C.I.T.E. LEARNING STYLES INVENTORY

The Medium

Our unique multimedia presentation provides a modern, nondiscriminatory medium for assessing learning styles. All populations, including At-Risk, Special Needs, College Prep and Tech Prep will benefit from this friendly, multi-sensory format. Each statement on the inventory is accompanied by voice narration and real life visuals. In addition, students get to explore their own learning styles to find out how to improve their study and classroom skills. A special section for teachers provides insightful applications and techniques for different learning style domains.

NEW MULTIMEDIA VERSION!

The Styles

Based on the C.I.T.E. Learning Styles Inventory by Babich, Burdine, Allbright and Randol, the instrument addresses Information Gathering and Receiveing; Social Working Conditions; and Expressiveness preference. Nine subtopics are included:

- **Auditory Language**
- **Visual Language**
- **Auditory Numerical**
- **Visual Numerical**
- **A-V-K Combination**
- **Individual Learner**
- **Group Learner**
- **Oral Expressive**
- **Written Expressive**

AVAILABLE IN SPANISH!

The Results

Computer printouts for individual and group profiles are provided, graphically indicating major and minor learning styles. Specific teaching and learning strategies are also outlined based on each individual's scores. All results are saved to disk and may be edited or printed at any time.

The Scoring

Computer Scored - The assessment may be administered and scored directly on the computer.
Batch Scored - Group test results are keyed directly into the computer.
Machine Scoring - Results may be tabulated on your card scanner (Scantron 8000 series, Chatsworth, NCS) at **$.50** per card. (IBM only)
Publisher Scored - We will score your inventory for you at **$1.50** per person.

The Versions

C.I.T.E. Learning Styles Media Kit

UPDATE 1999

Order Number: **LSI** $**395.**00

1 guide, 1 video, computer software (DOS/Windows/CD-ROM/MAC), 100 response forms (reproducible), 1 briefcase, 1 site license

Multimedia CD

Order Number: **LSCIM**
1 guide, 1 Windows CD-ROM, 1 site license (make as many copies for your classroom as needed)

$**295.**00

Network Version: $737.50

C.I.T.E. Learning Styles Software

Order Number: **LSIS** $**195.**00

5 disk lab pack (DOS/Windows/MAC), 1 guide, 1 set of response forms (reproducible)

Network Version: $486.50

C.I.T.E. Learning Styles Video

Order Number: **LSIV** $**249.**95

1 guide, 1 reproducible, 1 video, 1 scoring disk (DOS/Windows/CD-ROM/MAC)

C.I.T.E. Learning Styles Internet Version

Order Number: **LSINT** $**49.**95

FREE! SITE LICENSE!

DESCRIPTION

The **LEARNING STYLES MEDIA KIT** is based on the **C.I.T.E. LEARNING STYLES INSTRUMENT** developed by Babich, Burdine, Allbright and Randol at the Center for Innovative Teaching Experiences, Wichita Public Schools. The instrument is divided into three main areas: information gathering / receiving; social working conditions; and expressiveness preference. Nine subtopics are considered in the inventory: auditory language; visual language; auditory numerical; visual numerical; auditory-visual-kinesthetic; group learner; social learner; oral expressive; written expressive.

For many years educators have recognized the need for alternative instructional methods and techniques to meet the needs of the variety of students in our heterogeneously grouped classrooms. We have become familiar with a variety of methods and techniques, but in many cases their misapplication has proven unproductive. Recognizing and defining the style in which a person learns is as important to the learning process as the diagnostic tests required by a medical doctor are to the healing process. Many teachers share the frustration of knowing that we are failing to meet the needs of some of the students in our classrooms. One reason could be the lack of understanding and accommodating the unique learning styles of our students - particularly those we are not reaching.

The **C.I.T.E Learning Styles Instrument** was formulated by teachers for the use of teachers in determining the styles preferred by their students. **The Learning Styles Instrument** is divided into three main areas: information gathering / receiving; social working conditions; and expressiveness preference. The Instrument is simple to administer, score, interpret and utilize in accommodating individual differences.

If we are to allow for individual differences, we must consider ways of learning, working, and reporting as three important areas. In the area of learning, the Learning Styles Instrument investigates five specific sub-topics. They are:

(1) *AUDITORY LANGUAGE:* The way a student hears words; processing spoken words.
(2) *VISUAL LANGUAGE:* The way a student sees words; processing written language.
(3) *AUDITORY NUMERICAL:* The way a student hears numbers; processing spoken numerical values.
(4) *VISUAL NUMERICAL:* The way a student sees numbers; processing written numerical values.
(5) *AUDITORY-VISUAL-KINESTHETIC:* The way a student learns by doing or involvement.
Emphasizing the experiencing or manipulative learning style which is almost always accompanied by either auditory stimuli, visual stimuli, or a combination of both.

The area of working considers whether a student likes to work or learn in a group or alone. They are appropriately titled as follows:

(1) *GROUP LEARNER:* A student who likes to work with at least one other person when there is important work to be done.
(2) *INDIVIDUAL LEARNER:* A student who works and thinks best alone. This student is usually a self-starter and frequently finds working with other students distracting.

The area of individual expressiveness considers how a student prefers to express himself. Basically, they fall into one of these two broad categories:

(1) ORAL EXPRESSIVE: A student who prefers to say what he knows. Usually answers or explanations are better given orally; however, some students may indicate this preference simply because they are too lazy to write things down.
(2) WRITTEN EXPRESSIVE: A student who prefers to write down answers or explanations. Students who exhibit a reflective cognitive learning style may prefer this method.
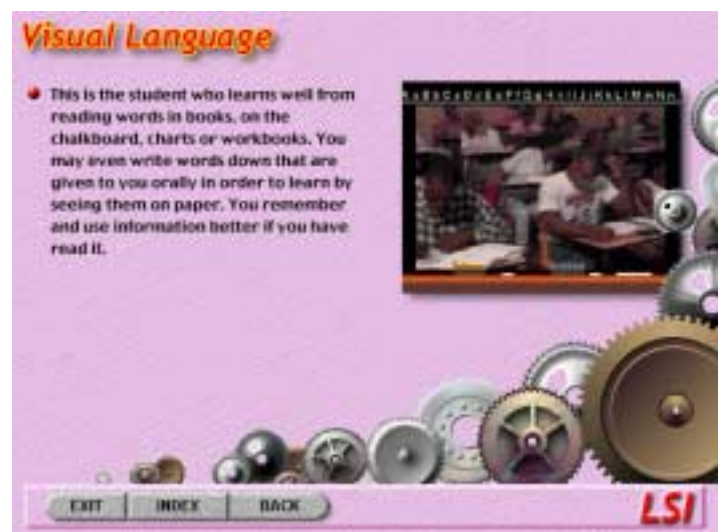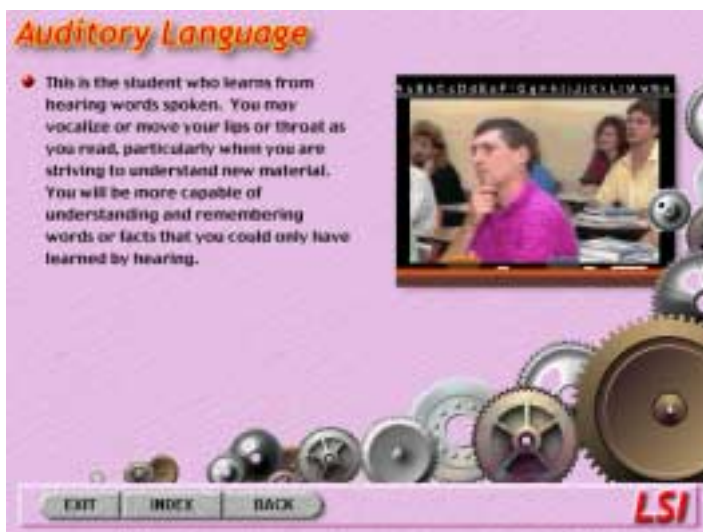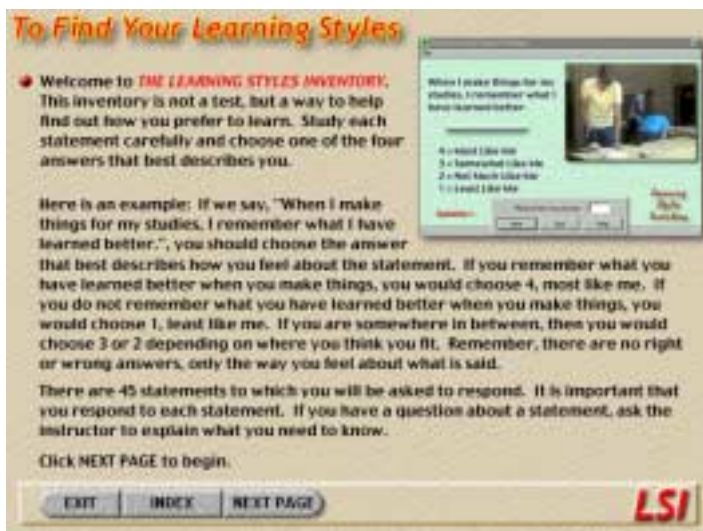
Style usage may be defined as follows:

(1) MAJOR: The student prefers this mode of learning, feels comfortable with it, and uses it for important (to the student) learning. A student does not necessarily have only one learning style.

(2) MINOR: The student uses this mode, but usually as a second choice or in conjunction with other learning styles.

(3) NEGLIGIBLE: The student prefers not to use this if other choices are available. The student does not feel comfortable with this learning style.

The following are descriptions of learning styles which can be found in every learner to a major, minor or negligible extent. These descriptions will help you evaluate a student's learning style on the basis of observation. The Learning Styles Instrument is a tool which facilitates the evaluation of these learning styles. Each of the nine (9) style areas are described here as if the student were a major in that particular style.

(1) AUDITORY LANGUAGE: This is the student who learns from hearing words spoken. You may hear him vocalizing or see his lips or throat moving as he reads, particularly when he is striving to understand new material. He will be more capable of understanding and remembering words or facts that he could only have learned by hearing.

(2) VISUAL LANGUAGE: This is the student who learns well from reading words in books, on the chalkboard, charts or workbooks. He may even write words down that are given to him orally in order to learn by seeing them on paper. He remembers and uses information better if he has read it.

(3) AUDITORY NUMERICAL: The student learns from hearing numbers and oral explanations. He may remember phone and locker numbers with ease, and be successful with oral numbers, games and puzzles. He may do just about as well without his math book, for written materials are not as important. He can probably work problems in his head. You may hear him saying numbers to himself, or see his lips moving as he reads a problem.

(4) VISUAL NUMERICAL: This student has to see numbers, on the board, in a book, or on a paper in order to work with them. He is more likely to remember and understand math facts if he has seen them. He doesn't seem to need as much oral explanation.

(5) AUDITORY-VISUAL-KINESTHETIC COMBINATION: The A-V-K student learns best by experiencing - doing, self involvement. He definitely needs a combination of stimuli. The manipulation of material along with the accompanying sight and sounds (words and numbers seen and spoken) will make a big difference to him. He may not seem to be able to understand, or be able to keep his mind on work unless he is totally involved. He seeks to handle, touch and work with what he is learning. Sometimes just writing or a symbolic wiggling of the finger is a sympton of the A-V-K learner.

(6) INDIVIDUAL LEARNER: This student gets more work done alone. He thinks best, and remembers more, when he has learned by himself. He cares more for his own opinions than for the ideas of others. You will not have much trouble keeping this student from over-socializing during class.

(7) GROUP LEARNER: This student strives to study with at least one other student, and he will not get as much done alone. He values other's opinions and preferences. Group interaction increases his learning and later recognition of facts. Class observation will quickly reveal how important socializing is to him.

(8) ORAL EXPRESSIVE: This student can easily tell you what he knows. He talks fluently, comfortably and seems to be able to say what he means. You may find he knows more than his tests show after talking to him about his work. He is probably not shy about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for him. Organizing and putting thoughts on paper may be a slow and tedious task for this student.

(9) WRITTEN EXPRESSIVE: This student can write fluent essays and good answers on tests to show what he knows. He feels less comfortable, perhaps even stupid, when he has to give oral answers. His thoughts are better organized on paper than when they are given orally.

THE MULTIMEDIA CD

Multimedia Learning Styles Inventory

INDEX

For The Student
To find your Learning Styles and learn more about your Learning Styles

For The Administrator
To learn about the C.I.T.E. Learning Styles; Analyze Teaching Styles; Teach to Student's Learning Styles; Manage Student Data and more

EXIT

Multimedia Learning Styles Inventory

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For The Student

To Find Your Learning Styles
Go here to take the Learning Styles Inventory

About Your Learning Styles
Go here to gain a better understanding of your own individual learning styles

MAIN MENU

EXIT

To Find Your Learning Styles

Welcome to *THE LEARNING STYLES INVENTORY*. This inventory is not a test, but a way to help find out how you prefer to learn. Study each statement carefully and choose one of the four answers that best describes you.

Here is an example: If we say, "When I make things for my studies, I remember what I have learned better.", you should choose the answer that best describes how you feel about the statement. If you remember what you have learned better when you make things, you would choose 4, most like me. If you do not remember what you have learned better when you make things, you would choose 1, least like me. If you are somewhere in between, then you would choose 3 or 2 depending on where you think you fit. Remember, there are no right or wrong answers, only the way you feel about what is said.

There are 45 statements to which you will be asked to respond. It is important that you respond to each statement. If you have a question about a statement, ask the instructor to explain what you need to know.

Click NEXT PAGE to begin.

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LSI

About Your Learning Styles

The following are descriptions of learning styles which can be found in every learner to a major, minor or negligible degree.

These descriptions will help you better understand your own learning styles. Each of the nine (9) style areas are described here as if you were a major in that particular style.

CLICK AN AREA FOR MORE INFORMATION

- AUDITORY LANGUAGE
- VISUAL LANGUAGE
- AUDITORY NUMERICAL
- VISUAL NUMERICAL
- AUDITORY-VISUAL-KINESTHETIC COMBINATION
- INDIVIDUAL LEARNER
- GROUP LEARNER
- ORAL EXPRESSIVE
- WRITTEN EXPRESSIVE

MAJOR LEARNING STYLE: The learner prefers this style of learning, feels comfortable with it, and uses it for important (to the student) learning. A student does not necessarily have only one learning style.
MINOR LEARNING STYLE: The student uses this mode, but usually as a second choice or in conjunction with other learning styles.
NEGLIGIBLE LEARNING STYLE: The student prefers not to use this if other choices are available. The student does not feel comfortable with this learning style.

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LSI

Auditory Language

This is the student who learns from hearing words spoken. You may vocalize or move your lips or throat as you read, particularly when you are striving to understand new material. You will be more capable of understanding and remembering words or facts that you could only have learned by hearing.

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LSI

Visual Language

This is the student who learns well from reading words in books, on the chalkboard, charts or workbooks. You may even write words down that are given to you orally in order to learn by seeing them on paper. You remember and use information better if you have read it.

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LSI

THE MULTIMEDIA CD

Multimedia Learning Styles Inventory

For The Administrator   INDEX
- About The C.I.T.E. Learning Styles
- Essential Facts About Learning Styles
- Analyzing Teaching Styles
- Teaching To Student's Learning Styles
- Learning Style Characteristics
- Program Manager

MAIN MENU

EXIT

About The C.I.T.E. Learning Styles

Words from the authors – Al Babich & Phil Randol

For many years educators have recognized the need for alternative instructional methods and techniques to meet the needs of the variety of students in our heterogeneously grouped classrooms. We have become familiar with a variety of methods and techniques, but in many cases their misapplication has proven unproductive. Recognizing and defining the style in which a person learns is as important to the learning process as the diagnostic tests required by a medical doctor are to the healing process. Many teachers share the frustration of knowing that we are failing to meet the needs of some of the students in our classrooms. One reason could be the lack of understanding and accommodating the unique learning styles of our students– particularly those we are not reaching.

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Al Babich
- Al is a Vocational Resource Educator at Northland Career Center in Platte City, MO.
- His certification/licensure includes Psychology: 7–12 School Psychological Examiner; K–12; Counselor: K–12; College Faculty/Post Secondary; Professional-Licensed Counselor; National Certified Counselor.
- His education/degrees include: Ed.S – Counseling and Guidance; M.A. – Education Research & Psychology; B.A. – Psychology.

LSI

Essential Facts About Learning Styles

✓ Learning style refers to an individual's most efficient and effective method of learning.

✓ Individuals use a variety of techniques when taking in information to be learned; when interpreting the content; and, when drawing conclusion about what has been learned.

✓ One of the keys to successful educational planning is to build on the strengths and abilities of students rather than focus on their weaknesses.

✓ Student preferences for learning should be match with an appropriate instructional style.

✓ Teaching strategies to an individual's learning style should be used to introduce, reinforce and review materials to be taught.

✓ Learning styles inventories are instruments that indicate ways in which individuals learn best, how they learn when interacting with others and the type of thinking pattern they use to solve problems.

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LSI

Analyzing Teaching Styles

In order to identify appropriate teaching strategies to meet the needs of students, teachers should analyze the teaching style they most often use to introduce, reinforce and conclude what has been learned.

In analyzing your teaching style:
- Consider your educational philosophy.
- Consider the way you design and organize your classroom.
- Consider the type of teaching environment you enforce, i.e., rigid, flexible.
- Consider the way you group your students.
- Consider the amount of auditory devices used.
- Consider the amount of visual devices used.
- Consider the amount of printed materials used.
- Consider the amount of directions given.
- Consider the method (s) used is giving directions.
- Consider the amount of learner interaction allowed.
- Consider the amount of time that is allocated for varies attention spans.

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LSI

Learning Style Characteristics

The Visual Learner

Reading:	Likes description, sometimes stops reading to stare into space and imagine what has been read, has intense concentration.
Spelling:	Recognizes words by sight.
Handwriting:	Tends to be good.
Memory:	Remembers faces, forgets names, writes things down, takes notes.
Imagery:	Vivid imagination, thinks in pictures, visualizes in detail.
Distractibility:	Generally unaware of sounds, distracted by visual disorder or movement.
Problem Solving:	Deliberates, plans in advance, organizes thoughts by writing them, list problems.
Period of Inactivity:	Stares, doodles, finds something to watch.
New Situations:	Looks around, examines structure.
Emotionally:	Somewhat repressed, stares when angry, cries easily, beams when happy, facial expression good index of emotion.
Communication:	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.
General Appearance:	Neat, meticulous, likes order, may choose not to vary appearance.

(Barbe, Swassing and Milone)

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LSI

Learning Style Characteristics

The Auditory Learner

Reading:	Enjoys dialogue, plays, avoids lengthy descriptions, unaware of illustrations, moves lips or subvocalizes.
Spelling:	Uses a phonic approach.
Handwriting:	Has more difficulty learning in initial stages, tends to write lightly.
Memory:	Remember names, forgets faces, remembers by auditory repetition.
Imagery:	Subvocalizes, thinks in sounds, details are less important.
Distractibility:	Easily distracted by sound.
Problem Solving:	Talks problems out, tries solutions verbally, talks self through problems.
Period of Inactivity:	Hums, talks to self or to others.
New Situations:	Talks about situation pros and cons, what to do.
Emotionally:	Shouts with joy or anger, blows up verbally but soon calms down, expresses emotions verbally and through change in tone, volume or pitch of voice.
Communication:	Enjoys listening but cannot wait to talk, descriptions are long and repetitive, likes hearing self and other talk, uses words such as listen, hear, etc.
General Appearance:	Matching clothes not so important, can explain choices of clothes.

(Barbe, Swassing and Milone)

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LSI

THE VIDEO

The participants are provided with response forms. These response forms present statements to which the participant responds by marking boxes which describes how they feel about what is said.

A video is used to explain what the participant should do and then present visual and auditory descriptions of the statements on the response forms. The participants do not need to read each statement, simply follow the video and mark the box which is most like them.

LEARNING STYLES INVENTORY — RESPONSE SHEET 1

NAME:_____ DATE:_____

Study each statement carefully and choose one of the 4 answers that best describes how you feel about what is said. Fill in the space containing the number of your choice.

4 = MOST LIKE ME 3 = SOMEWHAT LIKE ME 2 = NOT MUCH LIKE ME 1 = LEAST LIKE ME

1. When I make things for my studies, I remember what I have learned better 4 3 2 1 1.
2. Written assignments are easy for me to do 4 3 2 1 2.
3. I learn better if someone reads a book to me than if I read silently to myself 4 3 2 1 3.
4. I get more done when I work alone 4 3 2 1 4.
5. I remember what I have read better than what I have heard 4 3 2 1 5.
6. When I answer questions, I can say the answer better than I can write it 4 3 2 1 6.
7. When I do math problems in my head, I say the numbers to myself 4 3 2 1 7.
8. If I need help in the subject, I will ask a classmate for help 4 3 2 1 8.
9. I understand a math problem that is written down better than one I hear 4 3 2 1 9.
10. I don't mind doing written assignments 4 3 2 1 10.
11. I remember things I hear better than things I read 4 3 2 1 11.
12. I like to work by myself 4 3 2 1 12.
13. I would rather read a story than listen to it read 4 3 2 1 13.
14. I would rather show and explain how a thing works than write how it works 4 3 2 1 14.
15. Saying the multiplication tables over and over helped me remember them better than writing them over and over 4 3 2 1 15.
16. I like to work in a group because I learn from the others in my group 4 3 2 1 16.
17. When the teacher says a number, I really don't understand it until I see it written down 4 3 2 1 17.
18. Writing a spelling word several times helps me remember it better 4 3 2 1 18.
19. I find it easier to remember what I have heard than what I have read 4 3 2 1 19.
20. I learn best when I study alone 4 3 2 1 20.
21. When I have a choice between listening or reading, I usually read 4 3 2 1 21.
22. I feel like I talk smarter than I write 4 3 2 1 22.
23. When I'm told the pages of my homework, I can remember them without writing them down 4 3 2 1 23.

LEARNING STYLES INVENTORY — RESPONSE SHEET 2

NAME:_____ DATE:_____

Study each statement carefully and choose one of the 4 answers that best describes how you feel about what is said. Fill in the space containing the number of your choice.

4 = MOST LIKE ME 3 = SOMEWHAT LIKE ME 2 = NOT MUCH LIKE ME 1 = LEAST LIKE ME

24. I get more work done when I work with someone 4 3 2 1 24.
25. Written math problems are easier for me to do than oral ones 4 3 2 1 25.
26. I like to do things like simple repairs or crafts with my hands 4 3 2 1 26.
27. The things I write on paper sound better than when I say them 4 3 2 1 27.
28. I study best when no one is around to talk or listen to 4 3 2 1 28.
29. I do well in classes where most of the information has to be read 4 3 2 1 29.
30. If homework were oral, I would do it all. 4 3 2 1 30.
31. When I have a written math problem to do, I say it to myself to understand it better 4 3 2 1 31.
32. I can learn more about a subject if I am with a small group of students 4 3 2 1 32.
33. Seeing a number makes more sense to me than hearing a number 4 3 2 1 33.
34. I like to make things with my hands 4 3 2 1 34.
35. I like tests that call for sentence completion or written answers 4 3 2 1 35.
36. I understand more from a class discussion than from reading about a subject 4 3 2 1 36.
37. I learn better by reading than by listening 4 3 2 1 37.
38. I would rather tell a story than write it 4 3 2 1 38.
39. It makes it easier when I say the numbers of a problem to myself as I work it out 4 3 2 1 39.
40. I like to study with other people 4 3 2 1 40.
41. Seeing the price of something written down is easier for me to understand than having someone tell me the price 4 3 2 1 41.
42. I understand what I have learned better when I am involved in making something for the subject 4 3 2 1 42.
43. The things I write on paper sound better than when I say them 4 3 2 1 43.
44. I do well on tests if they are about things I hear in class 4 3 2 1 44.
45. I can't think as well when I work with someone else as when I work alone 4 3 2 1 45.

All responses may be hand scored, computer scored, or optical-scan scored. If responses are computer scored or optical-scan scored, the results are saved to disk and may be printed at your convenience. Both individual and group profiles are available in the print options. (See *The Software* on page 7 for a description of our group processing software program.)

LEARNING STYLES INVENTORY
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THE SOFTWARE

The software version contains two programs, one for the person taking the inventory, and one for the counselor or teacher. When an individual takes the survey directly on the computer, all results are analyzed, saved and printed. The counselor/teacher program allows access to all records and can only be opened with a password. This feature also enables the teacher/counselor to: batch process group administered assessments; print individual and group profiles; and edit any information. The software version is available for stand-alone computers and for network labs.

Select **"Student"** to take the inventory on the computer, or select **"Instructor"** to enter/edit participant data and print reports.

If you select **"Student"** the instruction screen above will appear explaining how to answer the questions.
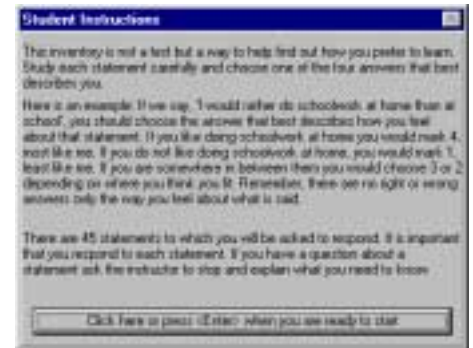
The participant selects "**4, 3, 2,** or **1**" according to the rating on the screen, and continues until all 45 statements are answered.

If you select "**Instructor**" you are asked to enter your password. This module allows the teacher/counselor to:
☛ add, save and score participants who have taken the inventory using a medium other than a computer such as paper/pencil or video
☛ to print one or more students at a time
☛ to print group profiles
☛ to delete a participant/participants
☛ to update or change information on participants existing in the database.
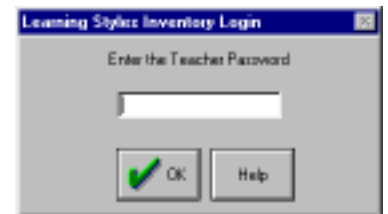
This is the screen where data is entered/edited/saved for participants by the teacher/counselor.

From this screen the teacher/counselor may print profiles for an individual participant or for a group. Simply select the participants you wish to include for printing from the list on the left.
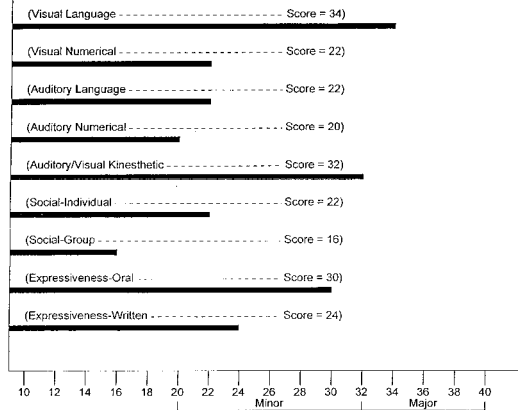
THE REPORTS

Page 1

Profile

Name: SAMPLE STUDENT
Date: 12/15/98

(Visual Language - Score = 34)

(Visual Numerical - - - - - - - - - - - - - - - - - Score = 22)

(Auditory Language - - - - - - - - - - - - - - - Score = 22)

(Auditory Numerical - - - - - - - - - - - - - - - - - Score = 20)

(Auditory/Visual Kinesthetic - - - - - - - - - - - - - - Score = 32)

(Social-Individual - - - - - - - - - - - - - - - - - - Score = 22)

(Social-Group - - - - - - - - - - - - - - - - Score = 16)

(Expressiveness-Oral - - - - - - - - - - Score = 30)

(Expressiveness-Written - - - - - - - - - - - - - - - Score = 24)

```
10   12   14   16   18   20   22   24   26   28   30   32   34   36   38   40
                                         Minor              Major
```

Major cognitive learning styles:	Visual Language Auditory/Visual Kinesthetic
Minor cognitive learning styles:	Visual Numerical Auditory Language Auditory Numerical
Major social learning styles:	None expressed.
Minor social learning styles:	Social-Individual
Major expressive styles:	None expressed.
Minor expressive styles:	Expressiveness-Oral Expressiveness-Written

Page 2

Learning Styles

Name: SAMPLE STUDENT
Date: 12/15/98

Cognitive Learning Styles (Major)

Visual Language

This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He/she may even write words down that are given to him/her orally, in order to learn by seeing them on paper. He/she remembers and uses information better if he/she has read it.

Auditory/Visual Kinesthetic

The A/V/K student learns best by experience - doing, self-involvement. He/she definitely needs a combination of stimuli. The manipulation of material along with the accompanying sight and sounds (words and numbers seen and spoken) will make a big difference to him/her. He/she may not be able to understand or keep his/her mind on his/her work unless he/she is totally involved. He/she seeks to handle, touch and work with what he/she is learning. Sometimes just writing or a symbolic wiggling of the fingers is a symptom of the A/V/K learner.

Social Learning Styles (Minor)

Social-Individual

This student gets more work done alone. He/she thinks best and remembers more when he/she has learned by him/herself. He/she cares more for his/her own opinions than for the ideas of others. You will not have much trouble keeping this student from over-socializing during class.

Expressive Styles (Minor)

Expressiveness-Oral

This student can easily tell you what he/she knows. He/she talks fluently, comfortably and seems to be able to say what he/she means. After talking to him/her about his/her work, you may find he/she knows more than his/her tests show. He/she is probably not shy about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for him/her. Organizing and putting thoughts on paper may be too slow and a tedious task for this student.

Expressiveness-Written

This student can write fluent essays and good answers on tests to show what he/she knows. He/she feels uncomfortable when he/she has to give oral answers. His/her thoughts are better organized on paper than when they are given orally.

Page 3

Teaching Techniques

Name: SAMPLE STUDENT
Date: 12/15/98

Cognitive Learning Styles (Major)

Visual Language

This student will benefit from a variety of books, pamphlets and written materials on several levels of difficulty. Given some time alone with a book, he/she may learn more than in class. Make sure important information has been given to him/her on paper, or that he/she takes notes if you want him/her to remember specific information.

Auditory/Visual Kinesthetic

This student must be given more than just a reading or math assignment. Involve him with at least one other student and give him/her an activity to relate to the assignment. Or accompany an audio tape with pictures, objects, and an activity such as drawing or writing or following directions with physical involvement.

Social Learning Styles (Minor)

Social-Individual

This student needs to be allowed to do important learning alone. If you feel he/she needs socializing, save it for a non-learning situation. Let him/her go to the library or back in a corner of the room to be alone. Don't force group work on him/her when it will make him/her irritable to be held back or distracted by others. Some great thinkers have been loners!

Expressive Styles (Minor)

Expressiveness-Oral

Allow this student to make oral reports instead of written ones. Whether in conference, small groups or large, evaluate him/her more by what he/she says than by what he/she writes. Reports can be on tape, to save class time. Demand a minimum of written work, but of good quality, and you won't be ignoring the basics of composition and legibility. Grammar can be corrected orally but is best done at another time.

Expressiveness-Written

This student needs to be allowed to write reports, keep notebooks and journals for credit and take written tests for evaluation. Oral transactions should be under non-pressured conditions, perhaps mainly in a one-to-one conference.

Group Profile Panel

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            Learning Styles Inventory
          Group Profile for   15 Students

Date: 03/31/93

| (Visual Language ...............Average Score = 19)
| * * * * * * * * *
|
| (Visual Numerical ..............Average Score = 34)
| * * * * * * * * * * * * * * * * * * * * * *
|
| (Auditory Language .............Average Score = 25)
| * * * * * * * * * * * * * *
|
| (Auditory Numerical ...........Average Score = 18)
| * * * * * * * *
|
| (Auditory/Visual Kinesthetic ...Average Score = 24)
| * * * * * * * * * * * * * *
|
| (Social-Individual .............Average Score = 33)
| * * * * * * * * * * * * * * * * * * * * * *
|
| (Social-Group ..................Average Score = 19)
| * * * * * * * * *
|
| (Expressiveness-Oral ...........Average Score = 20)
| * * * * * * * * * *
|
| (Expressiveness-Written ........Average Score = 30)
| * * * * * * * * * * * * * * * * * * *
|
10   12   14   16   18   20   22   24   26   28   30   32   34   36   38   40
                         Minor              Major
```
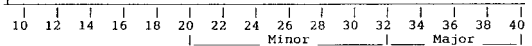
Learning Styles Inventory
Group Profile

Legend: VL - Visual Language   SI - Social/Individual
         VN - Visual Numerical   SG - Social/Group
         AL - Auditory Language   EO - Expressiveness/Oral
         AN - Auditory Numerical   EW - Expressiveness/Written
         AVK - Auditory/Visual Kinesthetic

Name	VL	VN	AL	AN	AVK	SI	SG	EO	EW
JOHNNY FUTURE		X	(x)		(x)	X			X
WANDA MAY		X	(x)		(x)	X			X
STEVE JONES		X	(x)	(x)	(x)	X			X
SANDY CALLENDAR		X	(x)		(x)	X		(x)	X
SALLY EDWARDS	(x)	X	(x)	X	(x)	(x)	(x)	(x)	(x)
JEAN SCOVILLE		X	(x)		(x)	X			X
JOE PARSONS		(x)	(x)		(x)	(x)	(x)	(x)	X
RONNIE DANIELS	(x)	X	(x)	(x)	(x)	(x)	(x)	X	(x)
KEVIN FAIRCLOTH		X	(x)		(x)	X			(x)
JEFF FOSTER		X	(x)		(x)	X	(x)		X
RAY JOHNSON	(x)	X	(x)	(x)	(x)	X		(x)	(x)
RYAN JAMES	(x)	(x)	(x)	(x)	(x)	(x)	(x)	(x)	(x)
SCOTT WESTMORELAND		(x)	(x)	(x)	(x)	X	(x)	(x)	X
ANN WALTON	(x)	X	(x)	(x)	(x)	X	(x)	(x)	(x)
GRACE SMITH	(x)	(x)	(x)		(x)	X	(x)	(x)	