

# Learning Style Inventory

Fill in the following blanks like this example:

A. When I learn: 2 I am happy. 3 I am fast. 4 I am logical. 1 I am careful.

Remember: 4 = Most like you 3 = Second most like you 2 = Third most like you 1 = Least like you

Remove the sheet of paper following this page. Press firmly while writing.

1. When I learn:        I like to deal with my feelings.        I like to think about ideas.        I like to be doing things.        I like to watch and listen.
2. I learn best when:        I listen and watch carefully.        I rely on logical thinking.        I trust my hunches and feelings.        I work hard to get things done.
3. When I am learning:        I tend to reason things out.        I am responsible about things.        I am quiet and reserved.        I have strong feelings and reactions.
4. I learn by:        feeling.        doing.        watching.        thinking.
5. When I learn:        I am open to new experiences.        I look at all sides of issues.        I like to analyze things, break them down into their parts.        I like to try things out.
6. When I am learning:        I am an observing person.        I am an active person.        I am an intuitive person.        I am a logical person.
7. I learn best from:        observation.        personal relationships.        rational theories.        a chance to try out and practice.
8. When I learn:        I like to see results from my work.        I like ideas and theories.        I take my time before acting.        I feel personally involved in things.
9. I learn best when:        I rely on my observations.        I rely on my feelings.        I can try things out for myself.        I rely on my ideas.
10. When I am learning:        I am a reserved person.        I am an accepting person.        I am a responsible person.        I am a rational person.
11. When I learn:        I get involved.        I like to observe.        I evaluate things.        I like to be active.
12. I learn best when:        I analyze ideas.        I am receptive and open-minded.        I am careful.        I am practical.



# Scoring your Inventory

Now that you have taken the Learning Style Inventory, it's time to fill out the Learning Style Graph (page LSI-5) and interpret your results. To do this, please follow the next five steps.

**1** First, add up all of the numbers you gave to the items marked with brown **F** letters. Then write down that total to the right in the blank next to "**Brown F**." Next, add up all of the num-

bers for "**Teal W**," "**Purple T**," and "**Orange D**," and also write down those totals in the blanks to the right.

**2** Add the four totals to arrive at a GRAND TOTAL and write down that figure in the blank to the right. (Note: The grand total should equal 120. If you have a different amount, go back and re-add the colored letters; it was probably just an addition error.) Now remove this page and continue with Step 3 on page LSI-5.

scorecard

Brown **F** total \_\_\_\_\_

Teal **W** total \_\_\_\_\_

Purple **T** total \_\_\_\_\_

Orange **D** total \_\_\_\_\_

GRAND TOTAL \_\_\_\_\_

**F**

**T**

**D**

**W**

**W**

**T**

**F**

**D**

**T**

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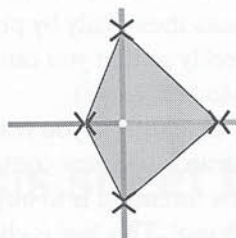
**D**



# Learning Style Graph

3 Remove the piece of paper that follows this page and then transfer your totals from Step 2 on page LSI-3 to the lines on the Learning Style Graph below. On the brown (F) line, find the number that corresponds to your "Brown F" total from page LSI-3. Then write an X on this number. Do the same for your "Teal W," "Purple T," and "Orange D" totals.

4 Now, pressing firmly, draw four straight lines to connect the four X's and shade in the area to form a "kite." This is your learning style profile. Each X that you placed on these lines indicates your preference for a different aspect of learning:



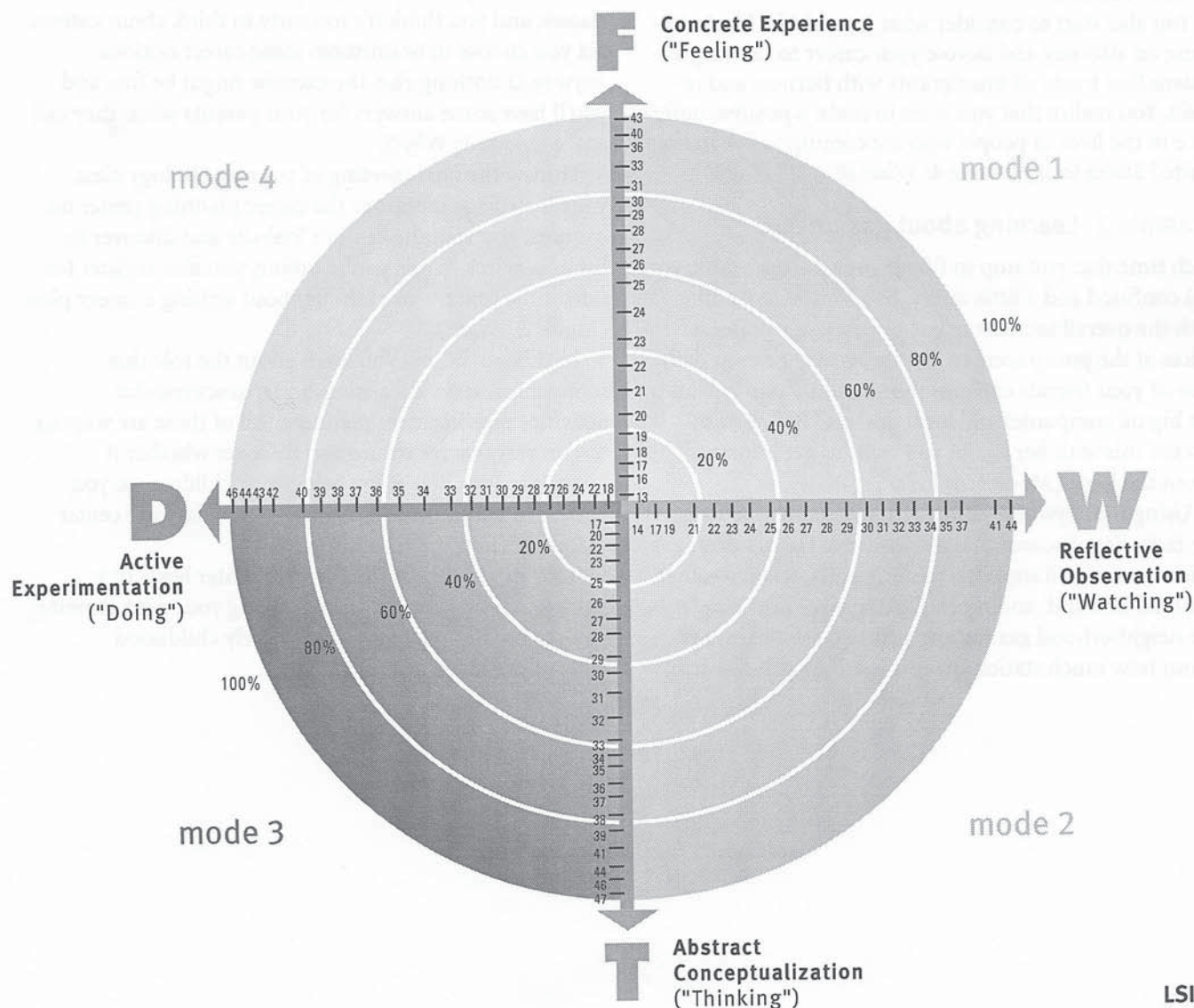
**Concrete experience ("Feeling").** The number where you put your X on this line indicates your preference for learning things that have personal meaning. The higher your score on this line, the more you like to learn things that you feel are important and relevant to yourself.

**Reflective observation ("Watching").** Your number on this line indicates how important it is for you to reflect on the things you are learning. If your score is high on this line, you probably find it important to watch others as they learn about an assignment and then report on it to the class. You probably like to plan things out and take the time to make sure that you fully understand a topic.

**Abstract conceptualization ("Thinking").** Your number on this line indicates your preference for learning ideas, facts, and figures. If your score is high on this line, you probably like to absorb many concepts and gather lots of information on a new topic.

**Active experimentation ("Doing").** Your number on this line indicates your preference for applying ideas, using trial and error, and practicing what you learn. If your score is high on this line, you probably enjoy hands-on activities that allow you to test out ideas to see what works.

5 Read page LSI-2 to understand further your preferences for learning.





**Note:** After completing your Learning Style Inventory (page LSI-1) and filling in the Learning Style Graph (page LSI-5), be sure to read the sections titled "Interpreting Your Learning Style Graph" (page LSI-2) and "Cycle of Learning" (page LSI-6). Then complete the following Journal Entry.

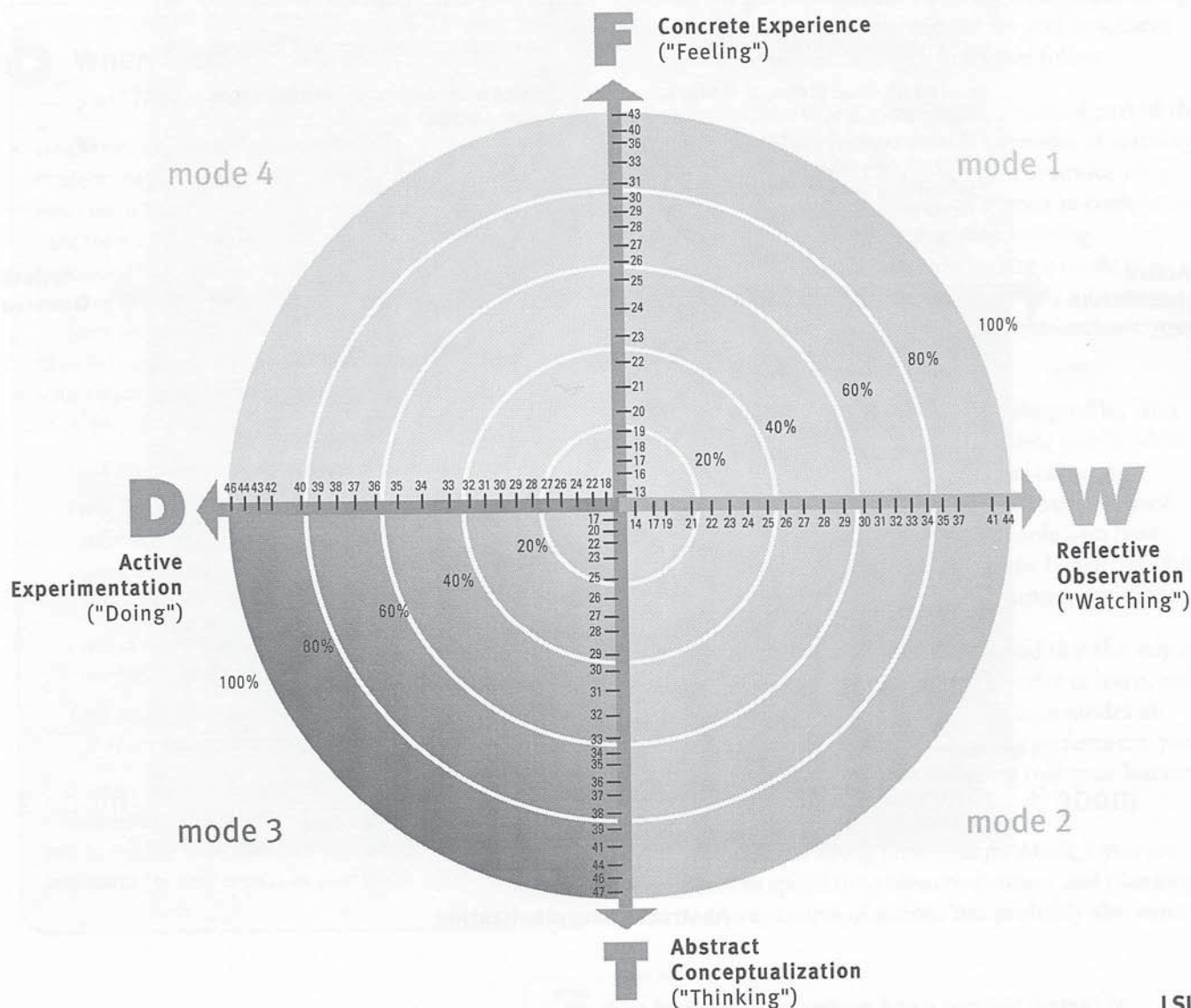


### Discovery/Intention Statement

To make this concept of the learning cycle more useful, start applying it right away. You can begin with the content of this book. For example, as you read the Master Student Profiles, ask questions based on each mode of learning: *Why* is this person considered a master student? *What* attitudes or behaviors helped to create her mastery? *How* can I develop those qualities? *What if* I could use her example to create significant new results in my own life? (Or, *What if* I ignore the lessons to be learned from this Master Student Profile and experience significant costs as a result?) Also see the Master Student Map at the beginning of each chapter for sample answers to *Why?* *What?* *How?* and *What if?* questions.

Regarding my preferences for learning, I discovered that...

Given my preferences for learning, I intend to...

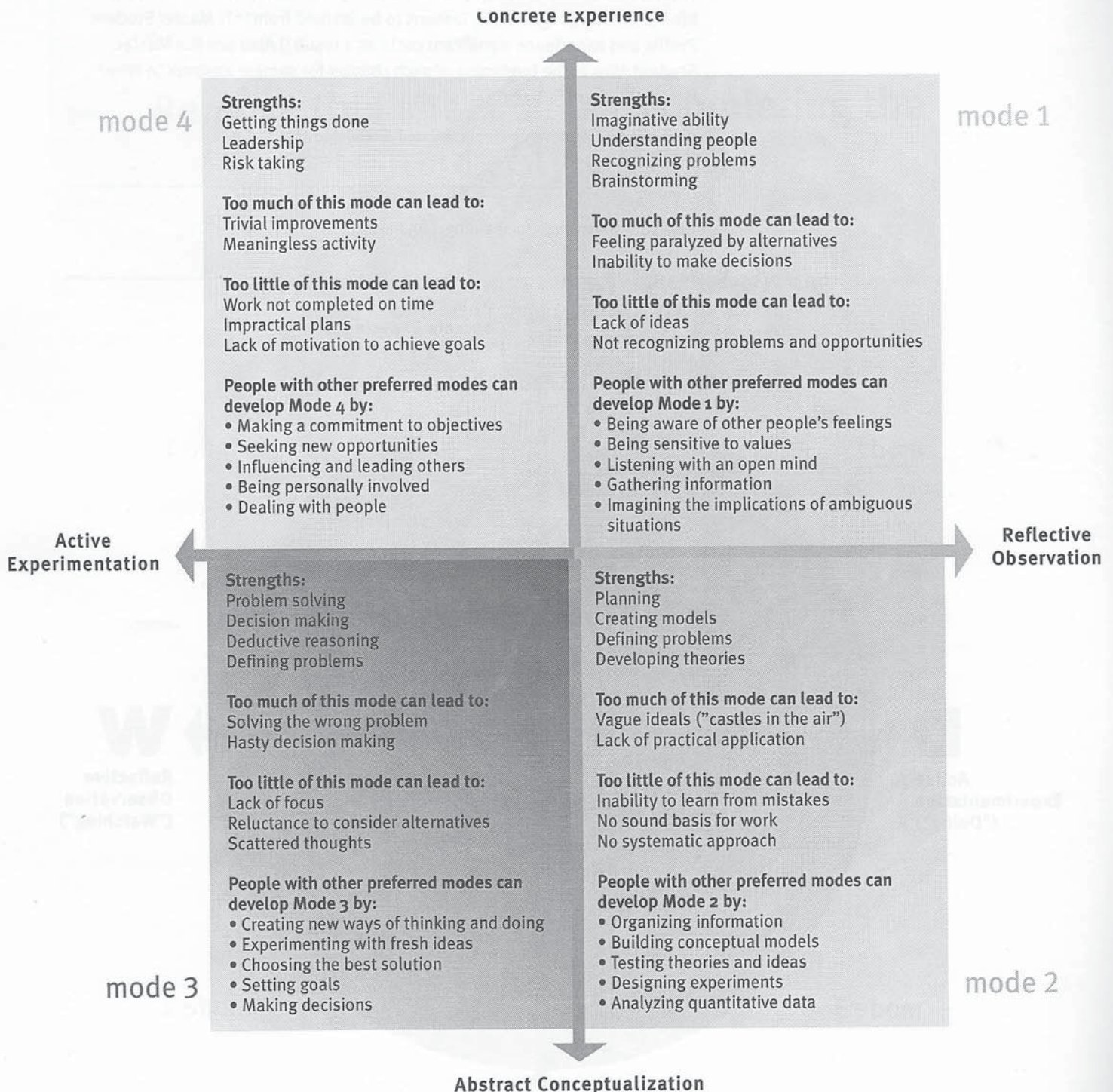




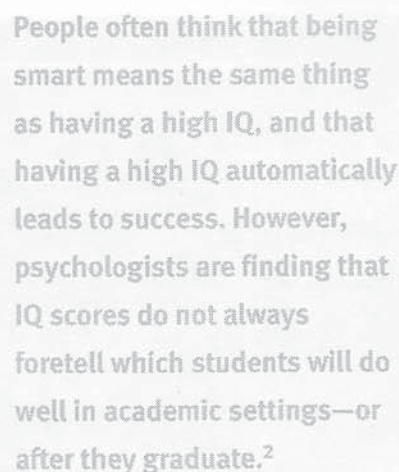
# Balancing your preferences

The chart below identifies some of the natural talents as well as challenges for people who have a strong preference for any one mode of learning. For example, if most of your "kite" is in Mode 2 of the Learning Style Graph, then look at the lower right-hand corner of the following chart to see if this is an accurate description of yourself.

After reviewing the description of your preferred learning mode, read all of the sections that start with the words "People with other preferred modes." These sections explain what actions you can take to become a more balanced learner.







Howard Gardner of Harvard University believes that no single measure of intelligence can tell us how smart we are. Instead, Gardner identifies many types of intelligence, as described below.<sup>3</sup>

Those using **mathematical/logical intelligence** are good with numbers, logic, problem solving, patterns, relationships, and categories. They are generally precise and methodical, and are likely to enjoy science.

People using **bodily/kinesthetic intelligence** prefer physical activity. They enjoy activities such as building things, woodworking, dancing, skiing, sewing, and crafts. They generally are coordinated and athletic, and would rather participate in games than just watch.

their own feelings and values. They are generally reserved, self-motivated, and intuitive.

Evidence of **interpersonal intelligence** is seen in outgoing people. They do well with cooperative learning and are sensitive to the feelings, intentions, and motivations of others. They often make good leaders.

Those using **naturalist intelligence** love the outdoors and recognize details in plants, animals, rocks, clouds, and other natural formations. These people excel in observing fine distinctions among similar items.

Each of us has all of these intelligences to some degree. And each of us can learn to enhance them. Experiment with learning in ways that draw on a variety of intelligences—including those that might be less familiar. When we acknowledge all of our intelligences, we can constantly explore new ways of being smart.

Gardner's theory complements the discussion of different learning styles in this chapter. The main point is that there are many ways to gain knowledge and acquire new behaviors. You can use Gardner's concepts to explore a range of options for achieving success in school, work, and relationships.

The following chart summarizes the multiple intelligences discussed in this article and suggests ways to apply them. This is not an exhaustive list or a formal inventory, so take what you find merely as points of departure. You can invent strategies of your own to cultivate different intelligences. ☒



Type of intelligence	Possible characteristics	Possible learning strategies	Possible careers
Verbal/linguistic	<ul style="list-style-type: none"> <li>• You enjoy writing letters, stories, and papers.</li> <li>• You prefer to write directions rather than draw maps.</li> <li>• You take excellent notes from textbooks and lectures.</li> <li>• You enjoy reading, telling stories, and listening to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight, underline, and write other notes in your textbooks.</li> <li>• Recite new ideas in your own words.</li> <li>• Rewrite and edit your class notes.</li> <li>• Talk to other people often about what you're studying.</li> </ul>	Librarian, lawyer, editor, journalist, English teacher, radio or television announcer
Mathematical/logical	<ul style="list-style-type: none"> <li>• You enjoy solving puzzles.</li> <li>• You prefer math or science class over English class.</li> <li>• You want to know how and why things work.</li> <li>• You make careful step-by-step plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze tasks into a sequence of steps.</li> <li>• Group concepts into categories and look for underlying patterns.</li> <li>• Convert text into tables, charts, and graphs.</li> <li>• Look for ways to quantify ideas—to express them in numerical terms.</li> </ul>	Accountant, auditor, tax preparer, mathematician, computer programmer, actuary, economist, math or science teacher
Visual/spatial	<ul style="list-style-type: none"> <li>• You draw pictures to give an example or clarify an explanation.</li> <li>• You understand maps and illustrations more readily than text.</li> <li>• You assemble things from illustrated instructions.</li> <li>• You especially enjoy books that have a lot of illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>• When taking notes, create concept maps, mind maps, and other visuals (see Chapter Five).</li> <li>• Code your notes by using different colors to highlight main topics, major points, and key details.</li> <li>• When your attention wanders, focus it by sketching or drawing.</li> <li>• Before you try a new task, visualize yourself doing it well.</li> </ul>	Architect, commercial artist, fine artist, graphic designer, photographer, interior decorator, engineer, cartographer
Bodily/kinesthetic	<ul style="list-style-type: none"> <li>• You enjoy physical exercise.</li> <li>• You tend not to sit still for long periods of time.</li> <li>• You enjoy working with your hands.</li> <li>• You use a lot of gestures when talking.</li> </ul>	<ul style="list-style-type: none"> <li>• Be active in ways that support concentration; for example, pace as you recite, read while standing up, and create flash cards.</li> <li>• Carry materials with you and practice studying in several different locations.</li> <li>• Create hands-on activities related to key concepts; for example, create a game based on course content.</li> <li>• Notice the sensations involved with learning something well.</li> </ul>	Physical education teacher, athlete, athletic coach, physical therapist, chiropractor, massage therapist, yoga teacher, dancer, choreographer, actor



Type of intelligence	Possible characteristics	Possible learning strategies	Possible careers
Musical/rhythmic	<ul style="list-style-type: none"> <li>• You often sing in the car or shower.</li> <li>• You easily tap your foot to the beat of a song.</li> <li>• You play a musical instrument.</li> <li>• You feel most engaged and productive when music is playing.</li> </ul>	<ul style="list-style-type: none"> <li>• During a study break, play music or dance to restore energy.</li> <li>• Put on background music that enhances your concentration while studying.</li> <li>• Relate key concepts to songs you know.</li> <li>• Write your own songs based on course content.</li> </ul>	Professional musician, music teacher, music therapist, choral director, musical instrument sales representative, musical instrument maker, piano tuner
Intrapersonal	<ul style="list-style-type: none"> <li>• You enjoy writing in a journal and being alone with your thoughts.</li> <li>• You think a lot about what you want in the future.</li> <li>• You prefer to work on individual projects over group projects.</li> <li>• You take time to think things through before talking or taking action.</li> </ul>	<ul style="list-style-type: none"> <li>• Connect course content to your personal values and goals.</li> <li>• Study a topic alone before attending a study group.</li> <li>• Connect readings and lectures to a strong feeling or significant past experience.</li> <li>• Keep a journal that relates your course work to events in your daily life.</li> </ul>	Minister, priest, rabbi, professor of philosophy or religion, counseling psychologist, creator of a home-based or small business
Interpersonal	<ul style="list-style-type: none"> <li>• You enjoy group work over working alone.</li> <li>• You have plenty of friends and regularly spend time with them.</li> <li>• You prefer talking and listening over reading or writing.</li> <li>• You thrive in positions of leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Form and conduct study groups early in the term.</li> <li>• Create flash cards and use them to quiz study partners.</li> <li>• Volunteer to give a speech or lead group presentations on course topics.</li> <li>• Teach the topic you're studying to someone else.</li> </ul>	Manager, school administrator, salesperson, teacher, counseling psychologist, arbitrator, police officer, nurse, travel agent, public relations specialist, creator of a mid-size to large business
Naturalist	<ul style="list-style-type: none"> <li>• As a child, you enjoyed collecting insects, leaves, or other natural objects.</li> <li>• You enjoy being outdoors.</li> <li>• You find that important insights occur during times you spend in nature.</li> <li>• You read books and magazines on nature-related topics.</li> </ul>	<ul style="list-style-type: none"> <li>• During study breaks, take walks outside.</li> <li>• Post pictures of outdoor scenes where you study and play recordings of outdoor sounds while you read.</li> <li>• Invite classmates to discuss course work while taking a hike or going on a camping trip.</li> <li>• Focus on careers that hold the potential for working outdoors.</li> </ul>	Environmental activist, park ranger, recreation supervisor, historian, museum curator, biologist, criminologist, mechanic, woodworker, construction worker, construction contractor or estimator

