



IDENTIFYING LEARNING STYLES

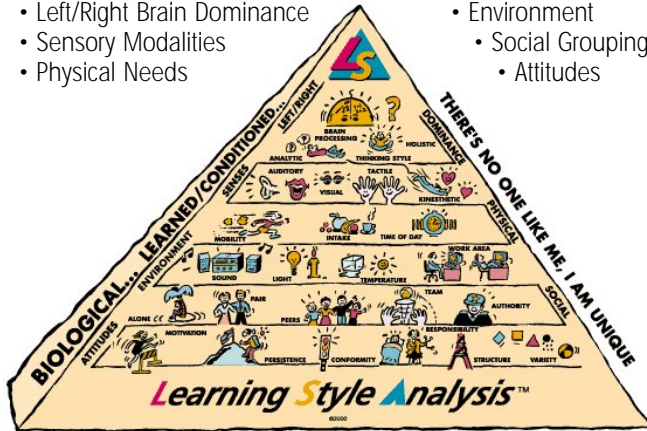
Learning Styles Analysis

OVERVIEW:

People of all ages can learn virtually anything if allowed to do it through their own unique style using their own personal strengths. Learning is successful when the instructional methods used match an individual's learning preferences.

Learning Style Analysis (LSA) is an Internet-based process that assesses elements in the following basic areas:

- Left/Right Brain Dominance
- Sensory Modalities
- Physical Needs
- Environment
- Social Groupings
- Attitudes



These areas are represented as layers of a pyramid as shown above. The first of these four layers are biologically or genetically determined and the last two are conditioned or learned.

HOW LSA WORKS:

The analysis is completed on any computer with an Internet connection. LSA is available in 3 different versions:

- Junior (ages 7-13)
- Senior (ages 14-17)
- Adult (ages 18+)

Each questionnaire contains a series of preference statements that require a true/false response.

I often daydream in class.	<input type="radio"/> True	<input type="radio"/> False
When I worry I create pictures in my mind.	<input type="radio"/> True	<input type="radio"/> False
I remember better when I can imagine what I have seen, heard or read.	<input type="radio"/> True	<input type="radio"/> False
Progress: <div style="width: 50%; background-color: red; height: 10px;"></div>		

THE RESULTS:

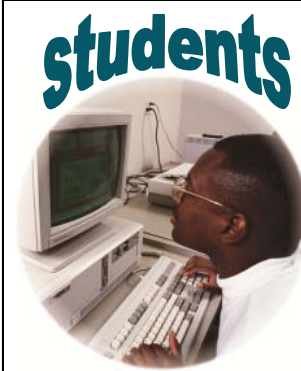
Individual Results - When the individual completes the assessment a report is generated. It includes a summary, graphic profile, personal preferences guide and individual preference guide. The Junior and Senior versions include reports written for the student, teacher and parent.

These reports identify individual strengths and personal preferences for learning, studying, reading, and in general information intake. The report offers suggestions to help individuals concentrate, learn, read and study more efficiently and with greater success and satisfaction. **Portions of the LSA Junior Report are shown on the reverse side of this page.**

Group Results - Group reports can be generated using five or more students. The results show the percentage of the group that has preferences/non-preferences in each area. Individual results are also available through this report.

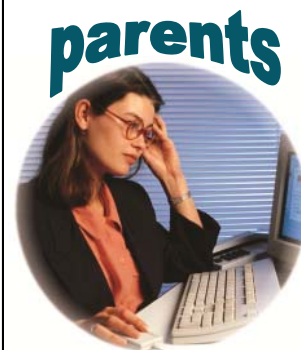
Everyone can learn, but everyone learns in different ways. Learning Styles Analysis is designed to enhance educational success by discovering how students (ages 7 through adult) learn, work and study effectively.

THE BENEFITS:



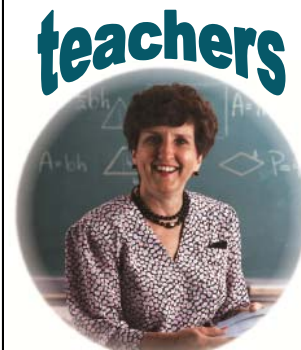
students

- Understand their strengths and weaknesses in learning
- Prevent misunderstandings between students and teachers or parents
- Create a learning environment suited to their true style preferences



parents

- Understand how different their children are in their learning needs
- Learn how to create a learning environment at home suitable to their children's style
- Accept that their children have their own unique learning styles



teachers

- Understand human diversity in the classroom
- Recognize the separate styles of underachievers, slow and "gifted" learners
- Help design a classroom better suited to students' individual learning needs

Learning Styles Analysis—Sample Report Pages


PROFILE SUMMARY:


Profile Summary

John, your preferences are your strengths when you can use them in difficult learning situations. Your non-preferences become your weaknesses when you have to use them often. This can lead to frustration, concentration problems, low motivation, and learning difficulties. It is best when you are allowed to learn YOUR way - in school, at home and later in life.

**Key elements of my learning style
when I have to learn something NEW and/or DIFFICULT:**


My Preferences: (how I learn best)

BRAIN DOMINANCE: sequential, reflective 

SENSORY MODALITIES: auditory (hearing), auditory (internal), visual (words), visual (external), visual (internal), tactile (touching), kinesthetic (external), kinesthetic (internal) 










My Non-Preferences: (what I need to avoid when learning something difficult)

BRAIN DOMINANCE: none

SENSORY MODALITIES: auditory (external) 

GRAPHIC REPRESENTATION OF PREFERENCES

SENSORY MODALITIES

AUDITORY (hearing)		listening
Auditory (external)		talking/discussing
Auditory (internal)		self-talk/inner dialogue
VISUAL (words)		reading
Visual (external)		seeing/watching
Visual (internal)		visualising/imagination
TACTILE (touching)		manipulating/handling
KINESTHETIC (external)		experiencing/doing
Kinesthetic (internal)		feeling/intuition

KEY ● = strong preference (always needed) ◐ = flexibility (adjustable to situations) — = non-preference (avoid if possible/not applicable)
 ◐ (with diagonal lines) = preference (needed most of the time) ?? = inconsistency

RECOMMENDATIONS:

Recommendations


FOR John:
To really improve your study techniques, do this:

- follow the suggestions in your LSA Report,
- share your LSA results with your classmates,
- talk about your learning style with your teachers and the grown-ups in your family,
- see that your learning needs are met whenever possible, in class and at home,
- watch your own success!

FOR YOUR TEACHERS:
To help John improve his concentration, study skills, learning abilities, motivation and school attitudes, please follow the suggestions in this LSA Report closely, provide the necessary learning environment in class, accept his unique style and support his true learning needs.

FOR THE GROWN-UPS IN YOUR FAMILY:
To help improve John's concentration, study skills, learning abilities, motivation and learning attitudes, please follow the suggestions in this LSA Report closely. Pay particular attention to his preferences and non-preferences when he has to learn something new and/or difficult. Whenever possible, provide the necessary learning environment at home, accept his unique style, and support John's true learning needs.

PERSONAL STUDY GUIDELINES:

SENSORY MODALITIES 

AUDITORY - hearing/listening: (strong preference)

- You find it very easy to learn by listening.
- You remember what you hear very well.
- You like to listen to people talk and can recall people's voices.
- You are a good listener and benefit from information that is read to you.
- You learn well from teacher talks and from spoken instructions.
- When you can, use audio tapes, "talking books", TV and video tapes for your learning sessions.
- Create your own tapes and listen to them lots of times when you have to learn something new or difficult.

AUDITORY - external/talking: (non-preference)

- You are not a talker!
- You do not like to talk or be with people when you learn new things.
- Having to talk can make you uncomfortable or distract you.
- You often just like to be quiet, read or think about it.
- You do better when you do your learning tasks quietly.
- Your memory improves when you cut out as much talk as possible.
- As being silent in class is not always possible, you need to become a bit more flexible.
- Sometimes you could try doing your schoolwork by talking to others.

AUDITORY - internal/self-talk: (preference)

- You often like to talk to yourself.
- You do this when you have to learn new and difficult information.
- You understand better when you can have an inner "chat" about what you have learned.

TEACHER/PARENT VERSION:

AUDITORY - hearing/listening: (strong preference)
John finds it very easy to learn by listening and remembers things he hears very well. He often likes to listen to conversations and can recall people's voices and remembers much of what was said. He is a good listener and benefits in learning when information is read to him. He learns well from teacher talks, discussions and from precise oral instructions. Make sure that he can use audio tapes, "talking books" (tape versions of books), TV and video tapes for his learning sessions. Creating his own tapes and listening to them several times when he has to learn something new and difficult will also help with his study success.

AUDITORY - external/talking: (non-preference)
John is not a talker! When he learns difficult things or has to concentrate, he does not like to participate in discussions or be with people. Having to talk can actually make him uncomfortable or distract him. Rather than talking about something, he often just likes to be quiet, read or think about it. His understanding increases when he does his learning tasks quietly and his memory improves when he cuts out as much talk as possible. He is probably quite happy if he can be by himself and doesn't have to talk to anyone for some time. However, as being silent in class is not always possible, he needs to become a bit more flexible and sometimes do his schoolwork by talking to others.

AUDITORY - internal/self-talk: (preference)
John often likes to talk to himself, particularly when he has to deal with tricky situations or when he has to learn new and difficult information. His memory will improve and his understanding will increase when he can have inner dialogue about what he has learned. When he reads he might be saying the words in his head, which can slow him down. His need to have conversations with himself

TEACHING STYLES

In addition to learning styles, there is an assessment to determine a teacher's teaching styles. Using the results of both the learning styles and teaching styles, students and teachers can be matched to create the optimal learning experience.

FREE TRIAL OFFER

Try a Learning Styles Analysis for **FREE**. Contact us at 609.396.6265 xt 503 or info@asktbs.com and request the Learning Styles Demo. You'll have to specify the age range:

- Junior (ages 7-13)
- Senior (ages 14-17)
- Adult (ages 18+)

You'll be able to see the full assessment and access the full selection of reports.