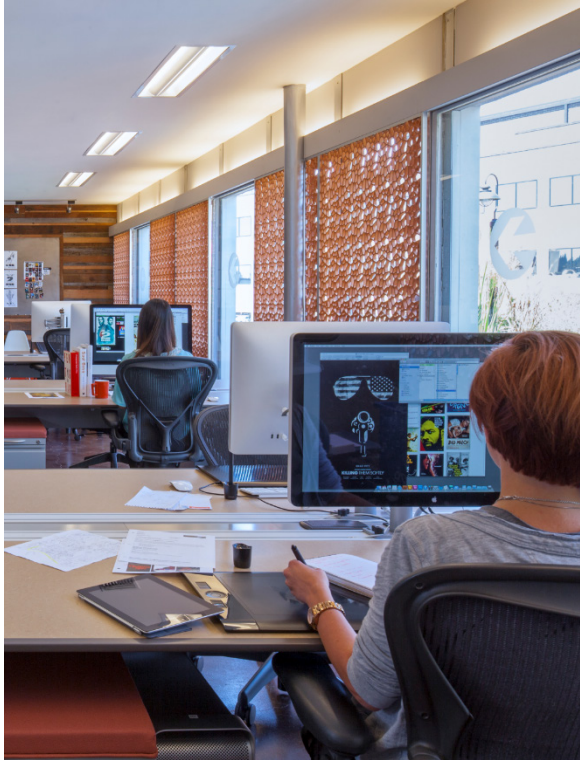
Focus work



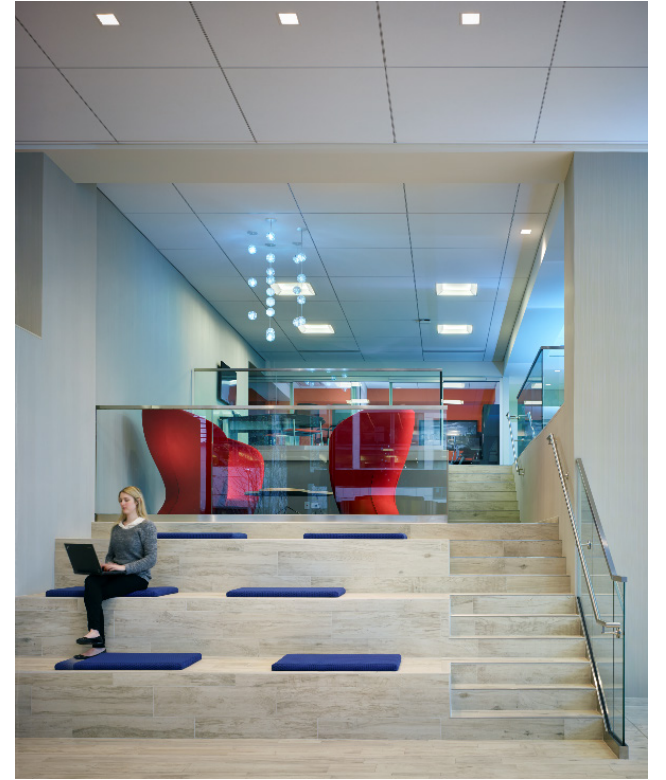
Collaboration

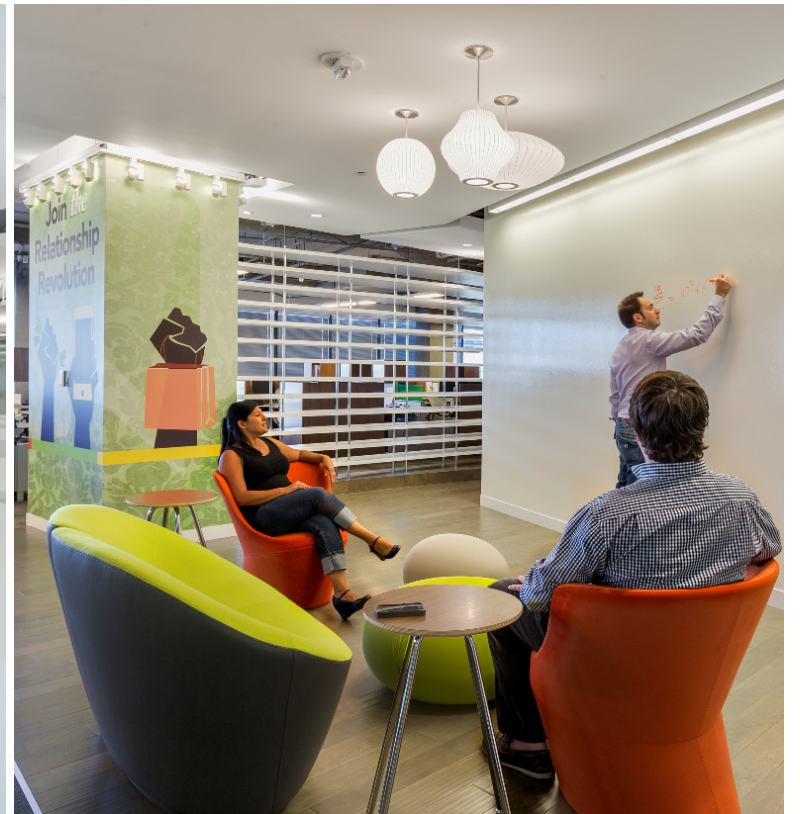


**Social
interaction**



Technology



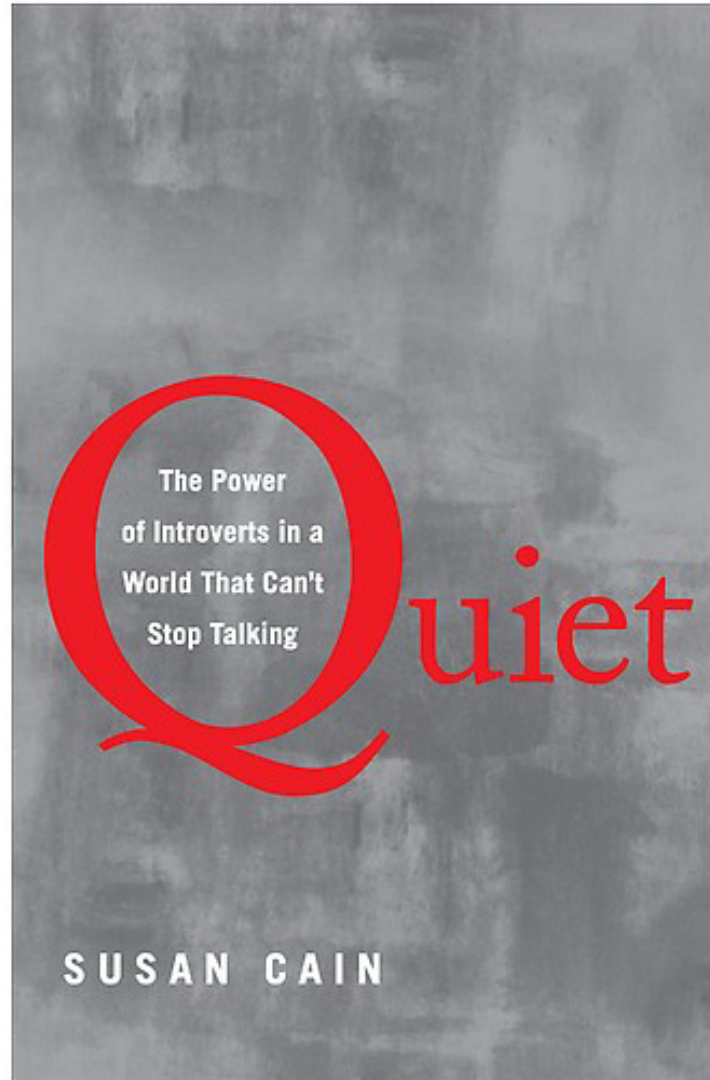






About choice





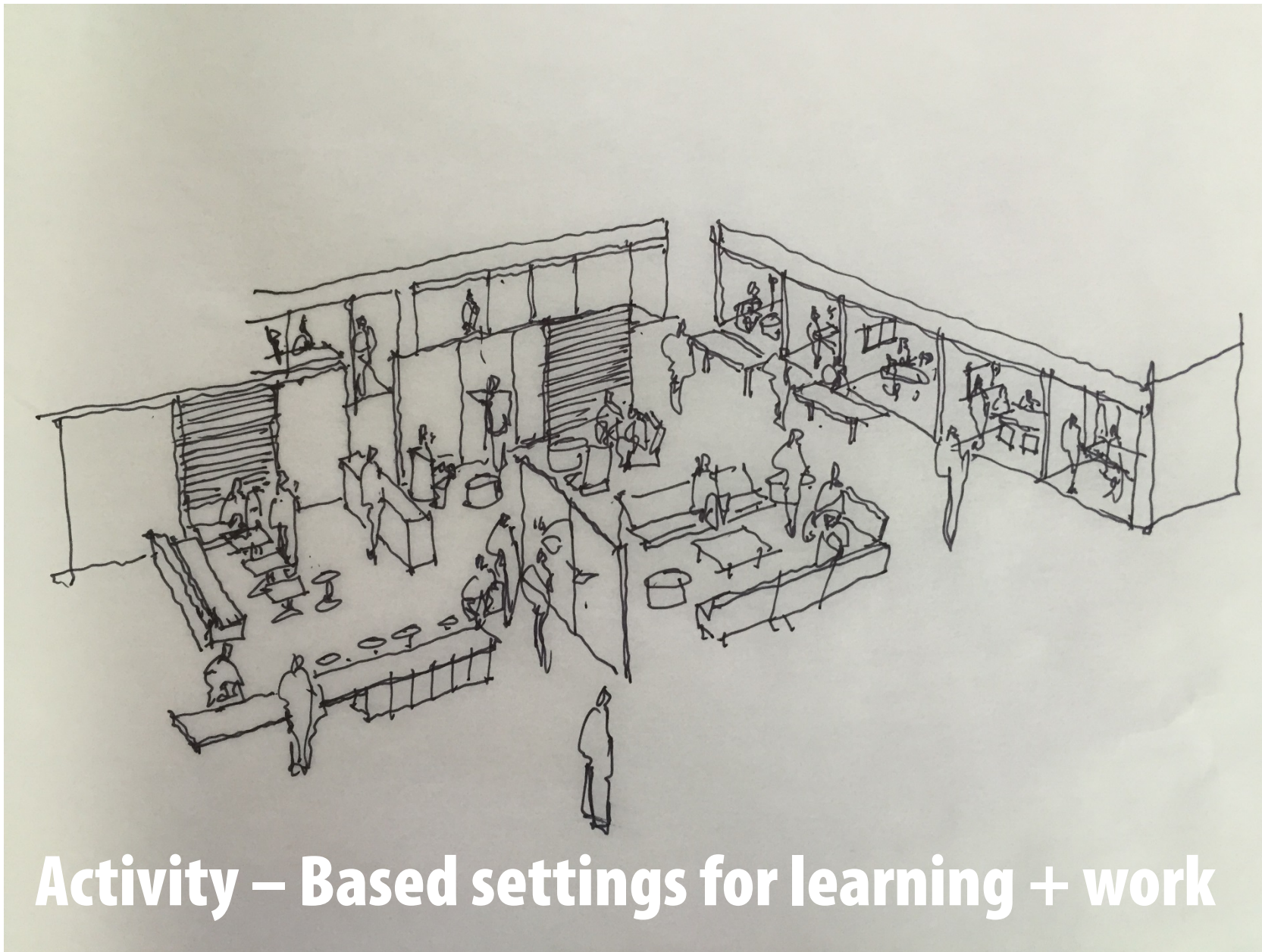
Innovation

Blurring the boundaries in learning + work

Defining learning + work

Where+ how learning + work takes place

**Role of learning styles to inform learning +
work styles**



Activity – Based settings for learning + work

A different way to look @ design strategies

