

## Learning about Learning Theories...

### Learning Styles

The following Learning Channel Preference Test (O'Brien, 1989) has been sourced from:

<http://www.e-radiography.net/articles/learningstyles/learningstyles1.htm>

To complete the questionnaire, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate if the sentence:

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



### APPLES

1. \_\_\_\_ I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. \_\_\_\_ 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.
4. \_\_\_\_ 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.
5. \_\_\_\_ If I am taking a test, I can "see" the textbook page and where the answer is.
6. \_\_\_\_ It helps me to *look* at the person while listening. It keeps me focused.
7. \_\_\_\_ I had speech therapy.
8. \_\_\_\_ It's hard for me to understand what a person is saying when there are people talking or music playing.
9. \_\_\_\_ It's hard for me to understand a joke when someone tells me.
10. \_\_\_\_ It is better for me to get work done in a quiet place.

**APPLES TOTAL:** \_\_\_\_\_

**BANANAS:** \_\_\_\_\_

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

**BANANAS TOTAL** \_\_\_\_\_






## **PINEAPPLES**

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

**PINEAPPLES TOTAL** \_\_\_\_



The following table summarizes the observable characteristics indicative of the three learning channels (REFERENCE). It provides an informal means of assessing the student's preferred approach to learning.

	<b>VISUAL</b> 	<b>AUDITORY</b> 	<b>KINESTHETIC</b> 
<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 configuration 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 subvocalizes.	Prefers stories where action occurs early; fidgets while reading; handles books; not an avid reader.
<b>MEMORY</b>	Remembers faces but forgets names; writes things down; takes notes.	Remembers names but forgets faces; remembers by auditory repetition.	Remembers best what was done, not what was seen or talked about.
<b>IMAGERY</b>	Vivid imagination; thinks in pictures; visualizes in detail.	Subvocalizes; imagines things in sounds; details less important.	Imagery not important; images that do occur are accompanied by movement.
<b>DISTRACTABILITY</b>	Generally unaware of sounds; distracted by visual disorder or movement.	Easily distracted by sounds.	Not attentive to visual or auditory presentation so may seem distracted.

<b>MODALITY</b>	<b>VISUAL</b>	<b>AUDITORY</b>	<b>KINESTHETIC (HAPTIC)</b>
<b>PROBLEM SOLVING</b>	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or subvocally; 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; holds up hand.
<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.
<b>EMOTIONS</b>	Somewhat repressed; stares when angry; cries easily; beams when happy; facial expression is a good index of emotion.	Shouts with anger or joy; blows up verbally but soon calms down; expresses emotion verbally and through changes in tone, volume or pitch of voice.	Jumps for joy; hugs, tugs or pulls when happy; jumps, stamps or pounds when angry; stomps off; general body language is a good index of emotions.
<b>COMMUNICATION</b>	Quiet, does not talk at length; becomes impatient when extensive listening is required; may use words clumsily; describes without embellishment; uses words such as see, look, etc.	Enjoys listening but cannot wait to talk; descriptions are long but repetitive; likes hearing self and others talk; uses words such as listen, hear, etc.	Gestures when speaking; does not listen well;; quickly loses interest in detailed verbal discourse; uses words such as get, take, etc.
<b>RESPONSE TO THE ARTS</b>	Not particularly responsive to music; prefers the visual arts; focuses on details and components rather than the work as a whole.	Favors music; finds less appeal in visual art, but is readily able to discuss it; misses significant detail, but appreciates the work as a whole;	Responds to music by physical movement; prefers sculpture; touches statues and paintings;