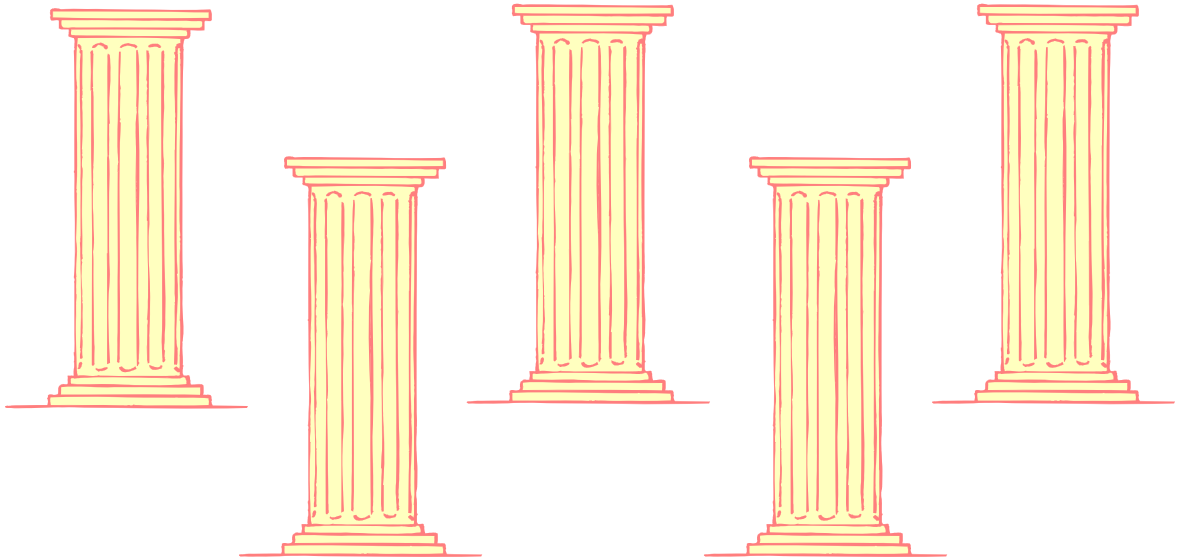


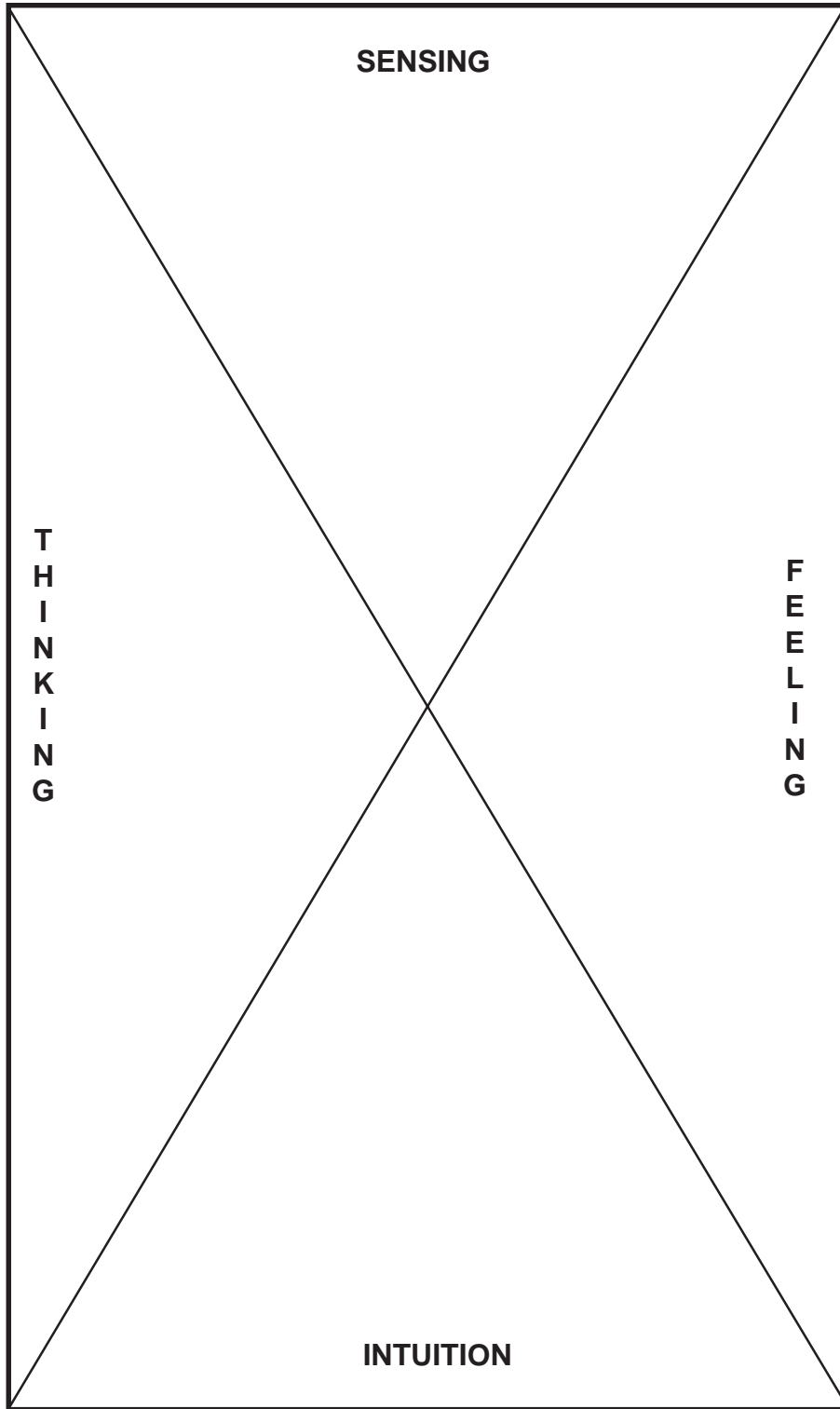
Diversity that Works: Learning Styles

Module 4 Handout #1



Here's a place to summarize the ideas in Dr. Silver's lecture:

Your Thoughts:



How would you go about buying a car...

...If you were a thinker?

...If you were a feeler?

Your
Thoughts:

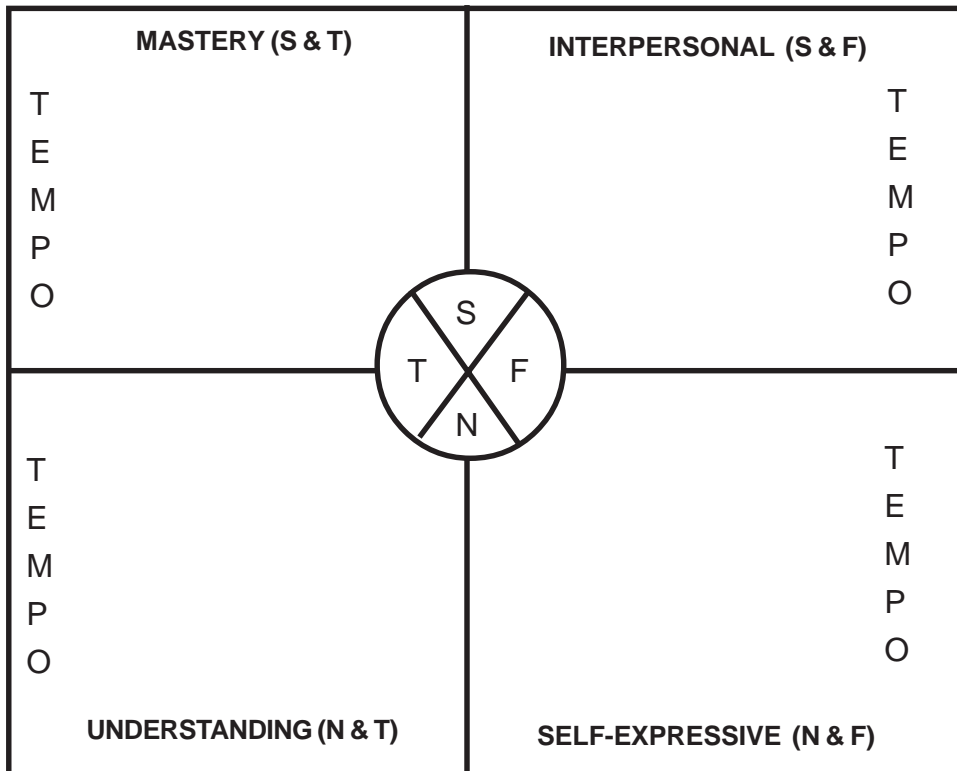
Jung called these four ideas, Sensing (S), Intuition (N), Thinking (T), and Feeling (F), functions. He saw them as unconscious aspects of our different dispositions to life and learning.

Later, researchers noticed that if you combined each perception function (Sensing or Intuition) with a judgment or decision-making function (Thinking or Feeling), you could see four distinct styles of learning:

- A Mastery Style (S & T)
- An Understanding Style (N & T)
- A Self-Expressive Style (N & F)
- An Interpersonal Style (S & F)

Here's how the four styles seek to learn in your classroom. Imagine each of the four styles is like Thoreau's different drummers. They each have their own TEMPO:

- T** stands for Thinking Goal;
- E** for Preferred Environment;
- M** for Motivator--What energizes them;
- P** for Process--How they learn best;
- O** for Outcome--How they prefer to be evaluated.



Your Thoughts:

Exercise #1 - Mastery (ST)

Quickly jot down as many of the characteristics of the Mastery (ST) learner as you can remember.

T

E

M

P

O

Exercis #2 - Understanding (NT)

How might teaching for Understanding (NT) differ from teaching for Mastery (ST)?

Exercise #3 - Self-Expressive (NF)

How is a Self-Expressive (NF) learner like an ocean?

Exercise #4 - Interpersonal (SF)

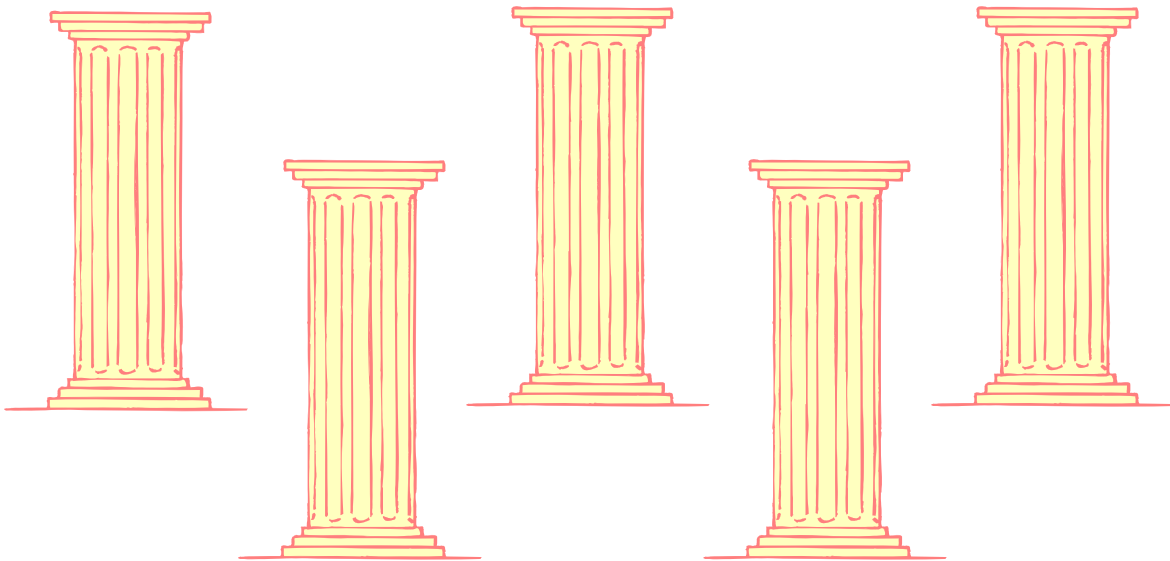
How is this information important for you?

Finally, style *does* make a difference. Here is a summary of a study we did on 400 students at risk. The number at the top of each quadrant is the approximate percentage of students who possess that style as their dominant style. The bottom number is the percentage of students at risk who possess that style.

<p style="text-align: center;">MASTERY</p> <p>General Population 35%</p> <p>Students at risk: 12%</p>	<p style="text-align: center;">INTERPERSONAL</p> <p>General Population: 35%</p> <p>Students at risk: 63%</p>
<p style="text-align: center;">UNDERSTANDING</p> <p>General Population 15%</p> <p>Students at risk: 1%</p>	<p style="text-align: center;">SELF-EXPRESSIVE</p> <p>General Population: 15%</p> <p>Students at risk: 24%</p>

Your
Thoughts:

How to Build a Learning Profile for Every Student



How to Build a Learning Profile for Every Student

No matter what learning differences we look at there are always three basic approaches teachers and schools can take when it comes to responding to student differences.

They can:

1. Teach *to* the difference by adapting to the special characteristics of an individual learner.
2. Teach *with* a difference in mind by planning whole class lessons that are adapted to learning differences.
3. Teach *about* the difference by providing lessons in which we help students understand their own and others differences.

In this section we will explore all three approaches with reference to one particular kind of difference: **Learning Style**.

Part One

How Do I Teach To A Student's Learning Profile?

Meet Dorothy, a student who might resemble other students you know now or will know in the future. Can you find clues to Dorothy's learning style in this description?

What brought the learner to our attention was a fairly consistent pattern of not completing her work. The school psychologist indicated a moderately high I.Q. with a score of 126 and apparently good background knowledge. What, we wondered, was going on?

Description:

Dorothy is somewhat tall for her age and a little heavier than some of the other girls in the class, but she carries her weight well and does surprisingly well in physical education. When she speaks, she looks directly at you for a while, and then her gaze moves off as if she were searching for something. When something excites her, her speech becomes blurred and pressured. At other times, however, she speaks slowly and with great hesitation, as if she were having trouble gathering her thoughts.

Schoolwork:

In Mrs. A's class, where learners are encouraged to select their own seats, Dorothy chose the last seat in the last row next to the window. During classwork or discussions, Dorothy frequently wandered off mentally, gazing dreamily out of the window. When this happened in the midst of an oral quiz last week, Mrs. A. asked her what she was thinking about. "Oh nothing," she replied. "I was just thinking about how to finish the props that I'm working on in drama club."

Dorothy has a great deal of potential, and when she's involved she can perform remarkably well. She recently completed a class project on Greek mythology. Her teacher noted: "Though her work was somewhat sloppily written and the spelling haphazard, the content was marvelous. I especially enjoyed the section where Dorothy created two of her own myths."

This incident is part of a pattern. Dorothy works well when she's interested, but seems to invest little time and/or energy in routine work or in being accurate about details. Consequently, her work is very uneven in quality, combining originality and great expressiveness with a lack of concern about formal appearance and accuracy.

When students take our Learning Style Inventory, they receive a personalized letter describing some of the aspects of their learning style to them. Two such letters can be found below. Which one do you suppose is the letter Dorothy will receive?



Learning Style Inventory for Students™

Learner Profile - TEACHER REPORT

Student Number

57649

Teacher Report for: **Dorothy Rubyred**

Age: 14 Grade: 9 Sex: F


Characteristics of Dorothy's Style

Dorothy's Learning Style Profile indicates her choice is that of an Introverted **Self-Expressive Learner**. Self-Expressive learners, like Dorothy, with an introverted disposition tend to be imaginative, sensitive, and self-reflective. These three traits combine to give them their greatest pleasure in situations in which they can focus their attention on issues of human motivation, philosophy and the creation of expressive projects that express an original point-of-view. More self-directed than their Extroverted Self-Expressive cousins, they are capable of great concentration when involved in work which they find meaningful. Introverted Self Expressive Learners like Dorothy tend to learn associatively. Details confronted in learning coalesce into images and metaphors that often provide great insight, but where full meaning may be difficult for them to communicate. Possessed with a unique ability to identify with other people's goals and aspirations, Self-Expressives sometimes lose track of their own goals and feelings which can lead them to become a little lost or even moody.

Dorothy's preference for a Self-Expressive style of learning is indicated by first choices like these:

- I'm good at creating things.
- I like questions that ask me to think of new and different ideas.
- I prefer a teacher who encourages me to be creative.
- People who know me would say I'm a dreamer.
- I care most about pursuing my dreams.

Critical Factors Affecting Dorothy's Achievement

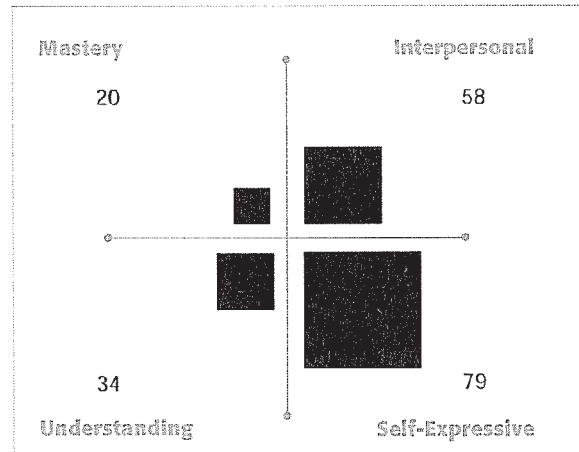
You will notice that three of the factors below have small key icons beside them.  We call these *The Three Keys to Dorothy's Success*. These keys represent the achievement factors that correlate most closely with Dorothy's dominant style, and are the best way to unlock [his/her] potential.

Classroom Participation

Three factors can make Introverted Self-Expressive Learners somewhat slower to respond than some of their classmates:

- Students like Dorothy prefer to make sure their thoughts are well formed before communicating them in public.
- Their associative and image-forming learning processes sometimes take a little longer to coalesce.

INTROVERTED SELF-EXPRESSIVE LEARNER



The four learning style scores are each independent measures. Therefore, the style scores should not be expected to total 100. 40 of the 44 questions were answered.



Dorothy's least developed style of learning (Mastery) is indicated by fourth choices like these:

- I'm good at finishing what I start.
- I like to learn about things I can do and use.
- A good teacher is organized and rewards good effort.
- People who know me would say I'm a good worker.
- I care most about how things work.

- Their concern with self-reflection means that they are frequently thinking of two things (the answer, and their own answering process), while their classmates are only thinking about the answer.

Despite a reluctance to be early responders in class discussions, students like Dorothy often make wonderful participants, often offering unique and original insights during the later half of the class.

○ Motivation

Students like Dorothy tend to be conscientious. Their ability to identify and empathize with others leads them frequently to identify with their teachers and to want those teachers to admire and appreciate their work. However, like other Self-Expressive Learners, they may work extremely hard with great intensity and without a sense of time, and then need to withdraw in order to collect their resources. This, needless to say, does not always work well in schools and classrooms run by the clock where slow and steady tends to win the race.

Teaching Style

Students like Dorothy will tend to look for teachers who share three distinct qualities:

- 1) An interest in the individual thoughts and feelings of their students;
- 2) A flair for creating interesting projects that permit and entice imagination and self-reflection; and
- 3) An ability to remain flexible and adaptable to the individual interests, concerns, and potential talents of the students.

○ Decision Making

More than any other style, Introverted Self-Expressives are on a quest for their own goals. Once these goals are determined, they can display extraordinary persistence and perseverance in achieving them, but the process of identifying them can seem unnecessarily laborious to others. Self-Expressive Learners, in general, make extremely good listeners because of their strong abilities to empathize with others. This leads to their often possessing rather interesting talents as negotiators and compromisers. However, this ability to listen and synthesize other points-of-view sometimes leads them to neglect their own needs and perspectives. When their own insights and needs are not given voice for too long they can become moody, depressed, or withdrawn.

○ Self-Concept

Introverted Self Expressive students like Dorothy are driven by a strong need to discover and then express a unique and original identity and a deep interest in understanding and being of service to other people. In situations where individuality and meaningful student-to-student interaction are solicited and developed, Dorothy's self-concept will flourish. On the other hand, when curriculum concerns or management issues dictate a more standardized, less-interactive approach, students like Dorothy may flounder, feeling estranged, alienated, or somehow "weird." In the grips of this alienation they are likely to withdraw in self doubt or become resentful about a system that seems disinterested in developing their uniqueness.

Assignments

Introverted Self-Expressive learners often prefer written work (or conversation with one or two classmates) and it is here that one may most often see the true beauty and complexity of their vision. The more the work they are assigned entices their imagination and invites them to think about other people and their own inner lives, the clearer the quality and originality of their work will become. The conscientious nature of Introverted Self-Expressives means that they will generally approach their work in a direct and straightforward manner. However, if the work becomes too repetitive or obvious, they may have problems with concentration.

Preferred questions: Metaphors; Analogies; What if?

Careers

Students with a Self-Expressive career style may seek out jobs with creative outlets that enable them to explore their original ideas before sharing them with others. Students like Dorothy have found jobs in counseling, teaching, architecture, and the arts very rewarding.

WHAT TO WATCH OUT FOR

Every style has its shadow—strengths in one area often lead to weakness or difficulty in another. For example, body builders who can lift 400 pounds may be quite strong, but because of their strength and bulk, they may find it difficult to run long distances. Similarly, students' greatest strengths often say something about their least developed capacities.

Dorothy's greatest strengths as a learner include:

- Ability to work imaginatively and self expressively.
- I would prefer to learn by designing a product or giving a performance.
- A talent for identifying with or developing empathy for other people.
- Ability to display high levels of concentration, persistence, and perseverance when pursuing their own goals.
- May struggle with routine work required for skill development.
- A disposition to reflect on their own and other's learning process.

Dorothy's greatest weaknesses as a learner include:

- May sometimes lose track of their own needs and goals.
- May have difficulty identifying their goals or feel that other's goals are forced on them.
- A possible tendency towards self doubt and moodiness.
- May struggle with abstract concept

HOW CAN I HELP?

When Dorothy experiences trouble in school:

- Look for opportunities to use conferences to help her identify her own goals and plans for achieving them;
- Look for ways to revise some assignments so that they include a larger role for imagination and self expression;
- During discussions, seek out Dorothy's insights during the second half where she can play a role of synthesizer;
- Help Dorothy identify a regular scheduled time for doing the routine work required by skill development.

Here are some strategies and tools that will engage Dorothy and support [his/her] learning style:

Divergent Thinking Strategy
 Metaphorical Teaching Strategy
 Inductive Learning Strategy
 Brainstorming Tool
 Mind's Eye Tool
 Deep Processing Tool
 4-2-1 Free Write Tool

Here are some strategies and tools that will challenge Dorothy to think outside of [his/her] style and to grow as a learner:

Command Strategy
 Graduated Difficulty Strategy
 Interactive Lecture Strategy
 Fact-Storming Tool
 Word Banks Tool
 Boggle Tool
 Mastery Review Tool

You can find more information on these tools and strategies in *Tools for Promoting Active, In-Depth Learning 2nd Ed.* and *Teaching Styles and Strategies*. Both titles are published by Thoughtful Education Press, LLC. Please visit www.thoughtfulued.com, or call 800-962-4432 for more information.

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Problem Areas for Student Learning

Our system of Learning Style Reporting includes a guide that permits prescriptive teaching to a student's individual learning style. The guide for each learning style is divided into common problem areas for student learning. The guide describes common problems faced by students of a particular style and possible steps teachers can take to help students overcome these problems.

1. Look over the problem areas below and select one you would like to think about.
2. Describe what challenges Dorothy (a Self-Expressive learner) might face in this area.
3. Think about what steps you might take to help students like Dorothy meet the challenges in this area.
4. Read the section of the Guide below and match your ideas with those found in the guide. Did you find any new ideas?

Problem Area 1:

Attention

Difficulties Dorothy might face...	How I would help students like Dorothy overcome these difficulties...
---	--

Problem Area 2:

Reading

Difficulties Dorothy might face...	How I would help students like Dorothy overcome these difficulties...
---	--

Helping Self-Expressive Learners Overcome Common Learning Difficulties

Attention

In the grip of an imaginative project, a great book, or a stimulating lecture, no one can outdistance the concentration of a Self-Expressive learner. But they work best during long stretches of time animated by enthusiasm. When work is divided into short sessions with frequent interruptions or transitions, when the answers required are short and objective, and when the life of the classroom is driven by routine, Self-Expressive students either flutter from one focus to another or withdraw into daydreams. In addition, in the group of an imaginative project or when attempting to understand or conceptualize a new idea, Self-Expressive students occasionally become lost in the tangle of their own thoughts, or in a mismatch between their high expectations and what their current skills actually allow them to produce.

Possible solutions:

- Begin lessons by provoking students' imaginations: use surprising questions, ideas, and strange objects to set their minds in motion.
- Build units of instruction around imaginative tasks--don't save the interesting work for the end of the unit. Let them learn essential skills and content *while* they are pursuing the project, not after.
- Provide input in longer stretches. It takes Self-Expressive learners a little longer to adapt to the mood or atmosphere of lectures and reading.
- Regularly interview students about their interests and provide choices in assignments.
- When attention wanes, introduce a metaphor or ask students to create one of their own.

What to avoid:

- Introducing routine, short answer work without explicit modeling and practice.

Reading

The more well-written, surprising, and imaginative the reading, the better the interest and the comprehension of the Self-Expressive reader. When reading literature, they are particularly adept at inferring characters' motives and feelings, and identifying authors' techniques and purposes; however, they will occasionally extrapolate far beyond the information on the page, generating ideas that, while imaginative and interesting, find little support in the actual words on the page. Nonfiction is likely to be more of a struggle for Self-Expressive students. Well-organized, detail-packed prose--like that found in many textbooks--does little to stimulate their imaginations, and they frequently miss both main ideas and key details. When asked to summarize, they may--like Interpersonal learners--focus on one detail or passage that captured their interest and elaborate on that rather than produce a well-organized retelling that would demonstrate genuine comprehension.

Possible solutions:

- In the early phases of instruction, focus instruction around imaginative literature (science-fiction, fantasy, poetry). Gradually introduce more objective nonfiction texts.
- Organize cooperative reading groups around shared student interests.
- Provide input in longer stretches. It takes Self-Expressive learners a little longer to adapt to the mood or atmosphere of lectures and reading.
- Regularly interview students about their interests and provide choices in assignments.
- When attention wanes, introduce a metaphor or ask students to create one of their own.

What to avoid:

- Assigning readings that are overly formulaic and routine. A good magazine article on a topic generally works far better than a piece of condescending, “high interest” prose developed by a textbook publisher.

Writing

Stimulated by imagination, controversy, or a good provocative question, Self-Expressive learners can write long and well. Writing tends to emerge in gushes, full of vivid language, images, and feelings, followed by sometimes long pauses in which they try to regather and refocus their ideas and energy. Though their writing occasionally is marred by tangents and digressions, most teachers find themselves impressed by the liveliness and inventiveness of what they write. As in reading, nonfiction tends to be more of a problem. Objective, well-ordered, expository prose comes less naturally to Self-Expressive writers than do stories, poems, essays, and personal reflections. Both organization and the use of details may present problems. In addition, while their intuition frequently provides them with effective insights into spelling, punctuation, grammar, and especially sentence variety, their eagerness to write may make them neglectful of proper conventions. Their paragraphs--while full of interest and imaginative leaps--may be long and eccentrically organized.

Possible solutions:

- Begin writing instruction in the early phases with the focus on personal writing based on the student’s interests and thoughts. Gradually introduce work in fiction and more analytic writing.
- Explicitly model how to use post-its and highlighters to find “the good stuff” in one draft and use it to provide an outline for a later draft.
- Explicitly model (fifth grade and above) how to cut and paste a draft from earlier fragments.
- Assign and coach students in writing imaginatively, but as often as possible provide real, out-of-classroom audiences, readers, and critics of these pieces to help Self-Expressive students develop a more objective perspective on their own work.
- Read excerpts from professional writers’ journals in class.
- Encourage students to keep a “writer’s notebook” in which they record their experiences, thoughts, and feelings and in which they copy passages they like from their reading. Explicitly model how to use entries in their writer’s notebook to identify longer pieces they would like to write.

What to avoid:

- Conveying the message that the only criteria for evaluating writing are clarity and organization. Self-Expressive writers *want* their writing to be interesting to their readers. Use this concern to help them become stronger writers.

Mathematics

Mathematics is an area where Self-Expressive students occupy both the highest rungs of achievement and insight and the lowest rungs of confusion and inadequate performance. Blessed with the power to conceptualize and a natural flexibility that permits them to see mathematical situations from a variety of perspectives, they perform best in classrooms that emphasize problem solving, conversation, and illustration of mathematical ideas. When the focus turns to computation, algorithms, and formulas they do considerably less well. With their impulse to exploration blocked, their tendency to ignore or confuse details rises to the fore. When this happens, Self-Expressives not only lose interest, but can become deeply confused about what to do and when to do it.

Possible solutions:

- Focus mathematics learning on problem solving (first); writing and illustrating mathematical ideas (second); and computational precision (third).
- Emphasize the relationship between art and mathematics wherever possible.
- Wherever possible, replace worksheets on computation with practice in mental computation where students solve problems in their heads and then discuss and compare strategies.
- Explicitly model and practice computational algorithms and the use of formulas only after students have taken considerable time to explore mathematical ideas.
- Explicitly teach students how to use their natural tendency to form images in their minds' eye to create diagrams for the problems they are solving.

What to avoid:

- Eliminating computation. But make sure you have a balance. Computation should comprise no more than one third of math assignments.

Content Learning Science and Social Studies

Self-Expressive learners may display a slight preference for social studies over science, especially when the social studies' curriculum focuses on the world of ideas, the texture of people's lives, and exotic differences between people of different cultures. However, whenever science concerns itself with similarly engaging subjects (the big ideas of evolution and galaxy development, the exotic adaptations of water-walking lizards, the complexities of the immune system, or the ethical concerns surrounding genetics technology) they perform quite well. It is when content and work become routine and focused on masses of detail and textbook knowledge that Self-Expressive students are apt to flounder, lose focus, and miss both the main ideas and important details necessary for comprehension.

Possible solutions:

- As often as possible, begin with the strange, the mysterious, the exotic, the controversial.
- Wherever possible, substitute well-written articles and books for textbook chapters covering the same material.

- Organize units around projects that ask students to think imaginatively about how to put their knowledge to use. Ask yourself: “What can I have them invent, create, or design that would require them to make use of the concepts they are learning?”
- Explicitly model a variety of notetaking skills and ask students to select the one that works best for them.
- As often as possible, organize students into groups based on shared interests related to the topic.

What to avoid:

- Defining successful social studies and science learning strictly in terms of what students need to know for college. Natural history is part of science and the sociology of the cafeteria is part of social studies.

Homework

Homework can be a real struggle for many Self-Expressive students. The combination of their difficulties with organization, their distaste for routine, and the relative isolation in which homework is performed frequently combine to make their homework habits irregular and their work spotty and uneven. Even when the focus of homework is long-term, imaginative work, the absence of other people to use as sounding boards may prove troublesome to the Self-Expressive learner.

Possible solutions:

- Lead discussions in which students talk about where and when they do their homework; in what order they do their homework; how they decide when they have done a good job and are finished. Don't correct them. Listen. It's important to get their ideas and problems out in the open where they can be explored.
- When working on projects, try to make sure 50% of the work is done in class in sustained work periods where coaching can be provided.
- Encourage Self-Expressive learners to do their homework in the kitchen or dining room where other people are around, but away from televisions, radios, and music.
- Encourage students to use student planners and calendars rather than homework lists, and model for them how to plan their homework by the hour, the day, the week, and the month.

What to avoid:

- Reducing homework to include only the practice of short answer skills already worked on in class. Assigning fewer items but items that require thought is a good rule of thumb for the Self-Expressive's homework.

How Do I Teach *With* A Student's Learning Profile?

Teaching *with* learning profiles means developing a classroom profile showing the dimensions of difference for your class as a whole and then rotating your instructional and assessment strategies accordingly. For instance, on the next two pages you will find a classroom profile.



Learning Style Inventory™

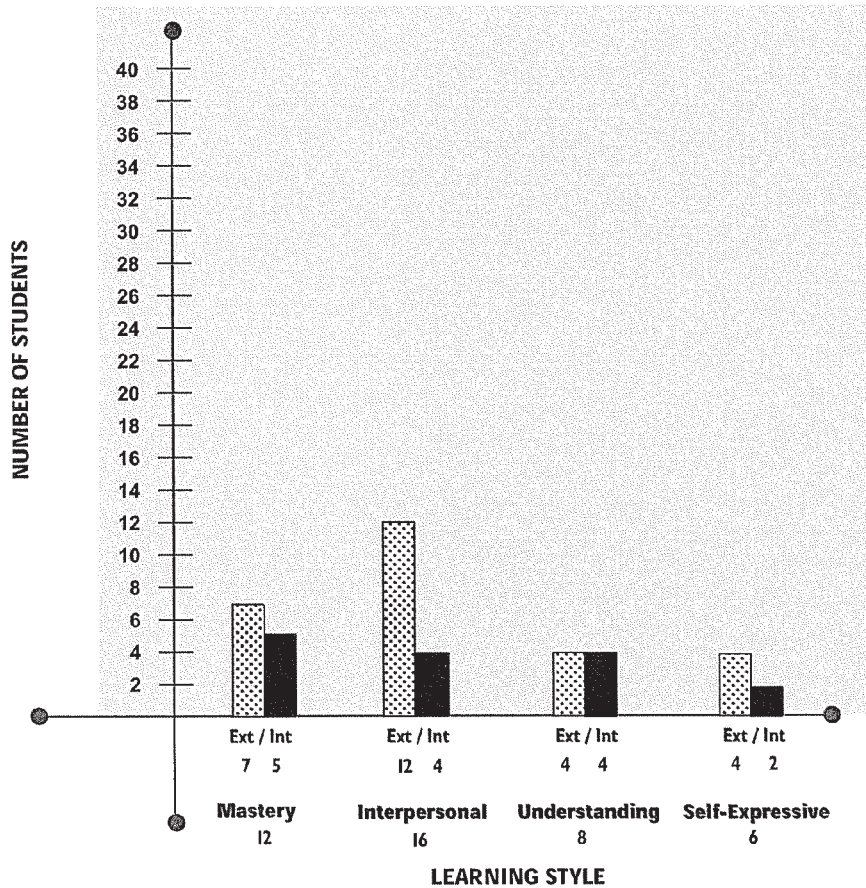
Central High School
CLASSROOM PROFILE

Class Number

123- 57649-016

Classroom Profile for: **Ms. Jones**

Grade: 9 # of students: 40



Student names and individual scores listed on reverse.

Classroom Learning Style Profile

This Class Profile shows the learning style distributions among the students in your class. The bar graph above indicates the number of students in your class on the left and the four learning styles on the bottom. The number below the style name indicates the total number of students in the class whose highest scores on the LSIS were in that style. The numbers above the style names indicate the total number of extroverts and introverts in that style. For more information on interpreting this Classroom Learning Profile, see the *LSIS User's Manual*.

Student Name [Last Name], [First Name] [Middle Init]	Dominant Style Score [Style] [Score]	Introvert/Extrovert Score [Introvert/Extrovert] [Score]	2
Biffer, Sally	ST 63	I 61	
Conolley, John H	NT 74	I 71	
Diffey, Mary B	SF 84	E 55	
Edwards, Teresa J	ST 63	I 61	
Franks, John B	NF 74	I 71	
Grant, Kelley T	SF 84	E 55	
Horowitz, Jennifer	ST 63	I 61	
Irving, Joshua	NT 74	I 71	
Ireland, Carrie	NF 84	E 55	
Johnson, Michael	ST 63	I 61	
Jones, Matthew	NT 74	I 71	
Kelly, Morgan	SF 84	E 55	
Laphan, Linda	ST 63	I 61	
Londen, Jeffrey	NT 74	I 71	
Monteleone, Steven	NF 84	E 55	
Miller, Sandra	ST 63	I 61	
Montaine, Tyra	NT 74	I 71	
Nardelli, Carlo	SF 84	E 55	
Nicholson, Helen	ST 63	I 61	
Nippon, John	NT 74	I 71	
North, Lisa B	SF 84	E 55	
Orth, Charles	ST 63	I 61	
Ott, John E	NF 74	I 71	
Padhar, Mary	SF 84	E 55	
Parker, Teresa L	ST 63	I 61	
Peters, John S	NT 74	I 71	
Quattrochi, Edward	SF 84	E 55	
Raddison, Tara	ST 63	I 61	
Richards, Ella	NT 74	I 71	
Roberts, Bart	SF 84	E 55	
Rubyred, Dorothy	NF 82	I 66	
Salmon, Mike R	NT 74	I 71	
Slavin, Mary B	SF 84	E 55	
Trandenson, Margaret	ST 63	I 61	
Underwood, John P	NT 74	I 71	
Velagos, Joseph R	SF 84	E 55	

Imagine this is a profile for your classroom. Pick a topic you teach: how might you vary your teaching to meet the needs of a classroom like this one?

20%	30%
<p><i>A topic I teach: how might I shift it to fit the needs of a class like this one?</i></p> <p>(Topic) <input data-bbox="391 701 1040 753" type="text"/></p> <p><i>I would make variations to accommodate a class with this profile:</i></p>	
10%	40%

Task Rotation

One way to accommodate your lessons to work with different classroom profiles is to use a strategy we call Task Rotation. In a Task Rotation, you consciously vary your assignments to make sure you will hit all students' styles or multiple intelligence preferences regularly. For instance, here is a Task Rotation based on learning style:

Prehistory

List three facts about prehistory.

Tell your group what you had for lunch without writing or using a developed language. How did you feel?



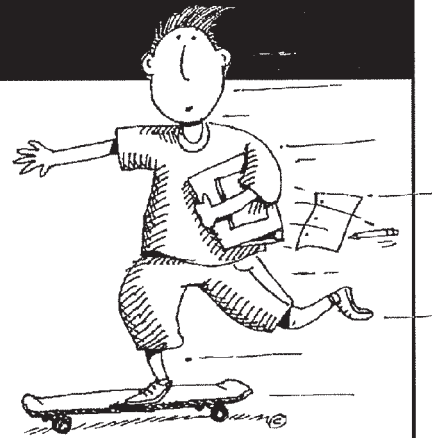
Why was information not recorded during the prehistoric era?

How do we know what we do about dinosaurs and prehistoric man?

What if you lived during prehistoric times? What would life be like? Draw a picture of life as you imagine it would be during prehistoric times.

WHAT'S A LEARNING STYLE? (and do I have one?)

The bell has just rung and school is out. What do you like to do? Are you a member of a sports team or group that meets after school like the Boy or Girl Scouts? Is there a creative activity like painting, dancing, or playing an instrument that you look forward to? Do you have a hobby like collecting cards or building model airplanes? Or maybe there's a computer strategy game that you can't wait to play. The truth is that we are all the same because we all like to do interesting things after school, but we are also different because we choose to do different things. The same is true about learning. We all learn, but we don't all learn in the same way.

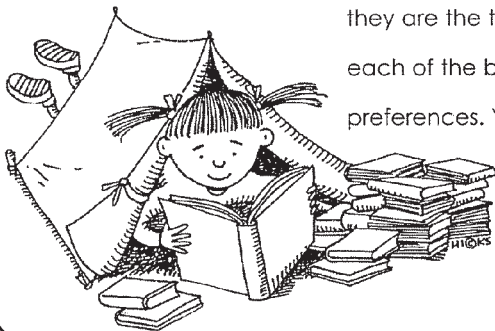


For example, if you were studying dinosaurs, would you like to learn by:

- answering questions about dinosaurs in a workbook?
- reading and discovering new things about dinosaurs?
- creating a comic strip about a day in the life of a dinosaur?
- selecting your favorite dinosaur and telling why you like it?

We call the different ways people learn **learning styles**. In this booklet, you will be learning more about your learning style. Knowing your learning style will help you solve all kinds of learning challenges, from finding the best way to study for a test on state capitals to learning how to make a great pizza from scratch. Knowing your learning style is a key to being successful in life and achieving the things you want.

WE WANT TO LEARN ABOUT YOU!



The things you like best are called your **preferences**, because they are the things you **prefer** to do. Read the questions in each of the boxes on the next page and think about your preferences. You can record your answers using words or pictures. If you have more than one answer, make a list. Remember, there are no right or wrong answers—just answers that describe you best!

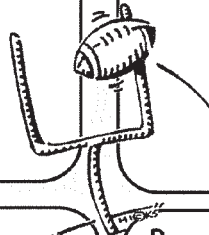
ALL ABOUT _____

(write your name here)

What are you good at in school?

What do you do for fun?

What do you find hard to do in school?



If you could choose ONE special school field trip, would you:

___ visit a newspaper office or bank where you could see how a business works?

___ clean up a local park or do some other work with friends to help your community?

___ go to an interactive science or learning museum where you could find out how interesting things work?

___ choose a creative experience like a concert, play, or an art museum?

Based on what you are good at and what you enjoy doing for fun, what do you think you might do as a career when you grow up?

Is there something that you never leave for school without?



THE KIDS IN THE CLASS


Next, let's meet four students with different learning styles. We want you to **put a star next to the one who is most like you**. You may find it difficult to choose the learner who is most like you. That's OK, because we are all a little bit like all of these students. Just try to find the one who seems most like you.

I FOLLOW DIRECTIONS VERY CAREFULLY.

I AM GOOD AT GETTING THINGS DONE.

I MAKE LISTS TO HELP ME REMEMBER THINGS.

THAT'S WHY PEOPLE CALL ME "LISTY."



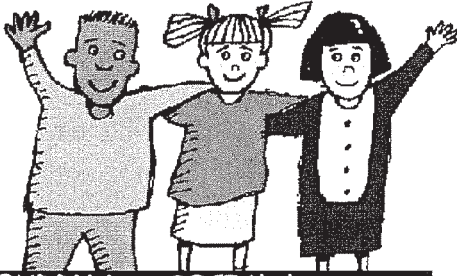
LISTY is a STEP-BY-STEP Learner

I LIKE WHEN I CAN WORK WITH FRIENDS.

I'M GOOD AT SHARING MY FEELINGS.

I CAN USUALLY TELL WHEN PEOPLE ARE HAPPY OR SAD.

THAT'S WHY PEOPLE CALL ME "BUDDY."




BUDDY is a SOCIAL Learner

I LIKE TO FIGURE OUT HOW THINGS WORK.

I LEARN MOSTLY FROM READING.

I ASK MANY QUESTIONS LIKE "WHY?" AND "HOW?"

THAT'S WHY PEOPLE CALL ME "QUESTY."



QUESTY is a CURIOUS Learner

I USE MY IMAGINATION.

I COME UP WITH CREATIVE IDEAS AND LIKE TO TRY NEW THINGS.

I LIKE MAKING DRAWINGS OR ARTWORK FOR SCHOOL PROJECTS.

THAT'S WHY PEOPLE CALL ME "ARTY."



ARTY is a CREATIVE Learner

The Learning Style Inventory for Elementary Students PAGE 4

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WHAT DO MY RESULTS TELL ME?

First, go back to pages 6 & 7 and put the totals from Columns A, B, C, and D in the boxes below. Circle the column with the **lowest** score. This is the **learning style** you use most!

Total from
Column A

Total from
Column B

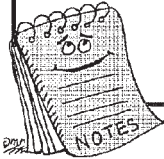
Total from
Column C

Total from
Column D

STEP-BY-STEP

Learners...

- follow a routine
- get things done
- keep themselves organized



SOCIAL

Learners...

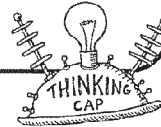
- work well with friends
- know when people are happy or sad
- like to help others



CURIOUS

Learners...

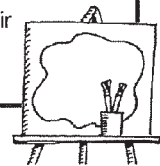
- like to figure things out
- learn mostly from reading
- ask questions



CREATIVE

Learners...

- are imaginative
- come up with creative ideas
- put drawings and art in their work



I am a _____ learner!

(If you have a tie, write both styles on this line.)

These few pages have introduced you to ... yourself!

Knowing your learning style will help you to understand which kinds of activities and situations best suit you. You will also be more prepared to work on activities that require a different learning style.

You should know how to work and learn in all four styles, so that you can be successful at many different things. As a way to practice working in all four styles, you will complete four fun activities. Each activity will require you to use a different learning style. The activities are described in the boxes at the right. You will have a worksheet for each of these activities on pages 9-12.

A "Step-by-Step" Activity

1, 2, 3 ... ALL ABOUT ME!

Write down three things that you have learned about you and your learning style.

A "Social" Activity

THINKING ABOUT STYLE

Think about a new skill or lesson you have learned and how your learning style helped you. Share your story with a classmate.

A "Curious" Activity

DIFFERENT ... BUT THE SAME

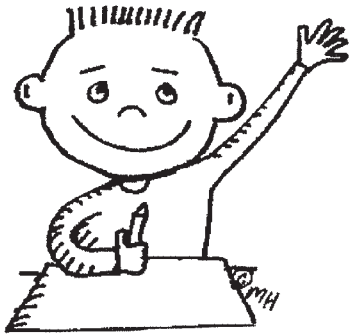
Work with a classmate who has a different learning style than you. Show how your learning styles are similar and different.

A "Creative" Activity

AWARD- WINNING STYLE

Create a special trophy, ribbon, certificate, or other award for students who have your learning style.

THINKING ABOUT STYLE



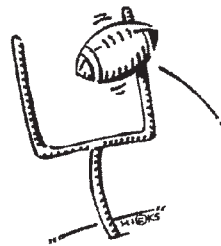
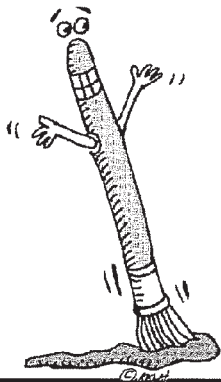
Think back on a time when you learned a new skill like playing a sport, learning an instrument, or playing a computer game. Or maybe you'd rather think about a lesson at school like multiplying numbers, learning how to write cursive, or understanding the solar system.

Now take a few minutes to think about how your special learning style helped you learn this new skill or school lesson. When you finish, find a classmate and share your story about how you learned this new skill or lesson using your learning style.

The new skill or lesson I learned: _____

My learning style: _____

This is how my learning style helped me when I learned this new skill or lesson:





AWARD-WINNING STYLE!

Congratulations! You have just been hired by the Learning Style Award Company. Your first assignment is to create a special award for students who have your learning style. Think carefully about your learning style. What type of award would be perfect for your style? What illustrations would you use? What will the words say?

Take a few minutes to fill out the planning form and then get busy creating the award in the space below.



- Which learning style are you creating an award for?
 Most Friendly (Social Learner)
 Best Thinker (Curious Learner)
 Most Creative (Creative Learner)
 Hardest Worker (Step-by-Step Learner)

2. What kind of award will you create? A trophy, ribbon, certificate, cup ... something else?

3. What words and drawings will you put on the award?
