

LSI

LEARNING STYLES
INVENTORY

AllNines Sample

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Learning Style

What is Learning Style?

Different people have different ways that they prefer to learn. For example, while some people prefer to learn by reading about things, others prefer to learn by direct experience. Learning by direct experience might involve learning by making things, learning by trial and error or learning through experimentation. In this way each person has their own preferred way of learning, or Learning Style. There are no good or bad, right or wrong learning styles, just different preferred ways of learning; just as some people rock music to rap, or folk music to classical music.

However, your preferred way of learning (your Learning Style) is more important than other preferences, such as your preference for different styles of music. This is because your Learning Style affects how you learn. Specifically, you will be able to learn something most easily if it is taught in a way that is consistent with your learning style. So, for example, if you are trying to learn a foreign language (such as French or German), and you prefer learning by reading about things, you are likely to learn the language best by reading about the language's grammar, by memorising lists of words, translating passages of text, etc. However, if you learn best by experience, you will find it easiest to learn a foreign language by using the language in real settings. This may involve role playing situations such as shopping and ordering food, listening to conversations and answering questions about what you have just heard, etc.

The important thing here is that to maximise your learning potential you have to approach learning something new in a way that is consistent with your Learning Style. One reason why many people have difficulty learning certain things is because they go about learning things in the wrong way. They may for example always have found learning languages difficult because they have tried to learn grammar, memorise lists of words and translate passages of text, when they prefer learning by experience rather than learning by reading. Moreover, given the difficulties they may have had learning a language through reading, they may have come to the opinion that they are bad at learning languages when in fact they are not bad at learning languages, it is just that they have gone about learning languages the wrong way.

Below you will find a description of your Learning Style. It explains your preferred and least preferred ways of learning and how you can use this information to maximise your learning potential.

Your Learning Style

Your Most Preferred Learning Style - Activist

You are inclined to prefer learning by direct experience, rather than learning through quiet reflection and self-directed private study. Being fairly active, and having quite a lot of energy, you may become bored and restless without sufficient activities for you to become engaged with. Enjoying bouncing ideas off other people, and talking things through with your co-students, you are likely to be more productive in brain storming sessions and when you are learning in a group setting. Being fairly outgoing, lively and participative you are inclined to think on your feet and throw yourself into new learning situations in a direct, participative manner. Having high levels of energy and enthusiasm, you will quite quickly become actively engaged with and involved in a topic or problem. Placing value on variety and change, you are likely to be motivated to seek out new and varied learning experiences and opportunities to savor things you have not tried before.

Your Second Most Preferred Learning Style - Serialist

You are likely to be a little happier attending to the fine details of the material you are learning, rather than trying to develop a broad overview of your area of study. While being a little more concerned than many to follow set procedures and protocols, you are unlikely to be so rigid as to be unable to adapt your plans to respond to changing circumstances as they arise. Being a little less inclined to act on impulse than some, others are unlikely to view your actions as being rash or ill-considered. Not being inclined to reject tried and tested methods out of hand, and appreciating the merits of following codified approaches to problem solving, you are nonetheless likely to be well aware of the need to maintain sufficient flexibility to adapt to problems as they arise. Not being averse to routine, you are likely to be fairly happy to make detailed notes and study plans, to create time tables and set yourself clear achievable goals. While you are likely to have a better than average eye for detail, and to recognize the importance of being accurate in your work, you may not enjoy studying a subject that requires attending to a large amount of very fine detail or having to rigidly adhere to set procedures and systems. Similarly, while having a slightly stronger sense of duty than many, and not being unduly inclined to give up on tasks you have started, you may nonetheless have a little difficulty finding the motivation to persevere with particularly boring or repetitive tasks. While you are likely to want the material you are studying to be presented in a well-structured, organized manner, you may not want the information to be presented in such meticulous detail as to be too dry or boring. On occasion you may have something of a tendency to try to seek the perfect solution to a problem and thus overlook less elegant but nonetheless acceptable compromises. While possibly taking a somewhat less strategic approach to problem solving than many, you are nonetheless likely to appreciate the value of understanding the context in which events occur and the need to stay mindful of the bigger picture.

Your Most Underdeveloped Learning Style - Contemplator

You show little interest in learning through quiet contemplation and self-directed private study. As a result, you may become bored if you are required to spend long periods of time studying on your own, reading or working in the library. Quick to express your own views and opinions, and not particularly slow to come forward in group discussions, you are likely to have a big impact on brain-storming sessions and other group work. You may however you may on occasion not give your co-students sufficient time or space to express themselves, with you quite possibly having something of a tendency to dominate group discussions. Moreover, you may be somewhat inclined to disregard your co-students' perspectives and opinions, particularly if they express themselves in a less outgoing and extroverted way than you. When entering a new learning situation you may on occasion rush in head long, and quite quickly become actively involved with your new learning goals, without putting aside sufficient time to quietly reflect on the material you are studying. Similarly, in group discussions you may on occasion express your views or opinions without having taken sufficient time to have fully thought them through.

How to Develop your Underdeveloped Learning Style

Practise your listening skills:

- when working in a group make sure that you ask everyone else what their opinion is before you express your own opinion
- at the end of a discussion make brief notes on the views and opinions expressed by each of your co-students
- practise asking questions in the form of:- this is what I think, what do you think?

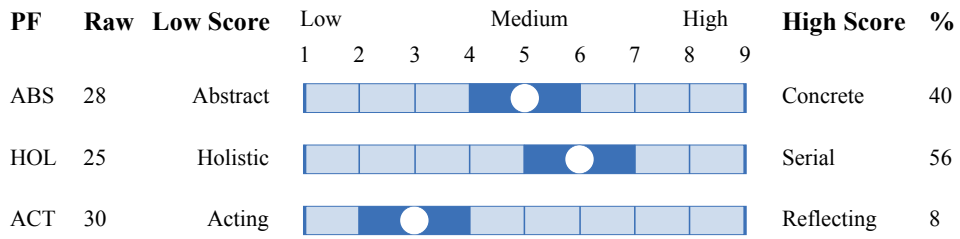
Improve your self-directed study skills:

- initially set a goal of working on your own (e.g. in the library, reading etc.,) for 20 minutes before taking a break, then gradually increase the length of time you work for without a brake
- at the end of each day set aside some time to be on your own and reflect upon what you have learnt
- keep a self-reflective diary of thoughts, ideas and observations that occur to you while you are studying

In Summary, you are likely to prefer learning:

- via direct, personal experience, rather than through self-direct private study
- by doing rather than reading
- in short, intensive bursts
- in a group setting
- through trial and error, and experimentation, rather than via reflection or contemplation
- by discussing material with others

LSI Profile Charts



Norms based on a sample of 218 Young People.