

## The Personal Learning Styles Pedagogy (Evans & Waring, 2009; Waring & Evans, 2015)

Components of a Personal Learning Styles Pedagogy	Sub-components	References
<b>A. Exploration of student and teacher beliefs/modelling and support</b>		
	(i) Focus on the learning histories of the learner (student and teacher).	Balasooriya et al., 2011; Evans & Waring 2014; Suphi &Yaratan, 2012
	(ii) Consideration of the whole (holistic) experience of the learner.	Rychly & Graves, 2012
	(iii) Exploration of learner beliefs about learning.	Evans, 2014, 2015a, b; Wang, & Byram, 2011
	(iv) Enhancing learner awareness and application of styles. Understanding of individual differences central to the design of learning environments.	Wilson & Kittleson, 2012
<b>B. Careful selection and application of styles</b>		
	(i) Judicious and informed use of styles models.	Coffield et al., 2004; Evans & Waring, 2012; Yates, 2000
	(ii) Critical analysis of styles. Styles models used as metacognitive tools to support understanding of learning.	Kek & Huijser, 2011
	(iii) Awareness of the interdependence of cognitive style and other individual learning differences.	Blazhenkova, Becker &Kozhevnikov, 2011; Furnham, 2012
	(iv) Cognitive styles as an integral element of culturally responsive pedagogies	Evans & Waring, 2011b; Hardaker, Jeffery & Sabki, 2010
<b>C. Optimizing conditions for learning / sensitivity to learner context</b>		
	(i) Recognition of learners' unique starting points. Addressing the emotional dimension of learning.	Evans & Sadler-Smith, 2006; Landrum & McDuffie, 2010
	(ii) Supporting students during important learning transitions.	Scott et al., 2014
	(iii) Care afforded to how the level of cognitive complexity is managed to support learner flexibility.	Chang & Yang, 2010
	(iv) Supporting learners' integration into communities of practice.	Evans & Vermunt, 2013
	(v) Consideration of learners' networks of support and identity development.	Bliuc et al., 2011a,b
<b>D. Design of learning environments</b>		

	(i)	Housekeeping attended to (resource organization, availability, and information).	Evans, 2013b; Scott et al., 2014
	(ii)	Teaching methods attuned to the requirements of the content and context.	Kolloffel, 2012; Riggs Mayfield, 2012
	(iii)	Learners supported to think within a specific discipline.	Evans & Waring, 2011a,b,c,d, 2012; Kek & Huijser, 2011; Nelson Laird & Garver, 2010)
	(iv)	Judicious use of accommodation of cognitive styles and the concept of matching.	Allcock & Hulme, 2010
	(v)	Promotion of the most appropriate cognitive styles for specific contexts.	Matthew, Taylor, & Ellis, 2012; Riggs Mayfield, 2012
	(vi)	Teaching strategies aimed at stretching the learner through careful addition and removal of scaffolding.	Cegielski, Hazen & Rainer, 2011
	(vii)	Designs focused on encouraging learners to adopt deeper and more self-regulated approaches to learning.	Zacharis, 2011; Zhang, Sternberg, & Rayner, 2012
	(viii)	Emphasis on enhancing awareness of different learning strategies through explicit guidance and exposure to diverse learning experiences.	Mohr, Holtbrugge, & Berg, 2012; Pham, 2012
	(ix)	Authentic and appropriate assessment designs.	Evans, 2013a; Van Bragt et al., 2011; Watters & Watters, 2007
	(x)	Appropriate use of technology to support learning.	Akbulut & Cardak, 2012; Yilmaz Soylu & Akkoyunlu, 2009
<b>E. Supporting learner autonomy: choices in learning/student voice</b>			
	(i)	Focus on the centrality of the learner as a co-constructor of knowledge.	Chen & Liu, 2012
	(ii)	Focus on the role of the learner in managing the learning process.	Betoret, & Artiga, 2011
	(iii)	Learner control afforded through design of curriculum.	Jones & McLean. 2012; Phan, 2011
	(iv)	Flexible programme and assessment designs. (Costa & Sandars, 2012)	Costa & Sandars, 2012
	(v)	The importance of guided choice for learners.	Evans, 2013; Evans & Waring, 2009; Leithner, 2011
	(vi)	Informed and responsible use of groupings.	Akyol & Garrison, 2011; Betoret, & Artiga, 2011