

**Three Sensory Learning Styles**

**Point of This Assignment:** 1) To understand the theory of three sensory learning styles, 2) how they impact learning, 3) identify your preferred sensory learning style(s), and 4) identify some study strategies that are helpful for using your preferred learning styles.

**Step 1:** Take the Three Basic Learning Styles Assessment on the next few pages.

**Step 2:** Calculate your score. Use the results of this assessment to determine how you learn best. Determine if you feel your results accurately reflect how you best learn. If not, then use your own judgment to decide your learning styles. Then mark the learning styles below in the order in which you prefer to use them:

Style 1: \_\_\_\_\_ Score: \_\_\_\_\_

Style 2: \_\_\_\_\_ Score: \_\_\_\_\_

Style 3: \_\_\_\_\_ Score: \_\_\_\_\_

**Step 3:** Review the pages for Common Characteristics and Learning Strategies for your preferred style.

**Step 4:** List some of the **Common Characteristics** (see Page 5) for your preferred style:

\_\_\_\_\_  
\_\_\_\_\_

**Step 5:** List some of the suggested **Learning Strategies** (see Page 6) for your preferred style. List some suggestions that you can try:

\_\_\_\_\_  
\_\_\_\_\_

**Test your understanding:**

**What is the main point of this assignment?**

\_\_\_\_\_  
\_\_\_\_\_

**Why were you expected to do this exercise?**

\_\_\_\_\_  
\_\_\_\_\_

**What type of person would need to do this exercise?**

\_\_\_\_\_  
\_\_\_\_\_

**How well do you fit the profile of the person for whom this assignment was created?**

\_\_\_\_\_  
\_\_\_\_\_

**Reflection:** (Write down your response after completing this assignment.)

\_\_\_\_\_  
\_\_\_\_\_

## Three Learning Styles

### Three Sensory Learning Styles

The term learning styles refers to the general way people most easily process, learn and remember information. Even though the process of learning is very individualized, three commonly recognized learning styles are visual, auditory, and kinesthetic. These three learning styles are also referred to as learning modalities. You can lay a strong foundation for learning thoroughly and effectively when you know your learning style and select learning strategies that are based on your learning style (or learning modality) strengths.

Before you acquire too much information about learning styles that may affect the way you answer the Learning Styles Inventory, complete the following inventory by reading each statement carefully. Check YES if the statement relates to you all or most of the time. Check NO if the statement seldom or never relates to you. There is no in-between, so you must check YES or NO. Your first, quick response to the question is usually the best response to use.

#### Three Sensory Learning Styles Inventory

	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 them 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.	_____	_____

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- 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 new 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 or CD. \_\_\_\_\_
- 29. I am good at using machines or tools. \_\_\_\_\_
- 30. I find sitting still for very long difficult. \_\_\_\_\_
- 31. I enjoy acting or doing pantomimes. \_\_\_\_\_
- 32. I can easily see patterns 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 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. \_\_\_\_\_
- 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. \_\_\_\_\_

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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. \_\_\_\_\_

**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 circled. Your answers will very likely not match anyone else's.
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						
<b>Total:</b> _____					<b>Total:</b> _____					<b>Total:</b> _____				

**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 the modality is used frequently by you.
5. Scores lower than 10 indicate the modality is not highly used. It is important to examine why. One reason may be that you have a physical or neurological impairment that makes using the modality difficult or impossible. A second reason, which is often the case, is that you have 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.

*Adapted from Essential Study Skills (3<sup>rd</sup> Ed), by Linda Wong, Houghton Mifflin CO, 1998.*

**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 a 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**

**VISUAL**

- Use highlighters.
- Take time to visualize pictures, charts, graphs, or printed information and take time to practice recalling visual memories when you study.
- Use visual study tools such as visual mappings, hierarchies, comparison charts and time lines to represent information you are studying. Add colors and/or shapes or pictures.
- Enhance your notes, flash cards, or any other study tools by adding colors and pictures (sketches, cartoons, and stick figures).
- Color-code study tools. 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 handwriting helps you learn and remember more easily.
- 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.

**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. Speak out loud in complete sentences and in your own words.
- Read out loud.
- 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.
- Tape record lectures.
- Create rhymes, jingles, or songs to help you remember specific facts.

**Kinesthetic**

- Handle objects, tools, or machinery that you are trying to learn (i.e. handle rocks you study in geology).
- Create manipulatives (study tools that you can use with your hands). These may include flash cards.
- Cut charts or diagrams apart; reassemble them in their correct order.
- Use exaggerated movements and hand expressions, drama, or role-playing to assist in the development of long-term memory.
- Type or use a computer. 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 hand helps some people process information more naturally.
- Work with a chalkboard/dry erase board, with a chart, or on large poster to create study tools. List, draw, practice, or write information while you stand up and work on a larger surface.