

# Learning Styles Survey

---

The purpose of this inventory is to give you the opportunity to identify your preferred Learning Style. You probably already have a good idea of what that might be. Remember, this does not have to do with how well you learn, but rather how you prefer to do that learning. It can also help you identify the style you least prefer.

**Directions:** Divide five points between the statements in each pair based on how much the statement is one you might say or think. The higher the number, the more the statement is like you. You can assign a 5 to one statement and a 0 to the other. **(No fractions, like 2.5 to A and 2.5 to B.)** Your first response is most reflective of your current preference. Therefore, complete this survey as quickly as possible.

## Example

**5 Chocolate, Yummy!**  
**0 Spinach, Yummy!**

This might mean you love chocolate and hate spinach.

## Example

**3 Chocolate, Yummy!**  
**2 Spinach, Yummy!**

This might mean you like chocolate a bit more than you like spinach.

- |          |          |   |
|----------|----------|---|
| <b>1</b> | <b>A</b> | <b>I need to feel comfortable with my coach.</b>                                  |
|          | <b>B</b> | <b>I think it is important to have well-researched written information.</b>       |
| <b>2</b> | <b>A</b> | <b>I enjoy case studies, real examples, and analogies.</b>                        |
|          | <b>B</b> | <b>I like an objective test to prove what I know.</b>                             |
| <b>3</b> | <b>A</b> | <b>I like to do it myself.</b>  |
|          | <b>B</b> | <b>I get a great deal out of studying a theoretical model.</b>                    |
| <b>4</b> | <b>A</b> | <b>I don't want to do anything before I've gotten to know my fellow Learners.</b> |
|          | <b>B</b> | <b>I don't want to discuss it, I want to do it.</b>                               |
-

5	A	All of my life is a learning experience as far as I am concerned.
	B	I like to consider how what I already know fits in with the new knowledge.
6	A	I take a lot of notes.
	B	If it isn't useful, I'm not interested.
7	A	I don't bother reading directions because they are usually boring!
	B	I like to make generalizations.
8	A	I am very reflective; I need to think and respond later.
	B	I don't want to bother to read directions; I want to experiment by myself.
9	A	It's important that the learning experience be fun.
	B	I like making comparisons.
10	A	I like to think about it on my own.
	B	I like an opportunity to talk about what I already know.
11	A	On-the-job training works best for me.
	B	I like to analyze.
12	A	I learn best when I feel comfortable.
	B	I learn best by doing it myself.
13	A	It is important to me that I respect my Trainer.
	B	It is important to me that I like my Trainer.

---

14    A            It is important to me that my Trainer really knows the  
         \_\_\_\_\_ subject matter.

         B            It is important to me that my Trainer acknowledges  
         \_\_\_\_\_ what I know already.

15    A            I need to feel comfortable with my coach.

         B            I like a written test to prove my knowledge  
         \_\_\_\_\_

16    A            I want to know how this will meet my *needs*.

         B            I want to know how this will meet my *wants*.  
         \_\_\_\_\_

17    A            I learn best by doing it myself.

         B            I am very reflective. I need to think and respond later.  
         \_\_\_\_\_

18    A            I like to analyze.

         B            If it isn't useful, I'm not interested.  
         \_\_\_\_\_

19    A            I learn best when I feel comfortable.

         B            I take a lot of notes.  
         \_\_\_\_\_

20    A            It is important to me that my Trainer acknowledges  
         \_\_\_\_\_ what I know already.

         B            On-the-job-training works best for me.  
         \_\_\_\_\_

21    A            I need to feel comfortable with my Trainer.

         B            I like the information to be summarized.  
         \_\_\_\_\_

22    A            I think it is important to have well-researched  
         \_\_\_\_\_ information.

         B            I like to compare what I am learning today with what I  
         \_\_\_\_\_ already know.

---

**23 A** \_\_\_\_\_ **All of life is a learning experience as far as I am concerned.**

**B** \_\_\_\_\_ **I want to be left alone so I can do it myself.**

**24 A** \_\_\_\_\_ **I like an objective test to prove what I already know.**

**B** \_\_\_\_\_ **If it isn't useful, I'm not interested.**

## Learning Styles Scoring

Transfer the numbers from your survey to the appropriate space. Total each column.

1A _____	1B _____	2A _____	3A _____
4A _____	2B _____	3B _____	4B _____
5A _____	6A _____	5B _____	6B _____
7A _____	8A _____	7B _____	8B _____
9A _____	10A _____	9B _____	11A _____
12A _____	13A _____	10B _____	12B _____
13B _____	14A _____	11B _____	16A _____
15A _____	15B _____	14B _____	17A _____
16B _____	17B _____	18A _____	18B _____
19A _____	19B _____	20A _____	20B _____
21A _____	22A _____	21B _____	23B _____
23A _____	24A _____	22B _____	24B _____
_____	_____	_____	_____
<b>Experienter</b>	<b>Processor</b>	<b>Generalizer</b>	<b>Applier</b>

Your highest score would tend to indicate that this is your preferred learning style. Your second highest score is your fallback position. Your lowest score might be your least preferred style.

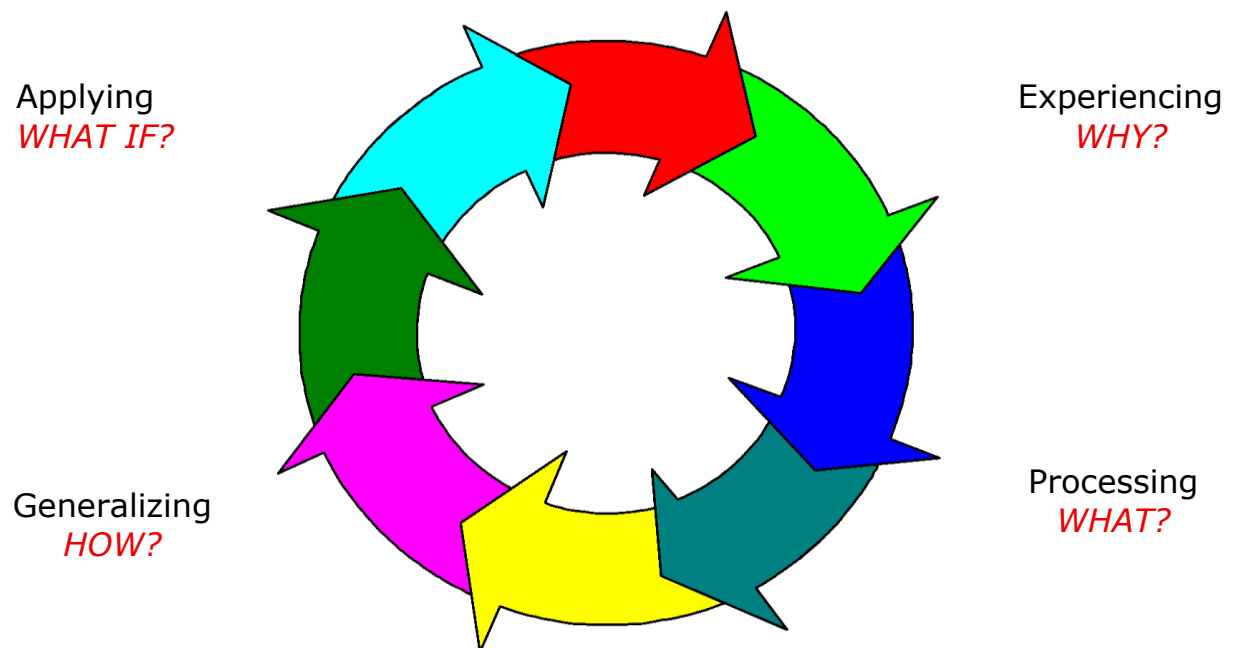
**Individual Work:**

Score your assessment and then review info about the learning style where you scored highest (below).

**Group Work:**

1. Share your style with your group. Do you agree/disagree with the results?
2. What example do you have that demonstrates your preferred learning style?
3. Knowing what you know, what will you do with this information the next time you're training a class or participating as a Learner?

**Adult Learning Cycle**



## ***The Four Learning styles***

---

### **Experiencing/Feeling:**

- Relies heavily on feeling-based judgments; learns best with specific examples, hands-on experiences, involvement, and discussions. Must feel good about training in order for it to be effective.
- They are open-minded, not skeptical and this makes them enthusiastic about anything new.
- Tackles problems with brainstorming.
- Thrives on the challenges of a new experience and gets bored with long term consolidations.
- Appreciates the invitation to express their views and are open to the views of others
- Learns better if there is an atmosphere of mutual helpfulness and peer support.
- *These Learners appreciate it when the Trainer sets the stage for learning to address their needs (e.g. provides food, states logistics, sets objectives with Learner), states expectations of training and sets timeline.*

### **Processor/Watching:**

- Relies heavily on careful observations; learns best in situations that allow for impartial observation.
  - Collects data, both firsthand and from others and prefers to think it through before coming to any conclusion.
  - Listens to others and absorbs the gist of the discussion before making their own decisions.
  - When they act, it is part of the big picture, which includes the past as well as the present and other's observations as well as their own.
  - Derives the greatest benefit from instructional methods that assist them in processing their experience through reflection, analysis, and critical examination.
  - *These Learners appreciate it when the Trainer uses videos, provides reading materials, and gives a good lecture. Learners are not ready to ask questions or participate at this time but need to listen and absorb the materials.*
-

## ***The Four Learning styles (continued)***

---

### **Generalizer/Thinking:**

- Relies heavily on logical thinking; needs to know “how can I use this material” or “how does this apply to me?”
- They think about problems in a linear step-by-step process.
- Interested in basic assumptions, principles, theories, models and the big picture.
- Questions typically asked are: “Does it make sense? How does this fit with that? How would I use this new information? Can you give me an example?”
- *These Learners appreciate when the Trainer uses anecdotes to relate concepts to real life, exercises, discussions, case studies, props or models, and provides demonstrations. Learners appreciate it when they are asked for their personal experiences or examples.*

### **Applier/Doer:**

- Relies heavily on experimenting and doing; learns best from doing, discussions, and hands-on activities.
  - Gets impatient with discussions that are slow and seem to have no end.
  - Solves problems by doing things, even if it may not be the best course of action.
  - Acts quickly and confidently on ideas they find appealing.
  - Sees problems as opportunities and challenges.
  - Benefits from active participation in the learning process.
  - *These Learners appreciate when the Trainer has interactive and hands-on exercises. Learners appreciate when the Trainer tells them it’s ok to make and learn from mistakes and that it’s not considered a failure.*
-