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Annotated Bibliography

 It is common knowledge that not every student learns exactly like the other, some are more visual and need something to view, while some students only need to hear something to understand it completely. Unfortunately there is one teaching style that does not benefit any type of learning style. “A class in which students are always passive is a class in which neither types of learning styles can learn effectively. Unfortunately most engineering classes fall into this category” (Felder 681). This is unfortunately one of the many reasons why students leave engineering classes. It does not grab their attention, it merely forces them to watch a lecture.

Many teachers and professors only teach one way, and that is by deduction. That is unfortunately the wrong way. Humans are wired since birth to be inductive learners, “babies do not come into life with a set of general principles but rather observe the world and draw inferences” (Felder 677). Teachers can lecture to teach a class, but lecturing the entirety of the class and not allowing the students to digest the information, or to use their newly acquired information to refine it only hinders the students and makes the class seem dull and a drag.

Teachers and professors need to acknowledge more that students can not be taught in one way the entirety of class. Students need time to digest and learn their way, which is why brief breaks to allow students to digest information and communicate with fellow peers on the topic allows for not only a more exciting class, but a more productive class and a higher rate of students seeking the next course in the pathway.

Works Cited

Felder, Richard M. "Learning and Teaching Styles in Engineering Education." *Engineering
 Education* 78 (2002): 674-81. *Learning and Teaching Styles in Engineering Education*.
 North Carolina State University, June 2006. Web. 10 Apr. 2017.