OBSERVE:

Document your learning style in graphical form.
Results for: Rye Kennedy (X)
Map what you perceive to be your Farrokh's teaching style onto the graph of your learning style.
Perceived Teaching Style: Farrokh Mistree (F)

Using the same terms used in the test that you have just taken categorize your mentor's teaching style. Justify.

Farrokh’s teaching style:

Active-Reflective: Farrokh balances his class between active and reflective work, there are individual and group projects, both of which have to be thought out (reflective) and implemented (active). Farrokh’s lectures and classroom time are also balanced between oration/listening (reflective) and doing in-class group exercises (active). Examples of these class exercises are the “Name Game” – students reproduce their written name just as Farrokh had and the “635 Design Method” – where students used this method to come up with alternative ideas to help NASA with the space shuttle foam problems. I believe Farrokh has balanced his class between the two styles, but it may appear that he is very active when comparing his class to the rest of the engineering curriculum.

Sensing-Intuitive: Farrokh I believe in his teaching style is pre-dominantly intuitive. He wants to show the relationships between ideas, and not purely the facts or details about a given concept. He is very innovative in his approach to teaching the class, but also asks the students to be innovative as well, instead of plugging and chugging through some existing formulas. Farrokh tends to teach about much more subjective material (intuitive) than objective material (sensing).

Visual-Verbal: Farrokh is more of a visual teacher. He has never presented a topic or class discussion without a presentation that is not filled with diagrams and pictures. Farrokh as well though has to rely on his verbal oration to help explain the diagrams.
Sequential-Global: Farrokh paints big picture concepts (global) of his subject matter through his in class presentations. The details (sequential) are later filled in by the student through homework assignments and then reviewed later in class by Farrokh, although at a high level. A classic example of this is the first assignment, A1, where the students are asked to write a summary of the whole book. Then explicitly review the chapter, Chapter 3, which deals with the design process as a whole instead of digging into the details of the first step and then moving on to the details of the second step without having a clear picture of where the overall process is going.

REFLECT

Is Farrokh's teaching style suitable for your learning style?
Yes I believe Farrokh’s teaching style is pretty suitable for my learning style. I am an exclusive global learner – please tell me the concepts and the overall scheme of what you are trying to teach me and then the details will have a place to fit in the grand scheme of things. Farrokh and I actually line up quite well on most categories:
Visual – a picture says a lot for me; show me a picture and let’s talk about it.
Intuitive – I’m not a details person at all, thinking of how new concepts and relationships may fit together is where Farrokh likes to put the class.
Active-Reflective: Farrokh asks many questions throughout the class for pondering, but there is also time for the students to apply the material in class during group exercises. Asking questions about concepts and not rogue step-by-step details of the concepts makes me reflect and ultimately understand the concepts better.

For what particular learning style is Farrokh's style suitable? Aside: Explain using the same terms used in the test you have taken, for example, global learner - visual learner, etc.
I believe Farrokh’s teaching style is suited for a learning style much like mine. He teaches globally – big picture with the details to be worked out by the student and then discussed in class. He tends toward visual teaching based on his presentations and hand-outs for class everyday. As well the intuitive questions he poses throughout class makes the students reflect on what the material really is.

How should you adjust your learning to suit Farrokh's teaching style?
I think I will have to adjust to someone that actually teaches the same way I learn. This is quite a different mode of learning for me. Even though I may be close to his teaching style I am use to learning the way most classes are taught (which is opposite of this class). Basically I will have to quit overcompensating myself and let the concepts/material flow in the way I actually want it to.

What are the ramifications on distributed, collaborative engineering of 2020 ... question for the semester
I think this teaching/learning style will help show that all people are different and each has their own way of learning new concepts and conveying those to one another. This will probably mean that in order to collaborate with someone in a distributed environment there will have to be many forms of media present. Visual learning is
obviously the easiest form of communication – *draw* me a sketch of what you are talking about and then we can *discuss* it. As well the overall concept of the task at hand should be clarified with details as well to help both global and sequential learners know what is going on.

**ARTICULATE**

This exercise helps me see that there are different means that people learn. If people learn differently they probably work differently as well. On a design team there will be people who are purely details oriented – give me a problem that can be clearly put into a formula and they will solve it. There are others who need to worry about the big picture and not details. The communication between the whole team will have to be suited for everybody as well. Reports and instructions will have to be neutral in terms of pictures and words. Most importantly are the communication mediums for day to day interaction. The communication mediums will have to be able to deliver concepts in more than one mode – visual, verbally written and spoken, as well the medium will have to be interactive. By having a diverse means of communicating this will enable the greatest collaboration between the team as whole while maximizing everyone’s individual contribution.

Value:

>1 wrt the Q4S. This is shown in my articulation; I now know how important different means of communicating is to individual people.

>1 wrt my A0 goals.

This assignment is directly related to my 1st goal, learn how to learn and continue to learn. By learning the style in which I learn I can more efficiently use the learning resources that I have. From the test and the strategies given by Dr. Felder he has given clear ways in which I can help myself learn. It has always been apparent to me that I was a global learner. Throughout high school I struggled with algebra, I didn’t absolutely hate it I just could not see the point. I was always the student asking “how are we ever going to use this stuff?” If the teacher would have told me that I must learn the alphabet and phonics before I can learn to read it would have helped. It was not until my calculus class my senior year that I was woken up from my math nightmare when I found the application of algebra. The first time the volume of some curve rotated about an axis was solved using an integral before me – I finally said Oh – Ok I get. There was a picture and a concept all present at the same time; all the details were in place. However it was almost too late, my high-school algebra skills were so terrible I almost couldn’t solve the problems. I was always able to set the problem up correctly, where as other students couldn’t set the problem up but could solve any problem once it written out for them. This still true today, I struggle with algebra on tests and homework because I never saw the value of learning the alphabet and phonetics of math (algebra).