Name _____ **Date: _____**

Learning Styles Inventory (LSI)

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

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

Jo/02

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.

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	• 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	• 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	• 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"

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 hand-writing 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.)

Learning Strategies That Utilize Modalities (cont.)

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 patters 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.

Learning Styles Inventory
Class Profile

Name	Visual	Auditory	Kinesthetic	Comments

Jo/2010