

## **BARSCH LEARNING STYLE INVENTORY**

To gain a better understanding of yourself as a learner you need to evaluate the way you prefer to learn. We all should develop a style which will enhance our learning potential. The following evaluation is a quick way to assess your learning style.

This is not a timed test. Ask for assistance if you do not understand a question. Answer each question as honestly as you can. When you have finished, transfer each number to its proper space on page two. Then total each of the three columns on that page. You will then discover your best channel of learning. Then you will know whether you are a Visual, Auditory, or Tactile learner - - whether you as an individual learn best through seeing, hearing, or touching.

Place a check on the appropriate line after each statement.

	Often	Sometimes	Seldom
1. Can remember more about a subject through listening than reading.	___	___	___
2. Follow written directions better than oral directions.	___	___	___
3. Like to write things down or take notes for visual review.	___	___	___
4. Bear down extremely hard with pen or pencil when writing.	___	___	___
5. Require explanations of diagrams, graphs, or visual directions.	___	___	___
6. Enjoy working with tools.	___	___	___
7. Skillful with and enjoy developing making graphs and charts.	___	___	___
8. Can tell if sounds match when hearing pairs of sounds.	___	___	___
9. Remember best by writing things down several times.	___	___	___
10. Can understand and follow directions on maps.	___	___	___
11. Do better at academic subjects by listening to lectures and tapes.	___	___	___
12. Play with coins or keys in pockets.	___	___	___
13. Learn to spell better by repeating the letters out loud than by writing the word on paper.	___	___	___
14. Can better understand a news article by reading about it in the paper than by listening to the radio.	___	___	___
15. Chew gum, smoke, snack during studies.	___	___	___
16. Feel the best way to remember is to picture it in your head.	___	___	___
17. Learn spelling by "finger spelling" the words.	___	___	___

- |  |     |     |     |
|--|-----|-----|-----|
| 18. Would rather listen to a good lecture or speech than read about the same material in a textbook. | ___ | ___ | ___ |
| 19. Are good at working and solving jigsaw puzzles and mazes.  | ___ | ___ | ___ |
| 20. Write out words when trying to determine correct spelling.                                       | ___ | ___ | ___ |
| 21. Prefer listening to the news on the radio than reading about it in the newspaper.                | ___ | ___ | ___ |
| 22. Obtain information on an interesting subject by reading relevant materials.                      | ___ | ___ | ___ |
| 23. Feel very comfortable touching others, hugging, handshaking, etc.                                | ___ | ___ | ___ |
| 24. Follow oral directions better than written ones.   | ___ | ___ | ___ |

**Scoring Procedure:**

- OFTEN = 5 points  
 SOMETIMES = 3 points  
 SELDOM = 1 point

Place the point value on the line next to its corresponding item number. Then add the points to obtain the preference scores under each heading

VISUAL		AUDITORY		TACTILE	
No.	Pts.	No.	Pts.	No.	Pts.
2	___	1	___	4	___
3	___	5	___	6	___
7	___	8	___	9	___
10	___	11	___	12	___
14	___	13	___	15	___
16	___	18	___	17	___
20	___	21	___	19	___
22	___	24	___	23	___
<hr/>		<hr/>		<hr/>	
VPS =		APS =		TPS =	

- VPS = Visual Preference Score  
 APS = Auditory Preference Score  
 TPS = Tactile Preference Score

**How to Use this Information:**

This form is to be used in conjunction with other diagnostic tools to help you determine some of the ways you are best able to learn. Discuss your scores with someone who is qualified to interpret them in order to make the best use of the time and effort you have invested.

## LEARNING STYLES INVENTORY

### PART ONE

INSTRUCTIONS: In the list below, check the ways that you think you learn best.

- |   |   |
|---|---|
| 1. _____ motion pictures  | 14. _____ tasting                       |
| 2. _____ lecture, information-giving  | 15. _____ slides                        |
| 3. _____ group discussion   | 16. _____ records                       |
| 4. _____ reading assignments  | 17. _____ question-answer sessions      |
| 5. _____ role playing with you as a participant                                     | 18. _____ independent reading           |
| 6. _____ odor discrimination activities (e.g., cooking, chemistry experiment, etc.) | 19. _____ physical motion activities    |
| 7. _____ television programs  | 20. _____ model building                |
| 8. _____ audiotapes   | 21. _____ scented materials             |
| 9. _____ project construction   | 22. _____ graphs, tables, and charts    |
| 10. _____ participant in panel discussions  | 23. _____ recitations by others         |
| 11. _____ written reports   | 24. _____ interviews                    |
| 12. _____ nonverbal/body movement   | 25. _____ writing                       |
| 13. _____ drawing, printing, or sculpturing   | 26. _____ participant in physical games |
|   | 27. _____ touching objects              |
|   | 28. _____ photographs                   |

### PART TWO

INSTRUCTIONS: If you checked more than four (4) items in PART ONE go back to PART ONE and decide which four are the MOST EFFECTIVE in terms of helping you learn something. Once you have decided which four of the above twenty-eight (28) are MOST EFFECTIVE then list the number of each in the four spaces below.

Item number:

- A. \_\_\_\_\_  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_  
 D. \_\_\_\_\_

**EVALUATION OF PART ONE:** Circle the numbers below of those items you checked in **PART ONE:**

If a majority of numbers for a particular style are circled, consider the possibility that you may have a learning style similar to the one indicated.

<b><u>ITEM NUMBER</u></b>	<b><u>LEARNING STYLE</u></b>
1, 7, 15, 22, 28. ....	Visual
2, 8, 16, 23. ....	Aural
3, 10, 17, 24. ....	Interactive
4, 11, 18, 25. ....	Print
5, 12, 19, 26. ....	Kinesthetic
9, 13, 20, 27. ....	Haptic
6, 14, 21. ....	Olfactory

**EVALUATION OF PART TWO:** Circle the numbers below of those items you listed in **PART TWO.**

<b><u>ITEM NUMBER</u></b>	<b><u>LEARNING STYLE</u></b>
1, 7, 15, 22, 28. ....	Visual
2, 8, 16, 23. ....	Aural
3, 10, 17, 24. ....	Interactive
4, 11, 18, 25. ....	Print
5, 12, 19, 26. ....	Kinesthetic
9, 13, 20, 27. ....	Haptic
6, 14, 21. ....	Olfactory

## Learning Styles Study Strategies

Your learning style is the way you learn most comfortably and effectively. The Barsch Learning Style Inventory is the diagnostic tool used by the Learning Center to help you discover how to modify your study skills to take advantage of natural perceiving and processing tendencies.

After taking the **Barsch Learning Styles Inventory**, note your primary and secondary preference scores and suggested techniques for each. If all three preference scores - - Visual, Auditory, and Tactile - - are equal, use any or all of the suggestions that seem to be effective for you.

**\*\* Please note that your instructor's teaching style may be at odds with your preferred learning mode. In this case, need to develop ways to develop ways to adapt the instructor's methods to your preferred style. For increased efficiency, use your peak energy times and an optimal environment to study. You should also evaluate your motivation to complete assignments. All of these factors can affect your academic performance. Visit the Learning Center to learn more about these topics.**

### **Primary Visual Preference**

High Visual learners tend to learn information by seeing, whether through reading or watching. Reading textbooks, material on the board or on overhead projectors, as well as demonstrations and diagrams are helpful. The following list contains strategies for Visual learners.

1. Take good notes in lectures and when studying textbooks. Reorganize this information to transfer to index cards that can be carried with you and reviewed in odd moments, whenever you have spare time--before class or waiting in line.
2. Read an assignment for 25 minutes (no more--you lose 85% of your input after the first 25 minutes.) When beginning a textbook chapter, read the summary to get a general idea of the information. Then begin the reading.
3. Underline the main points in an eye-arresting color--neon highlighters for example.
4. At the end of 25 minutes, take a one-to-five minute break. Disconnect totally from your reading--exercise, relax, snack--whatever is comfortable for you.
5. Review the underlined material.
6. Read for 25 minutes and underline.
7. Take a break.
8. Review from beginning of underlined material.
9. Repeat.

### **Primary Auditory Preference**

High Auditory learners benefit from listening--hearing the information and processing it accordingly. Auditory learners focus easily on sounds and have good memory of what they have heard through lectures or on tape. The following hints are useful for Auditory learners.

1. Tape your lectures and review your notes while listening to the your tape. This gives a double auditory input. Transfer your notes to index cards that you can carry with you and review aloud.
2. Read an assignment for 25 minutes (no more--you lose 85% of your input after the first 25 minutes.) When beginning a textbook chapter, read the summary to get a general idea of the information. Then begin the reading.
3. Underline the main points in an eye-arresting color--neon highlighters for example.
4. At the end of 25 minutes, take a one-to-five minute break. Disconnect totally from your reading--exercise, relax, snack--whatever is comfortable for you.
5. Review aloud all underlined materials. If you take notes in addition to underlining in the book, read your notes aloud as well.
6. Read for 25 minutes and underline.
7. Take a break.
8. Review aloud from beginning of underlined material.
9. Repeat.

### **Primary Tactile Preference**

High Tactile learners acquire knowledge best through manipulation--doing; touching, hands-on, and writing techniques. Primary Tactile learners would benefit from finding their secondary learning mode and use the directions for either Visual or Auditory in conjunction with the following hints.

1. Auditory or Visual #1 (see above).
2. Read an assignment for 25 minutes (no more--you lose 85% of your input after the first 25 minutes.) When beginning a textbook chapter, read the summary to get a general idea of the information. Then begin the reading.
3. Underline the main points in an eye-arresting color--neon highlighters for example.
4. At the end of 25 minutes, take a one-to-five minute break. Disconnect totally from your reading--exercise, relax, snack--whatever is comfortable for you.
5. Review aloud all underlined materials if Auditory is your secondary preference.
6. Read for 25 minutes and underline.
7. Take a break.
8. Review from beginning of underlined material.
9. Keep something in your hand that is malleable. Knead or tap to a rhythm as you study. As much as you can, translate what you are learning into something that can be touched. Typing is helpful, as is writing your notes. If possible, type your notes on index cards. Eating, drinking, chewing gum, and listening to music are also helpful.

## LEARNING STYLES: SELF REPORT

INSTRUCTIONS: Below are seven descriptions of different learning styles. You are to select the three descriptions which are most like you. Assign a value of "1" to the description most like you, and a "2" to the one that offers the next best description. DO NOT mark more than three of the descriptions.

- \_\_\_\_\_ **PRINT-** A person who is print oriented often learns best through reading and writing. This is the learner who loves to read books, journals, or magazines and finds that he or she retains easily the information that is read. A person who is identified as a "book-worm" may be a print-oriented learner.
- \_\_\_\_\_ **AURAL-** A person who is aurally oriented generally learns best through listening. People who usually do not talk much and who feel that they learn best when the information is presented verbally may be aural learners. Individuals who like lectures because they remember what is said or who enjoy learning from audio tapes probably are aural learners.
- \_\_\_\_\_ **INTERACTIVE-** Individuals who learn best through verbalization usually are interactive learners. These people like to talk and discuss ideas with other people. Small group discussions or the give-and-take of debate activities are several means through which interactive individuals learn best.
- \_\_\_\_\_ **VISUAL-** A person who is visually oriented learns best through observation. People who like to see visual stimuli such as pictures, slides, graphs, tables, demonstrations, etc., probably are visual learners.
- \_\_\_\_\_ **HAPTIC-** Individuals who learn best through the senses of touch are generally haptic learners. A haptic person is someone who has to feel objects or to touch as many things as possible. Haptic persons assimilate information through a "hands on" approach to learning. This is similar to "tactile;" however, tactile refers only to touch through the fingers while haptic implies touch through the entire hand.
- \_\_\_\_\_ **KINESTHETIC-** A person who is kinesthetically oriented learns best while moving. People who generally have to move around or have to move some part of their body while processing information probably are kinesthetic learners. Someone who is in constant motion while reading or listening may be a kinesthetic learner. People who crochet, knit or work with leather projects during workshops or classes and who definitely comprehend the presented materials are examples of kinesthetic learners.
- \_\_\_\_\_ **OLFACTORY-** Individuals who learn best through the senses of smell and taste are olfactory learners. People who vividly associate some information with a particular smell or taste probably fall within this learning style.

# Learning Styles

## Definition

Each student has a preferred learning style - "cognitive, affective, and physiological traits that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment." (Keefe) Research is available to support the idea that teaching through learning styles can improve student learning. The concept of learning styles is particularly critical to the student whose learning style may be so idiosyncratic that previous attempts to teach traditionally have not been successful.

While there are many assessment tools for determining learning style, the most commonly used is the *Learning Style Inventory* by Dunn, Dunn, and Price. Their latest research indicates that learning style can predict reading achievement better than IQ and that youngster's attitudes about their teachers, learning, and schools improve when they are taught by methods or programs that respond to their unique characteristics.

## Implications for the Student at Risk

Students who experience academic problems have learning styles that are different from those of the gifted or high achieving student population. Carbo, Dunn, and Dunn state that:

Initially, underachievers often require an informal design; they find it difficult to sit on wooden or steel chairs for more than a few minutes. Such children also appear to prefer learning either with classmates through small-group techniques or directly with their teacher; they lack the independent skills and ability to learn alone, and they do not derive much satisfaction from large group instruction where they must patiently wait their turn and consistently compete with classmates. Underachievers usually find it difficult to learn by listening; the ability to remember what they have heard seems to be their most difficult task. Neither are they strong visual learners; but they do achieve well when involved kinesthetically and tactually. Such children learn most easily through a multi-sensory approach that introduces new material through their secondary and then tertiary strength.

These students tend to process information differently, sometimes in direct conflict with the methods utilized in most classrooms.

## Learning Styles: Ed Pino

**Audio Learner:** one who learns primarily through the sense of hearing.

**Visual Learner:** one who learns primarily through the sense of sight.

**Kinesthetic Learner:** one who learns primarily through the senses of taste, smell and feel as well as actually experiencing the concept, skill and/or attitude the teacher is trying to convey.

The following test is adapted from Baxter and is designed for students having learning or behavioral problems. Many of these learners cannot relate well to the audio and visual world of the typical school and classroom.

As the students do the tasks, teachers should watch for the following types of reactions:

**Audio** learners will move their lips, whisper or talk out loud as they try to memorize the task.

**Visual** learners will close their eyes or look into space as they try to memorize the task.

**Kinesthetic** learners will use their fingers to count or write in the air as they try to memorize the task.

### Task I:

- Write a list of 10 items (names of TV programs, etc.) on the board while the students are watching. Do not let them write.
- Allow students to view the list for one minute while you observe their reactions and mark the reactions after students' names.
- Erase the list.
- Ask: "Who would like to repeat the items to me?" (visual learners will usually wave their hands with enthusiasm)

- Call on them to recite orally, one at a time. After a few students have recited, a few more hands will go up. These are usually audio learners who have learned the list not by seeing it, but by hearing the other students say the items.

### **Task II:**

- Dictate another list of 10 items orally. Repeat the dictation a second time. Pause for a moment after each item.
- Observe that visual learners will close their eyes to try to see the items. The audio learners will whisper each item after you say it. Kinesthetic learners will use their hands to mark off the number of items or will write the words in the air.
- Ask: "Who would like to repeat the list?"
- Audio learners will be the most eager to respond, although other students will make an attempt.

### **Task III:**

- Tell the student to have pencil and paper ready to write a third list of 10 items as you dictate it orally. Do not count spelling.
- After the dictation, tell the student to rewrite the list, and to look at the one they have written from dictation.
- When they have rewritten the list, tell them to turn the paper over and write the list from memory.
- After they finish, check to see which students have been able to repeat the list wholly or in part.
- Often the students who were unsuccessful in either the first or second task of the test are frequently the first ones finished.

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## Checklist for observing learning styles in students

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### *Auditory Student*

- enjoys listening, but cannot wait to talk
- is easily distracted by sound
- reads aloud or subvocalizes
- talks problems out
- remembers stories and directions after hearing them
- hums talks to self or others
- enjoys music more than visual arts
- expressed displeasure by "blowing off steam" but calms down quickly
- remembers by auditory repetition and saying it
- may perform rote memory tasks well if "sung" to a tune

### *Visual Student*

- thinks in pictures, visualizes details
- is distracted by clutter or movement
- can plan in advance; writes thoughts down
- stares or doodles or finds something to look at when inactive
- is often unaware of sounds
- remembers by writing things down
- likes order in appearance, notebook, locker, desk
- may repress emotion, cry easily, or show emotion through facial expression
- tends to be a good speller
- learns by reading or watching demonstrations

### *Kinesthetic Student*

- drums fingers, taps toes, or asks to leave room frequently
- gestures when speaking
- is not attentive to visual or auditory presentations
- tends to be impulsive
- selects options with the greatest physical activity
- reflects emotion through body: stamps, pounds, jumps, hits, hugs
- pushes hard on pencil, breaks point easily
- learns by trying things out: touches and manipulates
- tends to have disheveled appearance because of activity
- likes sports and games with movement

### *Left-Brain Learner*

- responds well to verbal information and explanations
- prefers to talk or write
- is interested in reward
- tends to be reflective, analytical
- likes ordered information: logical, sequential, systematic
- relies on language in thinking and remembering
- likes multiple choice items on tests
- solves problems by logical analysis and systematic solutions
- is conscious of time, like schedules
- can logically explain answers to math (or other) problems

### *Right-Brain Learner*

- likes open-ended information
- responds well to demonstrations or symbolic instruction
- relies on images in thinking and remembering
- has difficulty with simultaneous number and word concepts
- likes to draw or manipulate objects
- has little sense of time; dislikes schedules
- prefers essay questions
- solves problems with intuition, playing hunches
- looks at the whole, rather than details
- often knows an answer but may not be able to explain why

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SOURCE: Burgess, Mary S. (September/October 1988). Learning styles: Using the three E's to develop self-esteem in early teens. *T E A M Magazine*, p. 16.

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