

Learning Styles Believe

willing to learn and repeat this information. Establishing a cognitive link between the texts and many culturally different learners is often difficult because of the communication bias inherent in the material. Learners must have a framework or a schema to which new information can be attached if they are to understand the concept and memorize it. As Love²⁴ points out, knowledge must have a special relationship with the learner if it is to be learned. Gordon, Miller, and Rollack²⁵ note that African Americans and other students of color are asked to learn and relate to material that

- Often has not been produced in their community or culture
- Is not presented from their perspective
- Tends to ignore their existence and often demeans their personal characteristics
- May distort or misinterpret data
- Makes unwarranted generalizations that differences are deficits.

In addition, the material often depicts experiences alien to the children who must use and memorize it.

Teaching materials that ignore the perspectives and the experiences of children of color make comprehension and conceptualization of the material almost impossible. Like code switching, the student must develop the frame of reference and then attempt to understand the concept. This process of frame of reference translation creates cognitive overload for the learner. Much of this pressure can be relieved by ensuring that the materials used represent the various communities and perspectives of different groups—not just cosmetically, but also intrinsically.