

STUDENT HANDOUT

Name _____ Date: _____

Learning Styles Inventory (LSI)*

	YES	NO
1. I like to listen and discuss work with a partner.	<input type="checkbox"/>	<input type="checkbox"/>
2. I learn by hearing my own voice on tape.	<input type="checkbox"/>	<input type="checkbox"/>
3. I prefer to learn something new by reading about it.	<input type="checkbox"/>	<input type="checkbox"/>
4. I often write down the directions someone has given me so that I don't forget them.	<input type="checkbox"/>	<input type="checkbox"/>
5. I enjoy physical sports or exercise.	<input type="checkbox"/>	<input type="checkbox"/>
6. I learn best when I can see new information in picture form.	<input type="checkbox"/>	<input type="checkbox"/>
7. I am able to visualize easily.	<input type="checkbox"/>	<input type="checkbox"/>
8. I learn best when someone talks or explains something to me.	<input type="checkbox"/>	<input type="checkbox"/>
9. I usually write things down so that I can look back at them later.	<input type="checkbox"/>	<input type="checkbox"/>
10. If someone says a long word, I can count the syllables that I hear.	<input type="checkbox"/>	<input type="checkbox"/>
11. I have a good memory for old songs or music.	<input type="checkbox"/>	<input type="checkbox"/>
12. I like to discuss in small groups.	<input type="checkbox"/>	<input type="checkbox"/>
13. I often remember the size, shape, and color of objects.	<input type="checkbox"/>	<input type="checkbox"/>
14. I often repeat out loud the directions someone has given me.	<input type="checkbox"/>	<input type="checkbox"/>
15. I enjoy working with my hands.	<input type="checkbox"/>	<input type="checkbox"/>
16. I can remember the faces of actors, settings, and other visual details of a movie I saw in the past.	<input type="checkbox"/>	<input type="checkbox"/>
17. I often use my hands and body movement when I'm explaining something.	<input type="checkbox"/>	<input type="checkbox"/>
18. I prefer to practice redrawing diagrams on a chalkboard rather than on paper.	<input type="checkbox"/>	<input type="checkbox"/>
19. I seem to learn better if I get up and move around while I study.	<input type="checkbox"/>	<input type="checkbox"/>
20. If I wanted to assemble a bike, I would need pictures or diagrams to help with each step.	<input type="checkbox"/>	<input type="checkbox"/>
21. I remember objects better when I have touched them or worked with them.	<input type="checkbox"/>	<input type="checkbox"/>
22. I learn best by watching someone else first.	<input type="checkbox"/>	<input type="checkbox"/>
23. I tap my fingers or my hands a lot while I am seated.	<input type="checkbox"/>	<input type="checkbox"/>
24. I speak a foreign language.	<input type="checkbox"/>	<input type="checkbox"/>
25. I enjoy building things.	<input type="checkbox"/>	<input type="checkbox"/>
26. I can follow the plot of a story on the radio.	<input type="checkbox"/>	<input type="checkbox"/>
27. I enjoy repairing things at home.	<input type="checkbox"/>	<input type="checkbox"/>
28. I can understand a lecture when I hear it on tape.	<input type="checkbox"/>	<input type="checkbox"/>
29. I am good at using machines or tools.	<input type="checkbox"/>	<input type="checkbox"/>
30. I find sitting still for very long difficult.	<input type="checkbox"/>	<input type="checkbox"/>
31. I enjoy acting or doing pantomimes.	<input type="checkbox"/>	<input type="checkbox"/>

*Middlesex Community College: <https://www.middlesex.mass.edu/ace/downloads/lisi.pdf>

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		YES	NO
32.	I can easily see pattern in designs.	<input type="checkbox"/>	<input type="checkbox"/>
33.	I need frequent breaks to move around.	<input type="checkbox"/>	<input type="checkbox"/>
34.	I like to recite or write poetry.	<input type="checkbox"/>	<input type="checkbox"/>
35.	I can usually understand people with different accents.	<input type="checkbox"/>	<input type="checkbox"/>
36.	I can hear many different pitches or melodies in music.	<input type="checkbox"/>	<input type="checkbox"/>
37.	I like to dance and create new movements or steps.	<input type="checkbox"/>	<input type="checkbox"/>
38.	I enjoy activities that require physical coordination.	<input type="checkbox"/>	<input type="checkbox"/>
39.	I follow written directions better than oral ones.	<input type="checkbox"/>	<input type="checkbox"/>
40.	I can easily recognize differences between similar sounds.	<input type="checkbox"/>	<input type="checkbox"/>
41.	I like to create or use jingles/rhymes to learn things.	<input type="checkbox"/>	<input type="checkbox"/>
42.	I wish more classes had hands-on experiences.	<input type="checkbox"/>	<input type="checkbox"/>
43.	I can quickly tell if two geometric shapes are identical.	<input type="checkbox"/>	<input type="checkbox"/>
44.	The things I remember best are the things I have seen in print or pictures.	<input type="checkbox"/>	<input type="checkbox"/>
45.	I follow oral directions better than written ones.	<input type="checkbox"/>	<input type="checkbox"/>
46.	I could learn the names of fifteen medical instruments much more easily if I could touch and examine them.	<input type="checkbox"/>	<input type="checkbox"/>
47.	I need to say things aloud to myself to remember them.	<input type="checkbox"/>	<input type="checkbox"/>
48.	I can look at a shape and copy it correctly on paper.	<input type="checkbox"/>	<input type="checkbox"/>
49.	I can usually read a map without difficulty.	<input type="checkbox"/>	<input type="checkbox"/>
50.	I can "hear" a person's exact words and tone of voice days after he or she has spoken to me.	<input type="checkbox"/>	<input type="checkbox"/>
51.	I remember directions best when someone gives me landmarks, such as specific buildings and trees.	<input type="checkbox"/>	<input type="checkbox"/>
52.	I have a good eye for colors and color combinations.	<input type="checkbox"/>	<input type="checkbox"/>
53.	I like to paint, draw, or make sculptures.	<input type="checkbox"/>	<input type="checkbox"/>
54.	When I think back to something I once did, I can clearly picture the experience.	<input type="checkbox"/>	<input type="checkbox"/>

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Scoring Your Profile*

1. Ignore the NO answers. Work only with the questions that have a YES answer.
2. For every YES answer, look at the number of the question. Find the number in the following chart and circle that number.
3. When you finish, not all the numbers in the following boxes will be circles. Your answers will very likely not match anyone else's in class.
4. Count the number of circles for the Visual box and write the total on the line. Do the same for the Auditory box and the Kinesthetic box.

Visual					Auditory					Kinesthetic				
3	4	6	7	9	1	2	8	10	11	5	15	17	18	19
13	16	20	22	32	12	14	24	26	28	21	23	25	27	29
39	43	44	48	49	34	35	36	40	41	30	31	33	37	38
51	52	54			45	47	50			42	46	53		
Total: _____					Total: _____					Total: _____				

Analyzing Your Scores

1. The highest score indicates your preference. The lowest score indicates your weakest modality.
2. If your two highest scores are the same or very close, both of these modalities may be your preference.
3. If all three of your scores are identical, you have truly integrated all three modalities and can work equally well in any of the modalities.
4. Scores that are 10 or higher indicated you use the modality frequently.
5. Scores lower than 10 indicate the modality is not highly used. Most often, it is because you have had limited experience learning how to use the modality effectively as you learn. In this case, learning new strategies can strengthen your use of the modality.

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Common Characteristics of Visual, Auditory, and Kinesthetic Learners*

The following chart shows common characteristics of each of the three types of learners or learning styles. A person does not necessarily possess abilities or strengths in all of the characteristics but may instead “specialize” in some of the characteristics. Some of this may be due to a person’s educational background or background of experiences. For example, an auditory learner may be strong in the area of language skills but may not have had the experience to develop skills with a foreign language or music.

Common Characteristics

Visual	<ul style="list-style-type: none"> • Learn best by seeing information • Can easily recall printed information in the form of numbers, words, phrases, or sentences • Can easily understand and recall information presented in pictures, charts, or diagrams • Have strong visualization skills and can look up (often up to the left) and “see” information • Can make “movies in their minds” of information they are reading • Have strong visual-spatial skills that involve sizes, shapes, textures, angles and dimensions • Pay close attention and learn to interpret body language (facial expressions, eyes, stance) • Have keen awareness of aesthetics, the beauty of the physical environment, and visual media
Auditory	<ul style="list-style-type: none"> • Learn best by hearing information • Can accurately remember details of information heard in conversations or lectures • Have strong language skills that include well-developed vocabularies and appreciation of words • Have strong oral communication skills that enable them to carry on conversations and be articulate • Have “finely tuned ears” and may find learning a foreign language relatively easy • Hear tones, rhythms, and notes of music and often have exceptional musical talents
Kinesthetic	<ul style="list-style-type: none"> • Learn best by using their hands (“Hands-on” learning) or by full body movement • Learn best by doing • Learn well in activities that involve performing (athletes, actors, dancers) • Work well with their hands in areas such as repair work, sculpting, art, or working with tools • Are well-coordinated with a strong sense of timing and body movements • Often wiggle, tap their feet, or move their legs when they sit • Often were labeled as “hyperactive”

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Learning Strategies*

Now that you are aware of your own learning style, you can begin to select learning strategies that work with your strengths: In the following charts you will find a wide array of learning strategies for you to try; the majority of your strategies will likely come from your area of strength. However, a valuable goal to set for yourself is to strive to integrate all of the modalities into your learning process; therefore, try using several of the strategies for your weaker modalities as well. As you will also notice, some learning strategies will incorporate more than one modality. Multisensory learning strategies have the capability of strengthening your memory even more.

Learning Strategies That Utilize Modalities

Visual

- Create stronger visual memories of printed materials by highlighting important ideas with different colors of highlighters or by highlighting specific letters in spelling words or formulas or equations in math.
- Take time to visualize pictures, charts, graphs, or printed information and take time to practice recalling visual memories when you study.
- Create “movies in your mind” of information that you read; use your visual memory as a television screen with the information moving across the screen.
- Use visual study tools such as visual mappings, hierarchies, comparison charts, and time lines to represent information you are studying. Expand chapter mappings or create your own chapter mappings to review main ideas and important details in chapters. Add colors and/or shapes or pictures.
- Enhance your notes, flash cards, or any other study tools by adding colors and pictures (sketches, cartoons, stick figures).
- Color-code study tools. (Different colors imprint into memory more easily for some students.) Colors can be used to accentuate specific parts of textbooks, notes, or any written materials you work with or you have created.
- Copy information in your own handwriting if seeing information on paper in your own handwriting helps you learn and remember more easily. Practice visualizing what you write.
- Use your keen observational skills to observe people and pick up on clues they may give about important information, emotions, or their general state of being.
- Always be prepared with a pen and notepaper (or a small notepad) to write down information or directions. (Written information is easier to recall more accurately.)

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Learning Strategies That Utilize Modalities

Auditory

- Talk out loud to explain new information, express your ideas, practice information you are studying, or paraphrase another speaker.
- Recite frequently while you study. Reciting involves speaking out loud in complete sentences and in your own words.
- Read out loud. (Reading out loud often increases a person's comprehension or clarifies confusing information that is read silently.)
- Work with tutors, with a "study buddy," or in a study group to have ample opportunity to ask questions, articulate answers, and express your understanding of information orally.
- For lectures, take your own notes, but back your notes up with a tape-recorded version of the lecture. (Request approval first from the instructor.) Review only the parts of the lecture that are unclear or confusing.
- When you practice reciting your notes, flash cards, study tools or information from a textbook, turn on a tape recorder. Tapes made in your own voice often become valuable review tools.
- Verbally explain information or processes to someone or to an imaginary person. Explaining verbally provides immediate feedback of your level of understanding.
- Make review tapes to review the most important information (rules, definitions, formulas, lists of information, dates, or other factual information) prior to a test.
- Create rhymes, jingles, or songs to help you remember specific facts.
- Read confusing information using exaggerated expression. The natural rhythm and patterns of your voice often group information in such a way that it becomes easier to understand.
- Use computerized technology (electronic spell checkers, calculators with a "voice," speech synthesizers on computers) to help with the learning process. Access CD-ROM programs and multimedia software that provide auditory and visual stimuli for learning.

Kinesthetic

- Handle objects, tools, or machinery that you are trying to learn. For example, handle the rocks you study in geology, repeat applications several times on a computer, or hold and use tools or parts of machinery that are discussed in class or in your textbook.
- Create manipulatives (study tools that you can move around with your hands). These may include flash cards or cards that can be shuffled, spread out, sorted, or stacked as a way to categorize information.
- Cut charts or diagrams apart; reassemble them in their correct order.
- Use exaggerated movements and hand expressions, drama, dance, pantomime, or role playing to assist the development of long-term memory. Muscles also hold memory, so involving movement in the learning process creates muscle memory.
- Type or use a word processor. Using a keyboard involves fine motor skills and muscle memory; it may be easier to remember information that you typed or entered into a computer.
- Talk and walk as you recite or practice information. Pacing or walking with study materials in hands helps some people process information more naturally.
- Work at a chalkboard, with a flip chart, or on large poster paper to create study tools. List, draw, practice, or write information while you stand up and work on a larger surface.
- Learn by doing. Use every opportunity possible to move as you study. For example, if you are studying perimeters in math, tape off an area of a room and walk the perimeter.

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Learning Styles Inventory Class Profile*

NAME	VISUAL	AUDITORY	KINESTHETIC	COMMENTS

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lesson 9: learning styles

outcome: *Students connect their learning style to their academic goals.*

how do you learn?

DIRECTIONS: Follow your teacher's directions carefully as you fill in the following chart.

ROUND 1	ROUND 2	ROUND 3
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
ROUND 1 SCORE: _____	ROUND 2 SCORE: _____	ROUND 3 SCORE: _____
ROUND 1 TYPE: _____	ROUND 2 TYPE: _____	ROUND 3 TYPE: _____

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learning styles and why they matter

DIRECTIONS: Fill in the spaces below based on your teacher's explanation.

The way you learn and express your intelligence best is called your _____

IMAGE	TERM	DEFINITION	EXAMPLE
	AUDITORY LEARNER		
	VISUAL LEARNER		
	KINESTHETIC LEARNER		

Based on what you now know, predict what YOUR learning style is, and write it on the line below:

I predict that I am a _____ learner.

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Preferred Learning Style

FIND your result for each item below and record whether you have a LOW PREFERENCE, NO PREFERENCE, or HIGH PREFERENCE by coloring in the appropriate box. Then, list any tips the LSI gives you for your learning style.

AUDITORY PREFERENCE

Low Auditory Learner No Preference High Auditory Learner

Tips: _____

VISUAL PREFERENCE

Low Visual Learner No Preference High Visual Learner

Tips: _____

TACTILE PREFERENCE

Low Tactile Learner No Preference High Tactile Learner

Tips: _____

KINESTHETIC PREFERENCE

Low Kinesthetic Learner No Preference High Kinesthetic Learner

Tips: _____

Best Study Environment

According to the LSI, what type of study environment works best for you? Check all that apply:

- I prefer sound or I prefer quiet or No Preference
 I prefer dim light or I prefer bright light or No Preference
 I prefer cool environments or I prefer warm environments or No Preference

Group Learning Style

According to the LSI, what type of group learning environments work best for you?

- I want structure or I don't like structure or No Preference
 I prefer learning alone or I prefer learning with peers or No Preference
 I want authority figures present or I want no authority figures present or No Preference

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Results Debrief

Compare your preferred learning style from the LSI with the learning style you predicted on the previous page. Are they the same or different?

How do your “best study environment” results compare with the type of space you usually study or do homework in? What changes can you make in your study space in order to improve your ability to study?

How does your group learning style compare with how you actually work in groups? What changes can you make in your group work skills in order to improve your ability to work in groups?
