



## LEARNING STYLES INVENTORY



VISUAL, AUDITORY & KINESTHETIC LEARNERS

## **LEARNING STYLES INVENTORY**

**Directions:** Select the statement that applies to you. It is okay if they choose more than one answer to a question. The Learning Style Inventory's purpose is to determine your "primary" mode of learning.

**1. If I learn how to do something, I learn best when I:**

- (V) Watch someone show me how.
- (A) Hear someone tell me how.
- (K) Try to do it myself.

**2. When I read, I often find that I:**

- (V) Visualize and see pictures of what I am reading in my mind.
- (A) Would rather read out loud or hear the words inside my head.
- (K) Would prefer to move around or act out what I am reading.

**3. When asked to give directions to go to a certain location or place, I:**

- (V) See the actual places in my mind as I say them or prefer to draw them.
- (A) Can easily explain the route in detail.
- (K) I need to think about being in the location and I will turn and point as I explain the way someone should go.

**4. If I am unsure how to spell a word, I:**

- (V) Write it to determine if it looks right.
- (A) Spell it out loud to determine if it sounds right.
- (K) Move or look up to the ceiling to see if this helps me remember the spelling.

**5. When I write, I:**

- (V) Am concerned with how neat and spaced my letters and words appear.
- (A) Often say the letters and words to out loud or in my mind as I write.
- (K) I notice the pencil in my hand as I write but I do not worry about what my writing looks like.

**6. If I had to remember a list of items, I would remember it best if, I:**

- (V) Wrote them down.
- (A) Said them over and over to myself.
- (K) Moved around and used my fingers to name each item.

**7. I prefer to learn new things from someone by**

- (V) Seeing words or pictures while they talk.
- (A) Hearing someone speak in a way that has lots of expression.
- (K) Doing things like projects or activities.

**8. When trying to concentrate, I have a difficult time when:**

- (V) There is a lot of clutter or movement in the room.
- (A) There is a lot of noise in the room.
- (K) I must sit still for a long time.

**9. When solving a problem, I:**

- (V) Write or draw diagrams to see it.
- (A) Talk myself through it.
- (K) I like to move or move objects to help me think.

**10. When given written instructions on how to build something, I:**

- (V) Read the instructions and try to visualize how the parts will fit together.
- (A) Read the instructions out loud and talk to myself as I put things together.
- (K) I try to put the parts together first and read the instructions only if I think I need to.

**11. To keep occupied while waiting, I:**

- (V) Look around, or I like to read something.
- (A) I like to talk or listen to people while I wait.
- (K) Walk around or move my feet as I sit.

**12. If I had to describe something to another person, I would:**

- (V) Be brief because I do not like to talk very much.
- (A) I like to talk so I would describe all the details.
- (K) I like to move around while I talk.

**13. If someone were describing something to another person, I would:**

- (V) Try to see in my mind what they are saying.
- (A) I would listen, but I am thinking about what I would say.
- (K) I could get bored if they talk too long and go into too much detail.

**14. When I am trying to remember a person's name, I usually remember:**

- (V) Faces but forget names.
- (A) Names but forget faces.
- (K) I would remember meeting the person instead of remembering their name or face.

**Scoring instructions:** Add the number of responses for each letter and enter the total below. The area with the highest number of responses is your **primary mode** of learning. If you have a high score in two or more sections, you have more than one strength. If the scores in each modality are roughly equal, you do not have a preferred learning style and would be considered a multi-sensory learner.

**Important Note.** Learning style are not static and are subject to change. It is good to take the Learning Styles Inventory every few months to see how you are changing and growing in your learning style.

Visual              Auditory              Kinesthetic

V = \_\_\_\_\_ A = \_\_\_\_\_ K = \_\_\_\_\_

## **Helpful Learning Style Classroom Strategies**

### **NEEDS OF THE VISUAL LEARNER**



- Organize work and living space to avoid distractions. · Sit in the front of the room to avoid distraction and away from doors or windows where action takes place. Sit away from wall maps or bulletin boards. · Use neatly organized or typed material. · Use visual association, visual imagery, written repetition, flash cards, and clustering strategies for improved memory.
- Reconstruct images in different ways - try different spatial arrangements and take advantage of blank spaces on the page.
- Use note pads, Post Its, To-Do lists, and other forms of reminders. Use organizational format outlining for recording notes. Use underlining, highlighting in different colors, symbols, flow charts, graphs, or pictures in your notes. · Practice turning visual cues back into words as you prepare for exams.
- Allow sufficient time for planning and recording thoughts when doing problem-solving tasks. Use test preparation strategies that emphasize organization of information and visual encoding and recall. · Participate actively in class or group activities. Develop written or pictorial outlines of responses before answering essay questions.

### **NEEDS OF THE AUDITORY LEARNER**

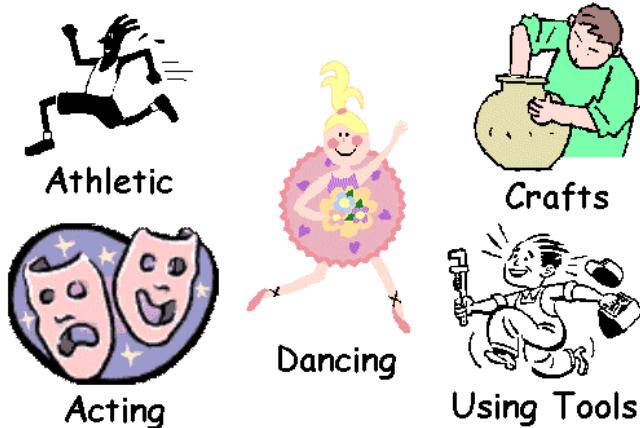


- Work in quiet areas to reduce distractions, avoiding areas with conversation, music, and television. Sit away from doors or windows where noises may enter the classroom. · Rehearse information orally. Attend lectures and tutorials regularly. Discuss topics with other people. Ask others to hear your

understanding of the material. Use mnemonics, rhymes, jingles, and auditory repetition through tape recording to improve memory.

- Practice verbal interaction to improve motivation and self-monitoring. Use audio or read aloud reading materials. Remember to examine illustrations in textbooks and convert them into verbal descriptions.
- Read the directions for tests or assignments aloud, or have someone read them to you, especially if the directions are long and complicated. Remind yourself to review details.
- Use time managers and translate written appointment reminders into verbal cues.
- Use verbal brainstorming when writing and proofing. Leave spaces in your lecture notes for later recall and 'filing'. Expand your notes by talking with others and collecting notes from the textbook.
- Read your notes aloud. Practice writing your answers using old exams and speak your answers.

### NEEDS OF THE KINESTHETIC LEARNER



- Keep verbal discourse short and to the point. Actively participate in discussions. Use all your senses - sight, touch, taste, smell, hearing.
- Use direct involvement, physical manipulation, imagery, and "hands on" activities to improve motivation, interest, and memory.
- Organize information into the steps that were used to physically complete a task.
- Seek out courses that have laboratories, field trips, etc. and lecturers who give real life examples. Allow for physical action in solving problems.
- Read or summarize directions, especially if they are lengthy and complicated, to discourage starting a task without instructions. Use practice, play acting, and modeling to prepare for tests.
- Allow for physical movement and periodic breaks during tests, while reading, or while composing written assignments.
- Role play the exam situation.
- Teach the material to someone else. Write practice answers, paragraphs, or essays.