

The following information was taken from
<http://muskingum.edu/%7Ecal/database/general/modtable.html>.

Learning Strategies Database

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

Modality	VISUAL	AUDITORY	KINESTHETIC
PREFERRED LEARNING STYLE	Learns by seeing or watching demonstrations.	Learns through verbal instructions from self or others.	Learns by doing or direct involvement
SPELLING	Recognizes words by sight; relies on configuration of words.	Uses a phonic approach; has auditory word attack skills.	Often is a poor speller; writes words to determine if they "feel" right.
READING	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 sub vocalizes.	Prefers stories when action occurs early, fidgets while reading, handles books.
HANDWRITING	Tends to be good, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly; says strokes when writing.	Good initially but deteriorates when space becomes smaller; pushes harder on writing instrument.
MEMORY	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.
IMAGERY	Vivid imagination; thinks in picture; visualizes in detail.	Subvocalize; imagines things in sounds; details less important.	Imagery not important; images that do occur are accompanied by movement.
DISTRACTIBILITY	Generally unaware of sounds; distracted by visual disorder or movement.	Easily distracted by sounds.	Not attentive to auditory presentation so may seem distracted
PROBLEM SOLVING	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.

RESPONSE TO PERIODS OF INACTIVITY	Stares or doodles; finds something.	Hums, talks to self, or talks to others.	Fidgets or finds reasons to move holds up hand.
RESPONSE TO NEW SITUATIONS	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Tries things out; touches, feels or manipulates
EMOTIONS	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, stomps or pounds when angry; stomps often general body language is a good index of emotion.
COMMUNICATION	Quiet, doesn't 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.	Gesture when speaking; does not listen well; stand close when speaking and listening; quickly loses interest in detailed verbal discourse; uses words such as get, take.
GENERAL APPEARANCE	Neat, meticulous; likes order; may choose not to vary appearance.	Matching clothes not so important; can explain choices of clothes.	Neat but soon becomes wrinkled through activity.
RESPONSE TO THE ARTS	Not particularly responsive to music; prefers the visual arts; tends not to voice appreciation of any kind, but can be deeply affected by visual displays; 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; is able to develop verbal association for all art forms; spends more time talking about pieces than looking at them.	Responds to music through physical movement; prefers sculptures; touches statues and paintings; at exhibits stops only at those pieces in which he/she can become involved; comment very little on any form.

What type of learner are you???

Name: _____

Current Math Class: _____

You can find out what your learning style is by visiting the following website:

<http://www.berghuis.co.nz/abiator/lsi/lisiframe.html>.

- On the left hand side, you will find a category "Abiator's Learning Styles Assessments."
- Under "Abiator's Learning Styles Assessments," click on "Learning Styles Test 1."
- Complete the test by clicking on "seldom", "sometimes" or "never" for each question.
- When you complete the test, click on "Tell Me My Learning Style". It will state at the top in bold letters what your learning style is:

Based on your response, you are a primarily a(n):

Write your learning style here

If time allows, and you are interested in reading about learning strategies for your learning style: scroll down, and click on your learning style to learn more.

When you are done with the first test:

- Click on "Learner Styles Test 2" under the "Abiator's Learning Styles Assessments."
- Click all the statements (click in the square) that you think are true about yourself as a learner.
- When you complete the test, click on "Tell Me My Learning Style".

Relative Learning Style Preferences

Create a chart that looks very similar to the one that you see:

Visual Modality

Auditory Modality

Tactile-Kinesthetic Modality

Brain Research - - Fact or Fiction??

<p>A. Learners who can perform a new learning task well are likely to retain it.</p>	<p>B. In order to remember information, students need to learn through rote tactics and by following list-like formats.</p>
<p>C. When facts and words are taught in isolation, without any context or connection, they are lost unless rehearsed, reviewed or relearned.</p>	<p>D. The most impact on whether the information will be moved to long-term storage is if the information is meaningful to the learner.</p>
<p>E. During a learning episode, we remember best that which comes just past the middle, second best that which comes first, and the least that which comes last.</p>	<p>F. Once information enters the working memory, we have about 65 seconds while the brain decides to process the information or to discard it - - about 98% of the information is discarded at this point.</p>
<p>G. Emotion is the strongest force for embedding into long-term memory in the brain; it has the power to shut down our thinking or to strengthen an experience so that we remember it for life.</p>	<p>H. We cannot create meaning for our students; each one of us must create our own meaning.</p>
<p>I. Efforts to memorize can be completely counterproductive when we have little understanding of what we are doing.</p>	<p>J. Rote learning is easy and efficient.</p>
<p>K. Lecture continues to be the most prevalent teaching method in secondary and higher education, despite evidence that it produces the lowest degree of retention for most learners.</p>	<p>L. At least 87% of the learners in the classroom do not learn just by hearing. Research shows that for 87% of the students, just memorizing the formulas is not enough.</p>
<p>M. Students are empty vessels to be filled with knowledge provided by the teacher.</p>	<p>N. In order to remember information, there must be a hook (relevance, pattern and emotion) or connection.</p>

Brain Research Fact or Fiction??

Answer Key

<p>A. Learners who can perform a new learning task well are likely to retain it.</p> <p>FICTION: We cannot presume that because a learner performs a new learning task well, it will be permanently stored. Sense and/or meaning must be present in some degree for storage to occur. ***(Sousa, p. 50)</p>	<p>B. In order to remember information, students need to learn through rote tactics and by following list-like formats.</p> <p>FICTION: This type of learning is resistant to change, is isolated from context, has strict limits, lacks meaning and is linked to extrinsic motivation. *(Tileston, p. 34)</p>
<p>C. When facts and words are taught in isolation, without any context or connection, they are lost unless rehearsed, reviewed or relearned.</p> <p style="text-align: center;">FACT: *(Tileston, p. 34)</p>	<p>D. The most impact on whether the information will be moved to long-term storage is if the information is meaningful to the learner.</p> <p style="text-align: center;">FACT: *(Tileston, p. 28)</p>
<p>E. During a learning episode, we remember best that which comes just past the middle, second best that which comes first, and the least that which comes last.</p> <p>FICTION: During a learning episode, we remember best that which comes first, second best that which comes last, and least that which comes just past the middle. (Refer to the graph.) **(Sousa, p. 89, 90)</p>	<p>F. Once information enters the working memory, we have about 65 seconds while the brain decides to process the information or to discard it - - about 98% of the information is discarded at this point.</p> <p>FICTION: It takes about 15 seconds while the brain decides to process the information. *(Tileston, p. 20)</p>
<p>G. Emotion is the strongest force for embedding into long-term memory in the brain; it has the power to shut down our thinking or to strengthen an experience so that we remember it for life.</p> <p style="text-align: center;">FACT: *(Tileston, p. 29)</p>	<p>H. We cannot create meaning for our students; each one of us must create our own meaning.</p> <p style="text-align: center;">FACT: *(Tileston, p. 29)</p>
<p>I. Efforts to memorize can be completely counterproductive when we have little understanding of what we are doing.</p> <p style="text-align: center;">FACT: **(Smith, p. 117)</p>	<p>J. Rote learning is easy and efficient.</p> <p>FICTION: "rote learning is both difficult and inefficient." **(Smith, p. 116)</p>
<p>K. Lecture continues to be the most prevalent teaching method in secondary and higher education, despite evidence that it produces the lowest degree of retention for most learners.</p> <p>FACT: **(Sousa, p. 95)</p>	<p>L. At least 87% of the learners in the classroom do not learn just by hearing. Research shows that for 87% of the students, just memorizing the formulas is not enough.</p> <p style="text-align: center;">FACT: *(Tileston, p. 13)</p>
<p>M. Students are empty vessels to be filled with knowledge provided by the teacher.</p> <p>FICTION: Instead, the teacher must actively inquire into students' thinking, creating classroom tasks and conditions under which student thinking can be revealed. ****(National Research Council, p. 15)</p>	<p>N. In order to remember information, there must be a hook (relevance, pattern and emotion) or connection.</p> <p style="text-align: center;">FACT: *(Tileston, p. 73)</p>

References

- *Tileston, D. (2004). *What Every Teacher Should Know About Learning, Memory, and the Brain*. Thousand Oaks, CA: Corwin Press.
- **Sousa, D. (2006). *How the Brain Learns*. Thousand Oaks, CA: Corwin Press.
- ***Smith, F. (2002). *The Glass Wall*. New York, NY: Teachers College Press.
- ****National Research Council. (1999). *How People Learn*. Washington, DC: National Academy Press.