

Appendix 1: Definition of Terms

1. **Learning-style model** refers to the Dunn and Dunn model composed of 23 elements that identify the ways in which individuals are affected by their immediate environment (sound, light, temperature, seating design); emotionality (motivation, persistence, conformity, structure); sociological preferences (learning alone, in a pair, in small groups, part of a team, with an authoritative or collegial adult; variety); physiological determinants (perceptual strengths, time-of-day energy levels, intake, or mobility); and psychological inclinations (global/analytic inclinations, hemisphericity, impulsive/reflective inclinations).⁴⁷

2. A **Contract Activity Package (CAP)** is a method of instruction organized into five separate components. (Behavioral objectives, resource alternatives, activity alternatives, reporting alternatives, and multisensory resources). Each CAP incorporates a variety of instructional goals called Behavioral Objectives. These objectives prompt learners to recognize the material required for mastery and begin with a verb that coaxes participants toward action. For each behavioral objective, resource alternatives provide choices for how individual students may master the content that has to be learned.

Individuals then select from among several activity alternatives (creative applications to demonstrate mastery of the behavioral objectives) and the accompanying reporting alternatives (ways in which the participants share their completed activity alternatives with classmates) related to each of the behavioral objectives. Each activity alternative is designed to appeal to a major perceptual strength—auditory, visual, tactual, or kinesthetic—to allow the student to creatively apply the newly mastered information. Each reporting alternative requires participants to share the creative application with peers. The sharing, or reporting, reinforces the material for the individual being shown the activity. The person who created the activity alternative feels a sense of accomplishment and simultaneously reinforces the material. A list of multisensory resources that participants may use to learn the material is provided within the CAP.⁴⁸

Therefore, all CAPs include

- a) clearly stated behavioral objectives that begin with a verb (to clarify what must be learned);
- b) an analytic and global humorous title (to engage global students);
- c) multisensory activity and reporting alternatives;
- d) multisensory resource alternatives;
- e) at least three small-group techniques such as brainstorming, case study, circle of knowledge, or team learning;
- f) multiple color illustrations related to the content; and
- g) options for motivating participants.⁴⁹

3. **Traditional teaching, or traditional instruction**, refers to methods that incorporate lectures, discussions, and visual resources.⁵⁰

4. **Attitude** refers to the “student’s organized predisposition to think, feel, perceive, and behave toward a referent or a cognitive object.”⁵¹