

## Learning Style Questionnaire

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

### SECTION ONE:

- 2 I enjoy doodling and even my notes have lots of pictures and arrows in them.
- 3 I remember something better if I write it down.
- 3 I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
- 1 When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
- 2 If I am taking a test, I can "see" the textbook page and where the answer is located.
- 3 It helps me to look at the person while listening; it keeps me focused.
- 1 Using flashcards helps me to retain material for tests.
- 1 It's hard for me to understand what a person is saying when there are people talking or music playing.
- 1 It's hard for me to understand a joke when someone tells me.
- 1 It is better for me to get work done in a quiet place.

Total 18

### SECTION TWO:

- 2 My written work doesn't look neat to me. My papers have crossed-out words and erasures.
- 3 It helps to use my finger as a pointer when reading to keep my place.
- 3 Papers with very small print, blotchy dittos or poor copies are tough on me.
- 2 I understand how to do something if someone tells me, rather than having to read the same thing to myself.
- 3 I remember things that I hear, rather than things that I see or read.
- 3 Writing is tiring. I press down too hard with my pen or pencil.
- 3 My eyes get tired fast, even though the eye doctor says that my eyes are ok.
- 2 When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
- 1 It's hard for me to read other people's handwriting.
- 3 If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total 25

Continue with Section Three on the reverse side

### SECTION THREE:

1. 2 I don't like to read directions; I'd rather just start doing.
2. 3 I learn best when I am shown how to do something, and I have the opportunity to do it.
3. 2 Studying at a desk is not for me.
4. 2 I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. 2 Before I follow directions, it helps me to see someone else do it first.
6. 2 I find myself needing frequent breaks while studying.
7. 2 I am not skilled in giving verbal explanations or directions.
8. 1 I do not become easily lost, even in strange surroundings.
9. 2 I think better when I have the freedom to move around.
10. 3 When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

Total 21

### SCORING:

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section One score: 18 (Visual)  
Section Two score: 25 (Auditory)  
Section Three score: 21 (Kinesthetic)

## EVALUATING THE LEARNING STYLE QUESTIONNAIRE

The modality type with the highest score indicates your preferred learning channel. The higher the score, the stronger the preference. If you have relatively high scores in two or more sections, you probably have more than one strength. If the scores in the sections are roughly equal, you probably do not have a preferred learning channel; you are a multi-sensory learner.

The following table summarizes the observable characteristic indicative of the three learning styles. It provides an informal means of assessing your preferred approach to learning.

MODALITY	VISUAL	AUDISTORY	KINESTHETIC (Hands-on)
<b>PREFERRED LEARNING STYLE</b>	Learns by seeing or watching demonstrations	Learns through verbal instructions from self or others.	Learns by doing and direct involvement.
<b>SPELLING</b>	Recognizes words by sight; relies on configurations of words.	Uses a phonics approach has auditory word attack skills.	Often is a poor speller; writes words to determine if they “feel” right.
<b>READING</b>	Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.	Prefers stories where action occurs early; fidgets while reading; not an avid reader.
<b>HANDWRITING</b>	Tends to be a good, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly.	Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument.
<b>MEMORY</b>	Remember faces, but forgets names; writes things down; takes notes.	Remembers names, but forgets faces; remembers by auditory repetition.	Remembers best what was done, but not what was seen or talked about.
<b>IMAGERY</b>	Vivid imagination; thinks in pictures; visualizes in detail.	Sub-vocalizes; imagines things in sounds; details are less important.	Imagery not important; images that do occur are accompanied by movement.
<b>DISTRACTABILITY</b>	Unaware of sounds; distracted by movement.	Easily distracted by sounds.	Not attentive to visual or auditory presentation so may seem distracted.
<b>PROBLEM SOLVING</b>	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.	Attacks problem physically; impulsive; often selects solution involving greatest activity.
<b>RESPONSE TO PERIODS OF INACTIVITY</b>	Stares or doodles; finds something.	Hums, talks to self, or talks to others.	Fidgets or finds reasons to move.
<b>RESPONSE TO NEW SITUATIONS</b>	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Tries things out; touches, feels or manipulates.