Soft Skills Module 3

Learning to Learn
## Soft Skills Module 3

### Learning to Learn

#### Summary

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Instructor:</th>
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<tbody>
<tr>
<td>Understand and apply personal learning style in training and work situations.</td>
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<tr>
<td>Recognize and relate to others' learning styles.</td>
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#### SMART Objectives:

*Specific, Measurable, Achievable, Realistic, and Time-sensitive*

By the end of this module, students should be able to:

- SS3.1: Know their personal preferred learning and working styles.
- SS3.2: Understand and articulate their strengths and attributes.
- SS3.3: Identify compensation methods when non-preferred learning styles or limitations are necessary in a learning or working situation.

#### Delivery Method(s):

- Exploration through questionnaire and surveys, discussion and self-analysis

#### Length:

- Four Lessons
  - A total of 4 hours

#### Any Applicable Business and/or Soft Skills?

- Business Skills:
  - Assessing Self-Employment Skills for Success

- Additional:
  - Finding a mentor with similar learning and/or work styles
  - Work strategies
  - Communication/marketing approaches
  - Training and learning new or enhanced information and systems

#### Corresponding NLS Lesson #

#### Take Away Message(s):

By the end of this module students should, at a minimum, have a broad understanding of learning styles, basic understanding of personal styles, and comprehend how style can affect work performance. Students should also be able to take responsibility for their learning approaches and strategies and begin to connect them with the braille transcribing program as well as predict work-preferred learning style needs.
Instructor Preparation

Title of Module: Learning to Learn

Instructor:

The following are potential introductory remarks and relevant context or background information that may be useful for the instructor.

The term ‘learning styles’ is a broad umbrella term used to describe a host of characteristics and attributes commonly associated with thinking styles, cognitive styles, multiple intelligences, learning modalities, and information processes. The term represents a spectrum of modalities, preferences, and strategies.

This module first introduces the concepts of the learning process; what occurs in the nervous system and brain when learning is occurring together with some basic elements of self-evaluation.

The intent of this module is to assist students in recognizing their strengths and attributes and using those preferred learning styles, specifically when they are experiencing a difficult part of the training. The long-range goal is that as they exit the prison and begin braille transcribing in their community they will be more equipped to design their microenterprise approaches in sync with their Personal Preferred Learning Styles Profile.

It is important to reinforce that all students have preferences when learning and that no one learning style is better than another style. While learning styles do not make students smarter or less successful than other students in a particular area, the use of preferred styles can assist in making the tasks easier to learn, recall, and perform.

Instructors should help students with the vocabulary used in this module as well as on surveys and questionnaires. In some instances, surveys and questionnaires are better put on a projector or document reader and read aloud to all students.

Agenda – topics to be covered in the module and length of each item

<table>
<thead>
<tr>
<th>Topic: Learning</th>
<th>Time Allotted: 4 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The Learning Process</td>
<td>(30 minutes)</td>
</tr>
<tr>
<td>B. Introduction to &amp; Self-Assessment of Learning &amp; Working Styles</td>
<td>(1.5 hours)</td>
</tr>
<tr>
<td>C. Recognize and Relate to Others’ Learning Styles</td>
<td>(1 hour)</td>
</tr>
</tbody>
</table>
D. Understand and Apply Personal Learning Styles in Training and Work Situations, Applying Compensation Methods as Needed

(1 hour)

Materials & Supplies – items needed in order to carry out the agenda and classroom activities


2. Document reader, projector or method to display visuals to whole class

3. Copies of various Learning Styles and Multiple Intelligence questionnaires and surveys for each student

4. Access to computers to create Personal Preferred Learning Styles Profile or copies of charting template

5. Strategies and methods to better use preferred learning styles available to students

6. Copies of the Learning Journal questions for each student

Classroom Preparation – steps to follow when setting up the learning environment

1. Configure students to facilitate group discussion, as well as groups of two and three as needed.

2. Writing paper and pencils for students

3. Flip chart/pad with markers or board/markers for instructor
Objective SS3.1: Know their personal preferred learning and working styles.

**PREINSTRUCTIONAL ACTIVITIES**

Instructor:

Open the module with a short overview of the learning process.

**CONTENT PRESENTATION AND LEARNER PARTICIPATION**

Present The Learning Process Chart (3.A.1) to the students (use presentation software, a document reader, or copy as a handout).

Introduce by explaining the process of learning:

- Inputting (taking in information)
- Processing (connecting the information to an experience or activity)
- Storing (the process of transferring the new information to short-term and/or long-term information)
- Recalling (the process of calling up the information in order to demonstrate knowledge, skills, or abilities)
- Outputting (the methods used to demonstrate skills, knowledge and abilities)

Explain that learning is multi-dimensional and integrated, so while the chart displays a single dimensional view, the reality is that all the elements of the learning process are working simultaneously.

Introduce the concept that environmental factors (internal and external) support and/or interfere with effective learning; briefly reinforce the importance of students understanding the impact specific elements of the environment (internal and external) have on their ability to learn.

Ask students if they have anything to add to the internal and external environment lists shown on the chart.
B. Introduction to & Self-Assessment of Learning & Working Styles  (1.5 hours)

Objective SS3.1: Know their personal preferred learning and working styles.

PREINSTRUCTIONAL ACTIVITIES

Instructor:

Open the module with a short overview of learning and working styles

CONTENT PRESENTATION AND LEARNER PARTICIPATION

Present *Introduction of Learning and Working Styles (3.B.1)* handout to the students (use presentation software, a document reader, or copy as a handout).

Begin by explaining the four categories/main areas of *Learning Styles Characteristics*

- Cognition which is *how the student knows*
- Conceptualization which is *how the student thinks*
- Affect which is *how the student decides*
- Behavior which is *how the student acts*

Reviewing the paper *Helping Students Learn to Learn (3.B.2)* will provide additional information if needed.

Instructor:

**NOTE:** Do not introduce any learning styles or multiple intelligences questionnaires or surveys without first taking them yourself to ensure your proficiency of the tool and relevance to the students.

Have students complete a *Learning Styles Self-Assessment (3.B.3).*

Orally review the instructions; let students know if they are unfamiliar with a word, you are there to help them. Explain that students should not dwell on any one item for too long and it is okay if they cannot choose a response. Encourage them to be honest with themselves.

When completed have them put the Learning Styles Self-Assessment in their folder for review later.

Instructor:
Have students complete several self-assessment learning styles and multiple intelligence questionnaires and surveys. Remind them again to be honest, not dwelling too long on any one question and that there are no right or wrong answers.

This module includes several questionnaires and surveys for copying and distribution. Collect their responses and make sure they have their names on each tool completed; then go back into the online site to enter their data and print their results. Students can fill out the **VAK Learning Styles Self-Assessment Questionnaire (3.B.4)**, **C.I.T.E. Learning Styles Instrument (3.B.5)**, **Learning Style Checklist (3.B.6)**, and/or **A Simple Multiple Intelligence Inventory (3.B.7)**.

Instructor:

Have students create a Personal Preferred Learning Styles Profile using the **Personal Preferred Learning Styles Profile (3.B.8)** handout or own their own.

As students complete a survey or questionnaire, have them summarize their results in a format best suited to them and their style. Different methods might be:

- Excel chart (column, pie, bar, bubble and radar)
- Picture or symbol chart (pictures/symbols representing the choices)
- Word chart (listing with checkmarks for each survey)

**ASSESSMENT**

When the surveying and questionnaires are complete and the Personal Preferred Learning Styles Profile is finished, have students compare their results to the Learning Styles Self-Assessment.

Pose the following questions:

- Does the Personal Preferred Learning Styles Profile line up with the Learning Styles Self-assessment? Do you agree with the results? Why or why not?
- What have you learned about yourself? How would you describe your learning strengths and attributes?

As students begin to shape their personal preferred learning styles profile, provide them with more detail and understanding of what their profiles mean together with strategies that support a strengths-based model using their strongest attributes. Sample lists are included in the following handouts: **VAK Learning Styles Explanation (3.B.9)**, **Description of the C.I.T.E. Instrument Nine Style Areas (3.B.10)**.
Recommendations for Various Learning Styles (3.B.11), and the Learning Objective Chart (3.B.12).

C. Recognize and Relate to Others’ Learning Styles (1 hour)

Objective SS3.2: Understand and articulate their strengths and attributes.

The purpose of this activity is to help students understand and articulate their strengths and attributes as identified through their personal preferred learning styles profile and to share examples of how the preferred learning styles are used in the training program.

 CONTENT PRESENTATION AND LEARNER PARTICIPATION

Instructor:

Have students find two or three individuals with at least two learning styles that are similar; form a dyad or triad and have them discuss the following:

  Where are our similarities?

  Where are our differences?

  How does the way you learn or gather information help you in your training to become a braille transcriber?

  How does the way you learn or gather information hinder you in your training to become a braille transcriber?

  What can you do to compensate?

D. Understand and Apply Personal Learning Styles in Training and Work Situations, Applying Compensation Methods as Needed (1 hour)

Objective SS3.3: Identify compensation methods when non-preferred learning styles or limitations are necessary in a learning or working situation.

 CONTENT PRESENTATION AND LEARNER PARTICIPATION

Instructor:

Have students write a short paragraph summarizing their preferred learning styles. Then, have students keep a Daily Learning Journal (3.D.1) for a two-week period.

ASSESSMENT
At the end of the two weeks, have students compare their learning journal to their summary paragraph and answer the following questions:

What is similar or the same?

What is different than expected?

Have students create a list of strategies and compensation methods that utilize their Personal Preferred Learning Styles when non-preferred learning styles or limitations are being used in learning, training or working situations.

**FOLLOW-THROUGH ACTIVITIES**

Students can practice their word processing skills by making charts, bulleted lists and tables. They may choose to use clip art, word art and other applications to personalize their list.
Soft Skills Module 3

Learning to Learn Handouts
The Learning Process (3.A.1)

**Inputting**
- Attention span
- Attitude toward learning
- Background & experience
- Rate & speed of learning
- Self-management
- Age of learner
- Culture

**Processing**
- Time of day & length of time
- Pace & intensity of course
- Facilities & physical
- Time of year
- Materials

**Outputting**
- Internal Environment

**Recalling**
- External Environment

**Storing**
Introduction of Learning and Working Styles (3.B.1)

- **Cognition**
  - How Student Knows

- **Conceptualization**
  - How Student Thinks

- **Affect**
  - How Student Decides

- **Behavior**
  - How Student Acts

Learning Style Characteristics
Helping Students Learn to Learn (3.B.2)

Author: Nancie Payne, Ph.D.

The training and work arena is abundant with information and materials about the way people learn, learning styles, and learning methods. Among the many theories and techniques are some key elements to consider when training students. Research has proven each learner has a unique learning style profile or characteristics and behaviors when learning. Thus, as training occurs in the classroom, it is important to clearly identify and understand the learning or processing styles of each student.

Learning style characteristics consist of four main areas:

- Cognition or how the student knows
- Conceptualization or how the student thinks
- Affect or how the student decides
- Behavior or how the student acts

**Cognition** is the act of perceiving, finding out, or getting information. This includes characteristics or styles of sensing and intuition, field dependence and field independence, abstract and concrete, and visual, auditory, tactile, and kinesthetic learning preferences.

**Conceptualization** utilizes the thinking, forming ideas, processing and memory functions. Individuals may have preferences or styles modeling extrovert and introvert, reflective and active, and random and sequential characteristics.

**Affect** provides the framework for learning engaging the feelings, emotional responses, motivation, values, and judgments. These style characteristics present individuals as feelers and thinkers and generate response from the effect of the environment (temperature, light, food, time of day, sound, design, etc.).

Finally, the student's style characteristics are exhibited through *behaviors*, which are the manifestations of all the above-mentioned attributes.

As the students explore and create their personal learning style profile, it is critical that instructors describe and apply strategies and techniques that might enhance learning. Here are a few suggestions based on specific learning style characteristics and behaviors.

**Dependent Learner:** Provide defined goals and organization within the tasks and learning processes. Base learning activities and materials relevant to the student's personal learning experiences. Create relationships or connections between concepts and ideas by globally tying them together.
INDEPENDENT LEARNER: This student may need support to think through tasks in a very analytical manner. Learning may be more productive when the student is engaged in lessons and tasks for which he or she has a high level of interest. Question the student’s interests and teach using high interest areas. Explain how the lesson or task being learned has personal value. Allow the student to identify self-determined goals and reinforcement processes.

ABSTRACT LEARNER: Present the task or lesson to the student, introducing the whole or big picture first. Demonstrate a process by beginning with the completed project or outcome. The student may be able to grasp the main idea or the whole, but will need help knowing how that whole connects to the process involving specific steps. Help the student know where and how to start.

CONCRETE LEARNER: Break the whole into small steps and teach or present each step in sequence to build toward the whole. Have the student identify as many details or steps of the lesson or skill as possible. Use hands-on, real models and manipulatives when teaching or training.

VISUAL LEARNER: Use as many pictures, models, and drawings as possible to create a visual image in the student’s mind. Utilize color as a primary foundation. For example, when teaching steps to a task each step might be a different color. Establish a learning or training environment where the student views or observes a demonstration and then begins the process. Create story or picture boards depicting the flow of a task, the required outcome and major steps and have the student review before beginning.

AUDITORY LEARNER: Use songs and chants for increased memory retention. Allow the student to listen to an audio recording of the instructions or information as he/she tracks the text or have the student read the data into a recorder and then listen to his/her voice speaking while tracking the text. Always provide verbal explanation of what is to be done and then ask the student to repeat or write, in his or her own words, what is to be done.

TACTILE LEARNER: Provide the student with as many manipulatives as possible during learning activities. When learning new tasks, the student will benefit from authentic performance of the task.

KINESTHETIC LEARNER: Provide as many hands-on activities as possible. Interactive and applied training protocols are essential. Allow the student to demonstrate his or her knowledge through activity-based means (drama, role-play, creation of a model, a show, etc.). When training, have the student physically move things or engage in the activity.
REFLECTIVE OBSERVATION LEARNER: Present an assignment or task and give the student time to think about how he or she would go about accomplishing the steps of the assignment. Allow the student adequate concentration and thinking time; each will have his or her own needs. Provide the training or information in several different ways (text, activity, discussion) and do not require response or demonstration of knowledge until all ways have been presented. Allow adequate question and answer time, giving the person enough time to think about the questions he or she wants to ask.

ACTIVE EXPERIMENTATION LEARNER: Stimulate learning by allowing hands-on activities and high levels of multi-sensorial tasks. Engage the student in experimentation and investigation to see and understand the why. Memory retention will be enhanced by authentic experiences that employ strong relationships to explore relationships and connections.

RANDOM LEARNER: Use the spontaneous, teachable moments to create connections to difficult concepts. Teach mind-mapping, webbing, and brainstorming activities. When learning something new, teach the student to gather all the elements or materials needed and after collection is complete, then put it into a logical order. When training in a task, have the student write each step needed to complete the task on 3 x 5 cards and then shuffle around until the order or pattern is correct.

SEQUENTIAL LEARNER: Identify the number of chunks or pieces the student can handle at one time and do not teach or train more than the number identified until there has had adequate time to process. Use functional sequencing methods (numbers, color coding, outlining, alphabetizing). Create a sequential "memory card or log" which outlines each step or process. Coach the student to ask him or herself which process or step would logically come before another.

GENERAL RECOMMENDATIONS AND INTERVENTIONS

Recognize and understand the learning characteristics and behaviors of each student might be different; realize each has preferred learning styles (strengths and attributes) as well as non-preferred learning styles and limitations.

Facilitate opportunities for success by giving the student as much control as possible while guiding the training process. Using the preferred and non-preferred learning styles profile encourage the student to learn as much about his or her strengths and attributes – what works as well as what doesn’t work.
Learning Styles Self-Assessment (3.B.3)

Choose the characteristics you believe are most like you; when selecting try thinking about when you are learning something new or doing something you enjoy. There is no right or wrong answers.

### Senses
- Visual Print
- Visual Non-print (pictures/symbols)
- Auditory (listening)
- Verbal/Oral (speaking)
- Visual-motor (writing/drawing)
- Tactile (touching)
- Kinesthetic (active/doing)
- Smelling
- Tasting

### Multiple Intelligences
- Naturalist (be involved with nature)
- Linguistic/Verbal (likes to read/talk)
- Logical/Mathematical (likes to solve problems and work with numbers)
- Spatial/Visual (likes to design, draw, build)
- Musical (sings, hums, plays instrument, listens to music)
- Kinesthetic/bodily (moves around, touch)
- Interpersonal (has friends, talks to people)
- Intrapersonal (works alone, reflects)

### Characteristics
- Dependent (likes to learn with others)
- Independent (likes to lean by self)
- Sequential (likes order)
- Random (likes to be spontaneous)
- Concrete (likes small steps)
- Abstract (likes to know the big picture)
- Reflective (needs thinking time)
- Enthusiastic (jumps in; tries things)
- Imaginative (creative)
- Practical (uses facts, takes action)
- Logical (plans things out)

### Basic Skills Preferences
- Writer (likes note taking/writing)
- Reader (likes to read to get information)
- Mathematician (likes numbers)
- Oral Expresser (likes to talk to express self)
- Demonstrator (likes to show others)
- Other ways (list)
VAK Learning Styles Self-Assessment Questionnaire

(3.B.4)

Circle the answer that most represents how you generally behave; in some cases, you may need to think about the answer prior to incarceration or after release.

1. When I operate new equipment I generally:
   a) read the instructions first
   b) listen to an explanation from someone who has used it before
   c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for travelling I usually:
   a) look at a map
   b) ask for spoken directions
   c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:
   a) follow a written recipe
   b) call a friend for an explanation
   c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:
   a) write instructions down for them
   b) give them a verbal explanation
   c) demonstrate first and then let them have a go

5. I tend to say:
   a) watch how I do it
   b) listen to me explain
   c) you have a go

6. During free time I would most enjoy:
   a) going to museums and galleries
   b) listening to music and talking to my friends
   c) playing sports
7. If I went shopping for clothes, I would:
   a) imagine what they would look like on
   b) discuss them with the sales person
   c) try them on and test them out

8. If I were choosing a vacation I would:
   a) read lots of brochures
   b) listen to recommendations from friends
   c) imagine what it would be like to be there

9. If I was buying a car, I would:
   a) read reviews in newspapers and magazines
   b) discuss what I need with my friends
   c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:
    a) watching what the teacher is doing
    b) talking through with the teacher exactly what I’m supposed to do
    c) giving it a try myself and work it out as I go

11. If I am chose food off a menu, I might:
    a) imagine what the food would look like
    b) talk through the options in my head or with others
    c) imagine what the food would taste like

12. When I listen to a band, I cannot help:
    a) watching the band members and other people in the audience
    b) listening to the lyrics and the beats
    c) moving in time with the music

13. When I concentrate, I most often:
    a) focus on the words or the pictures in front of me
    b) discuss the problem and the possible solutions in my head
    c) move around a lot, fiddle with pens and pencils and touch things
14. I would choose household furnishings because I like:
   
   a) the colors and how they look
   b) the descriptions the sales people give me
   c) the textures and what they feel like

15. My first memory is of:
   
   a) looking at something
   b) being spoken to
   c) doing something

16. When I am anxious, I:
   
   a) visualise the worst-case scenarios
   b) talk over in my head what worries me most
   c) can’t sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:
   
   a) how they look
   b) what they say to me
   c) how they make me feel

18. When I have to improve my skills for an exam, I would:
   
   a) write lots of revision notes and diagrams
   b) talk over my notes, alone or with other people
   c) imagine making the item or creating the formula

19. If I am explaining to someone I tend to:
   
   a) show them what I mean
   b) explain to them in different ways until they understand
   c) encourage them to try and talk them through my idea as they do it

20. I really love:
   
   a) watching films, photography, looking at art or people watching
   b) listening to music, the radio or talking to friends
   c) taking part in sporting activities and/or dancing

3.B.4
21. If I had free time I would spend it:
   a) watching television
   b) talking to friends
   c) doing physical activity or making things

22. When I first contact a new person, I usually want to:
   a) arrange a face to face meeting
   b) talk to them on the telephone
   c) try to get together over an activity or a meal

23. I first notice how people:
   a) look and dress
   b) sound and speak
   c) stand and move

24. If I am angry, I tend to:
   a) keep replaying in my mind what it is that has upset me
   b) raise my voice and tell people how I feel
   c) stamp about, slam doors and physically demonstrate my anger

25. I find it easiest to remember:
   a) faces
   b) names
   c) things I have done

26. I think that you can tell if someone is lying if:
   a) they avoid looking at you
   b) their voices changes
   c) they give you funny vibes

27. If I were to meet an old friend, I would say:
   a) “It’s great to see you!”
   b) “It’s great to hear from you!”
   c) give them a hug or a handshake
28. I remember things best by:
   a) writing notes or keeping printed details
   b) saying them aloud or repeating words and key points in my head
   c) doing and practicing the activity or imagining it being done

29. If I needed to complain about faulty goods, I am most comfortable:
   a) writing a letter
   b) complaining over the phone
   c) taking the item back to the store

30. I tend to say:
   a) I see what you mean
   b) I hear what you are saying
   c) I know how you feel

Now add up how many A’s, B’s and C’s you selected.

   A’s =  
   B’s =  
   C’s =  

If you chose mostly A’s you have a **VISUAL** learning style.
If you chose mostly B’s you have an **AUDITORY** learning style.
If you chose mostly C’s you have a **KINESTHETIC** learning style.

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation below.

When you have identified your learning style(s), read the learning styles explanations and consider how this might help you to identify learning and development that best meets your preference(s).
# C.I.T.E. Learning Styles Instrument (3.B.5)

From the Center for Innovative Teaching Experiences  
Babich, A.M., Burdine, P., Allbright, L., & Randol, P.  
Wichita Public Schools  
Murdock Teacher Center

<table>
<thead>
<tr>
<th>Statement</th>
<th>Most Like Me</th>
<th>Least Like Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When I make things for my studies, I remember what I have learned better.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2. Written assignments are easy for me to do.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3. I learn better if someone reads a book to me than if I read silently to myself.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4. I learn best when I study alone.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5. Having assignment directions written on the board makes them easier to understand.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>6. It’s harder for me to do a written assignment than an oral one.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>7. When I do math problems in my head, I say the numbers to myself.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>8. If I need help in a subject, I will ask a peer student for help.</td>
<td>4</td>
<td>3</td>
</tr>
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Soft Skills Module 3-21
<table>
<thead>
<tr>
<th></th>
<th>Most Like Me</th>
<th>Least Like Me</th>
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<tbody>
<tr>
<td>9.</td>
<td>I understand a math problem that is written down better than one I hear.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>10.</td>
<td>I don’t mind doing written assignments.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>11.</td>
<td>I remember things I hear more than when I read them.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>12.</td>
<td>I remember more of what I learn if I learn it when I am alone.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>13.</td>
<td>I would rather read a story than listen to it read.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>14.</td>
<td>I feel like I talk smarter than I write.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>15.</td>
<td>If someone tells me three numbers to add I can usually get the right answer without writing them down.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>16.</td>
<td>I like to work in a group because I learn from the others in my group.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>17.</td>
<td>Written math problems are easier for me to do than oral ones.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>18.</td>
<td>Writing a spelling word several times helps me remember it better.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Most Like Me</td>
<td>Least Like Me</td>
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<td>2</td>
<td>1</td>
<td></td>
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</tbody>
</table>

19. I find it easier to remember what I heard than what I have read.

20. It is more fun to learn with classmates at first, but it is hard to study with them.

21. I like written directions better than spoken ones.

22. If homework were oral, I would do it all.

23. When I hear a phone number, I can remember it without writing it down.

24. I get more work done when I work with someone.

25. Seeing a number makes more sense to me than hearing a number.

26. I like to do things like simple repairs or crafts with my hands.

27. The things I write on paper sound better than when I say them.

28. I study best when on one is around to talk or listen to.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Most Like Me</th>
<th>Least Like Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. I would rather read things in a book than have the teacher tell me about them.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>30. Speaking is a better way than writing if you want someone to understand what you really mean.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>31. When I have written a math problem to do, I say it to myself to understand it better.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>32. I can learn more about a subject if I am with a small group of students.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>34. I like to make things with my hands</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>34. I like tests that call for sentence completion or written answers.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>36. I understand more from a class discussion than from reading about a subject.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>38. Spelling and grammar rules make it hard for me to say what I want to in writing.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Most Like Me</td>
<td>Least Like Me</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>39. It makes it easier when I say the numbers of a problem to myself as I work it out.</td>
<td>4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>40. I like to study with other people.</td>
<td>4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>41. When teachers say a number I really don’t understand it until I see it written down.</td>
<td>4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>42. I understand what I have learned more when I am involved in making something for the subject.</td>
<td>4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>43. Sometimes I say dumb things, but writing gives me time to correct myself.</td>
<td>4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>44. I do well on tests if they are about things I hear in class.</td>
<td>4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>45. I can’t think as well when I work with someone else as when I work alone.</td>
<td>4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

3.B.5

Soft Skills Module 3-25
**C.I.T.E. Learning Styles Instrument Score Sheet (3.B.5 cont.)**

<table>
<thead>
<tr>
<th>VISUAL LANGUAGE</th>
<th>SOCIAL-INDIVIDUAL</th>
<th>AUDITORY NUMERICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>5- __________</td>
<td>4- _______________</td>
<td>7- ________________</td>
</tr>
<tr>
<td>13- __________</td>
<td>12- ______________</td>
<td>15- _______________</td>
</tr>
<tr>
<td>21- __________</td>
<td>20- ______________</td>
<td>23- _______________</td>
</tr>
<tr>
<td>29- __________</td>
<td>28- ______________</td>
<td>31- _______________</td>
</tr>
<tr>
<td>37- __________</td>
<td>45- ______________</td>
<td>39- _______________</td>
</tr>
</tbody>
</table>

Total ___ X2 = _____(score)  
Total ____ X2 = _____(score)  
Total _____ X2 = _____(score)

<table>
<thead>
<tr>
<th>VISUAL NUMERICAL</th>
<th>SOCIAL-GROUP</th>
<th>KINESTHETIC-TACTILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9- __________</td>
<td>8- __________</td>
<td>1- ________________</td>
</tr>
<tr>
<td>17- __________</td>
<td>16- __________</td>
<td>18- _______________</td>
</tr>
<tr>
<td>25- __________</td>
<td>24- __________</td>
<td>26- _______________</td>
</tr>
<tr>
<td>33- __________</td>
<td>32- __________</td>
<td>34- _______________</td>
</tr>
<tr>
<td>41- __________</td>
<td>40- __________</td>
<td>42- _______________</td>
</tr>
</tbody>
</table>

Total ___ X2 = _____(score)  
Total ____ X2 = _____(score)  
Total _____ X2 = _____(score)

<table>
<thead>
<tr>
<th>AUDITORY LANGUAGE</th>
<th>EXPRESSIVENESS ORAL</th>
<th>EXPRESSIVENESS-WRITTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>3- ______________</td>
<td>6- ________________</td>
<td>2- ________________</td>
</tr>
<tr>
<td>11- ______________</td>
<td>14- ________________</td>
<td>10- ________________</td>
</tr>
<tr>
<td>19- ______________</td>
<td>22- ________________</td>
<td>27- ________________</td>
</tr>
<tr>
<td>36- ______________</td>
<td>30- ________________</td>
<td>35- ________________</td>
</tr>
<tr>
<td>44- ______________</td>
<td>38- ________________</td>
<td>43- ________________</td>
</tr>
</tbody>
</table>

Total ___ X2 = _____(score)  
Total ____ X2 = _____(score)  
Total _____ X2 = _____(score)

**Score:**  
33 – 40 = Major Learning Style  
20 – 32 = Minor Learning Style  
5 – 20 = Negligible Use  

3.B.5

Soft Skills Module 3-26
Learning Style Checklist* (3.B.6)

Visual Section

Read each statement carefully and consider whether it applies to you; in some cases, you may need to think about the answer prior to incarceration or after release.

On the line write: 5 - almost always applies 4 - often applies
3 - sometimes applies 2 - applies once in a while
1 - almost never applies

Answer honestly: there are no “right”, “wrong”, “good” or “bad” answers.

_____1. I enjoy doodling; my notes have lots of pictures, arrows, etc. in them.
_____2. I remember things better if I write them down, even if I don’t go back to what I’ve written.
_____3. When trying to remember a new phone number or a spelling word, it helps me to get a picture of it in my head.
_____4. When recalling information during a test, I can see in my mind’s eye the textbook page and the information on it.
_____5. Unless I write down the directions to a place, I’m likely to get lost or arrive late.
_____6. During lectures I can listen better if I look at the person speaking.
_____7. I can clearly and easily visualize people, places, and documents in my head.
_____8. It’s hard for me to concentrate on what a person is saying if there is background noise. It’s easier for me to get work done in a quiet place.
_____9. It’s difficult for me to remember jokes I’ve heard.
_____10. I get great ideas but I forget them unless I write them down right away.

_____Visual Total
Auditory Section (3.B.6 cont.)

Read each statement carefully and consider whether it applies to you; in some cases, you may need to think about the answer prior to incarceration or after release.

On the line write:  5 - almost always applies  4 - often applies
                  3 - sometimes applies  2 - applies once in a while
                  1 - almost never applies

Answer honestly: there are no “right”, “wrong”, “good” or “bad” answers.

_____1. When reading, I hear the words in my head or I read aloud.
_____2. When memorizing something, it helps me to recite it over and over.
_____3. If I want to understand something, it helps me to discuss it with someone or to try to explain it to someone else.
_____4. I like to finish one task before beginning another.
_____5. It is hard for me to picture things in my head.
_____6. I would rather listen to a tape of a lecture rather than read the same information in a textbook.
_____7. I would rather turn in a tape-recorded report than a written report.
_____8. I can easily follow what a teacher is saying even though my eyes are closed or I’m staring out the window.
_____9. I talk to myself when problem solving, writing, or doing homework.
_____10. I prefer to have someone tell me how to do something rather than have to read the directions.

_____Auditory Total

3.B.6

Soft Skills Module 3-28
Haptic Section (3.B.6 cont.)

Read each statement carefully and consider whether it applies to you; in some cases, you may need to think about the answer prior to incarceration or after release.

On the line write:  
5 - almost always applies  4 - often applies  
3 - sometimes applies  2 - applies once in a while  
1 - almost never applies

Answer honestly: there are no “right”, “wrong”, “good” or “bad” answers.

_____1. I don’t like to read or listen to directions, I’d rather just start doing.  
_____2. I take notes, but I don’t go back and read them.  
_____3. I can study better with music playing in the background.  
_____4. I don’t start a task with a definite plan in mind; I like to try different things until I hit on something that works.  
_____5. My room, desk, locker, and notebooks look disorganized, but I know where everything is.  
_____6. I move my lips when reading and count with my fingers.  
_____7. I don’t like to proofread my papers or look over my tests before I turn them in.  
_____8. I prefer to do projects or make displays and presentations rather than write reports.  
_____9. I think better when I have the freedom to move around; I get fidgety, feel trapped, and daydream when I have to sit still.  
_____10. When I can’t think of a specific word, I’ll use my hands a lot and call something a “whatchamacallit” or a “thingamajig.”

_____Haptic Total

3.B.6

Soft Skills Module 3-29
A Simple Multiple Intelligence Inventory (3.B.7)

Put an “X” next to those statements, which are basically true about you. In some cases, you may need to think about the answer prior to incarceration or after release.

**LINGUISTIC INTELLIGENCE (Language, Speaking, Writing, etc.)**

___ I love books
___ I can mentally hear words even before I speak or write them.
___ I often enjoy radio, CD’s, and recording more than TV, movies, or plays.
___ I like word games like Scrabble, Yahtzee, Anagrams, Crosswords, etc.
___ I like to recite tongue twisters, silly rhymes, and puns.
___ People often ask me to speak in common language so they can understand me.
___ English and classes based on reading (like history) are generally easier than math or science.
___ I read the billboards on the highway more than I look at the scenery.
___ I often talk about things I have read or heard (more than what I have seen, or done).
___ I am proud of what I write; sometimes I get special recognition for my writing.

**SCORE:** ____

**LOGICAL-MATHEMATICAL INTELLIGENCE (Math and Science)**

___ I can easily compute numbers in my head.
___ Math and/or science are among my favorite school subjects.
___ I enjoy games and brainteasers that involve math.
___ I enjoy creating little "what if" experiments (e.g. what will happen to my average if I score below a 90% on this test?).
___ My mind searches for and finds patterns, rules, or logical sequences in things.
___ I am interested in new developments in science.
___ I believe that almost everything has a rational explanation.
___ I sometimes think in abstract concepts (rather than words or images).
___ I like finding logical flaws in things people say or do (this does not mean being negative).
___ I feel I know something better when it has been measured, categorized, analyzed or quantified in some way.

**SCORE:** ____

**SPATIAL INTELLIGENCE (Art, Design, etc.)**

___ I often see clear visual images when I close my eyes
___ I am sensitive to color
___ I like to take pictures with a camera or camcorder
___ I like jigsaw puzzles, mazes, or other visual puzzles
___ I have vivid dreams at night
___ I can generally find my way around when I am in new places
___ I draw and doodle
___ I like geometry better than algebra
___ I can easily visualize a birds-eye view of a location
___ I prefer books and reading materials that have many illustrations

**SCORE:** ____
PROFITT Curriculum
Module #3 – Learning to Learn

BODILY-KINESTHETIC INTELLIGENCE (Dance, Gymnastics, Sports, etc.)

___ I participate in at least one sport or physical activity on a regular basis.
___ I find it difficult to stay still for long periods.
___ I like to use my hands creatively at activities such as sewing, carving, carpentry or building models.
___ My best ideas often come when I am walking, jogging, working out, or engaged in some other physical activities.
___ I often like to spend my free time outdoors.
___ I use hand gestures and body language when I talk to people.
___ I like to hold or touch things to learn more about them.
___ I like the daredevil rides (like roller coaster) at amusement parks, and other thrilling experiences (like surfing, or mountain biking).
___ I am well coordinated.
___ To learn a new skill I need to do it, rather than just hear about it or see it done.

SCORE: ___

MUSICAL INTELLIGENCE (Appreciation, Talent, Rhythm, etc.)

___ I have a good singing voice.
___ I can tell when a note is off-key or out of pitch.
___ I listen to music a lot.
___ My life would be much less happy without music.
___ I often have a tune running through my mind.
___ I can easily keep time with a song, tapping, playing a percussion instrument, etc.
___ I know many melodies to songs or musical compositions.
___ If I hear a song once or twice, I can usually play or sing most of the melody.
___ I often make tapping sounds, sing, or hum when I am studying or working.
___ I play a musical instrument.

SCORE: ___

INTERPERSONAL INTELLIGENCE (Political, Leadership, Public Relations, etc.)

___ People come to me for advice or to tell me their worries.
___ I prefer group sports (like soccer or football) to solo sports (like jogging or swimming).
___ I seek out friends who are professionals (teachers, counselors, etc.) to help me solve problems rather than trying to work it out by myself.
___ I have at least three close friends.
___ I prefer social games such as Monopoly or Magic over individual recreation like solitaire or video games (when played alone).
___ I like to contribute ideas or projects in class, and I like to show others how to do things.
___ I am a leader.
___ I like being in a crowd.
___ I like to get involved with clubs and other social gatherings.
___ I would rather spend my evenings at a party or with friends than be at home by myself.

SCORE: ___

3.B.7
Soft Skills Module 3-31
**INTRAPERSONAL INTELLIGENCE** (Insightful, Spiritual, Sympathetic)

- I like to meditate, pray, or just think about things.
- I have received counseling or gone to groups to learn more about myself.
- I am able to handle setbacks; I am resilient.
- I have a special hobby or interest that keeps me pretty much to myself.
- I have a clear idea of who I am and what my talents or weaknesses are.
- I have personal goals, which I think about often.
- I am insightful and can sympathize or empathize with other people's feelings.
- I am strong willed and independent.
- I keep a diary or journal of my inner life (thoughts and feelings).
- I prefer school assignments that allow me to choose what I want to do.

**SCORE:** __

**NATURALISTIC INTELLIGENCE** (cultures, environmental, nature, etc.)

- I like to recycle things.
- I participate in or follow the news about a political activist group of some kind which supports ecology and/or natural living.
- I enjoy programs and/or magazines that have to do with nature.
- I enjoy hiking and camping.
- I like New Age products and ideas.
- I feed the birds or plan my flower garden to attract butterflies.
- I am concerned about the depletion of the rain forest, the ozone layer, and pollution.
- I am fascinated by native cultures that teach that human beings are a part of nature.
- I like vegetarian food because it is healthier.
- I support human rights, animal rights, and protecting trees.

**SCORE:** __

Please copy all your scores below.

<table>
<thead>
<tr>
<th>Linguistic</th>
<th>_________</th>
<th>Logical</th>
<th>_______</th>
<th>Spatial</th>
<th>________</th>
<th>Rank Order the Top Four</th>
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</thead>
<tbody>
<tr>
<td>Kinesthetic</td>
<td>_________</td>
<td>Musical</td>
<td>________</td>
<td>Interpersonal</td>
<td>________</td>
<td>1. ________</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intrapersonal</td>
<td>________</td>
<td>2. ________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Naturalistic</td>
<td>________</td>
<td>3. ________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. ________</td>
</tr>
</tbody>
</table>

3.B.7

Soft Skills Module 3-32
### Personal Preferred Learning Styles Profile Sample (3.B.8)

<table>
<thead>
<tr>
<th></th>
<th>Strength</th>
<th>Moderate</th>
<th>Not Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory</td>
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<td></td>
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</tr>
<tr>
<td>Visual</td>
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<td></td>
</tr>
<tr>
<td>Tactile</td>
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<td>Kinesthetic</td>
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<td>Verbal</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Visual-motor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Diagram:**

- **Series 1**
- **Series 2**

**Lesson 3.B.8**

Soft Skills Module 3-33
VAK Learning Styles Explanation (3.B.9)

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (and there is no right or wrong learning style):

- Someone with a **Visual** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as ‘show me’, ‘let’s have a look at that’ and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

- Someone with an **Auditory** learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as ‘tell me’, ‘let’s talk it over’ and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!

- Someone with a **Kinesthetic** learning style has a preference for physical experience - touching, feeling, holding, doing, and practical hands-on experiences. These people will use phrases such as ‘let me try’, ‘how do you feel?’ and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles.

When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you. There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

Please note that this is not a scientifically validated testing instrument – it is a free assessment tool designed to give a broad indication of preferred learning style(s).
Description Of The C.I.T.E. Instrument Nine Style Areas

(3.B.10)

Auditory Language

This is the student who learns from hearing words spoken. He or she may vocalize or move his or her lips or throat while reading, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that could only have been learned by hearing.

Visual Language

This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He or she may even write down words that are given orally, in order to learn by seeing them on paper. This student remembers and uses information better if he or she has read it.

Auditory Numerical

This student learns from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy, and he or she may be successful with oral number games and puzzles. This learner may do just as well without his or her math book, for written materials are not important. He or she can probably work problems in his or her head, and may say numbers out loud when reading.

Visual Numerical

This student must see numbers - on the board, in a book, or on a paper - in order to work with them. He or she is more likely to remember and understand math facts when they are presented visually but doesn’t seem to need as much oral explanation.

Auditory-Visual-Kinesthetic Combination

The A-V-K student learns best by experience - doing, self-involvement. He or she profits from a combination of stimuli. The manipulation of material along with accompanying sight and sound (words and numbers seen and heard) will aid his or her learning. This student may not seem to understand or be able to concentrate or work unless totally involved. He or she seeks to handle, touch and work with what he or she is learning.
**Individual Learner**

This student gets more work done alone. He or she thinks best and remembers more when the learning has been done alone. This student cares more for his or her own opinions than for the ideas of others. Teachers do not have much difficulty keeping this student from over-socializing during class.

**Group Learner**

This student prefers to study with at least one other student and will not get much done alone. He or she values others’ opinions and preferences. Group interaction increases his or her learning and later recognition of facts. Class observation will quickly reveal how important socializing is to this student.

**Oral Expressive**

This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. Teachers may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.

**Written Expressive**

This learner can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable, perhaps even stupid, when oral answers or reports are required. His or her thoughts are better organized on paper than when they are given orally.

Recommendations for Various Learning Styles (3.B.11)

Recommendations for Visual Learners

**Make your work as visual as possible.** Make charts, graphs, and tables. Take detailed notes during lectures and compare them with someone else to be sure you have gotten down all the important points. Leave lots of extra space in your notes so you can add ideas or details later. Highlight important information in your notes and books. Write down anything that is important for you to remember.

**Ask instructors to repeat statements whenever necessary.** Tape record important lectures whenever possible. (Record them all. Save and label only those that you feel are important. Tape over the others.)

**Sit at the front and center of your classroom.** Your attention will tend to be where your eyes are. Make it easy to keep your eyes on your work by arranging your study space so that you don’t look directly out the door or window.

**Participate actively in classes.** Ask questions. Contribute your ideas. This will keep you involved and alert in an otherwise very auditory situation.

**Work in a quiet place.** Many visual learners, however, do find that they can do math better with music in the background.

**Think on paper.** Before you begin a project or a study session, write down your goals and the steps you must go through to achieve them.

**Work Alone.** Visual learners often find it difficult to work and talk at the same time, even when the talking is about the work.

**When memorizing factual material, write it over and over.** Though it is faster to speak this sort of material over and over, you will tend to learn it much better if you write it.

**Use spatial note-taking techniques such as mind mapping or clustering.** These allow for non-sequential production of sequential material. Also, try spelling techniques that focus on the “shape” of words rather than sounding them out.

**Keep pencil and paper handy so you can write down good ideas.** This can be particularly helpful when you’re working on a long-term project when you may often get
ideas when you’re not at your desk. You may also want to keep pencil and paper by your bed at night so you can write down ideas you get in your sleep.

**Recommendations for Auditory Learners**

**Think aloud; talk to yourself.** Before beginning a project or study session, state aloud your goals and the steps that you must go through to achieve them. It’s also probably a good idea to write them down. When working math problems, talk aloud to yourself and explain the steps you’re doing.

**Read aloud, especially when doing proofreading or when you’re tired.** You will understand the material better if you can hear it. You can even read silently while moving your lips slightly and hearing the words in your head. Before you begin, set a purpose and verbalize it.

**When writing a rough draft of a paper, think of your topic and just write the words as you hear them in your head.** You can go back later and organize the material and fix mechanical things like punctuation and grammar. **Also, try writing with a recorder.** Speak your ideas into a tape machine as if you were talking to an interested person. This will allow you to think at top speed without losing your train of thought. You can transcribe the tape later. Be sure to have someone look over your proofreading.

**Discuss your ideas with a friend or small group.** Brainstorm and discuss possibilities and plans. Tape the sessions. Set up pep-talk sessions to encourage one another. Quiz each other before exams.

**To prepare to give a speech, hear it in your head going perfectly.** Visualize it too if you can. Try visualizing and/or hearing it to yourself three times per day for three days before the presentation.

**When doing math computations by hand, use graph paper.** This will help you to keep the columns aligned.

**Ask to take oral quizzes, test, and exams.** In English composition classes a main task is to learn to write, so instructors will rarely allow students to turn in tape-recorded “papers”. In other classes, however, the goal is to learn the subject at hand, and oral or tape-recorded “papers” and tests are often appropriate.
When memorizing factual material, recite it over and over. Though it may seem silly to talk to yourself, you will tend to memorize very efficiently in this way.

Arrange your study time so that you can complete one task before beginning another. This will make it easier for you to feel a sense of accomplishment at the end of each study session and keep you from having to reread a lot of material to figure out where you left off in the last study session.

You may want to sit at the back or to one side of the classroom. Sometimes auditory learners find it distracting to be at the front and center of the class where there is a lot of visual stimulation.

Listen to long literature reading assignments on tape. Unabridged texts of many works of literature are now available to buy or rent. Some can even be borrowed from your local library. You can also read along and mark important passages in your book while you listen. Watch plays on stage or on video.

Recommendations for Haptic Learners

Make studying more physical. Work at a standing desk. (A standing desk is a desk tall enough to be at writing level when you are standing. You can make one by putting a couple of cement blocks under each leg of an ordinary desk. You can then use a stool to sit or you can stand if you feel you need more physical movement.) Stand or pace while memorizing. Stand, stretch, and take a few deep breaths at least once every 25-30 minutes. Try reading while riding an exercise bike or studying while standing in your stocking feet. Set up a chalkboard or whiteboard to do math on. Try chewing gum while studying. If you get fidgety when you’re in class, try crossing your legs and bouncing the foot that is off the floor. Try squeezing a tennis ball or racquetball.

Use color. Highlight in your books and notes. Put a brightly colored blotter on your desk. (Whatever color you like.) Read through a colored transparency or colored glasses or under a colored reading light, especially when reading difficult or boring material or when you are tired or stressed. Decorate your work area with colors and posters that are pleasing to you.

Vary your activities. If you’re feeling frustrated or fidgety, look over your to-do list to see if there’s a simple, short-term task you can do that has a different pace or feel to it. When you’ve finished with that, return to the task that was frustrating you.
Play music in the background. Whatever music you like, at whatever volume you like. If it disturbs others, wear headphones.

Keep a "distractions list" on your desk. When you find that lots of unrelated thoughts are intruding on your studying (e.g. you’ve got to write a letter or pick up something at the store), write it on the list and go back to your work. By using such a list you won’t be trying to remember all those outside responsibilities while doing your work.

Read whole-to-part. When reading a textbook chapter, long article, or report, first skim through the whole thing to get a feel for what it is about, look at the summary and questions after the chapter, then go back and read the chapter carefully.

Use spatial note taking techniques such as mind mapping or clustering. These allow for non-sequential production of sequential material.

Visualize complex projects from start to finish before beginning. This will allow you to keep the big picture in mind while working on the details. If you begin to feel swamped by the project, re-visualize the entire sequence from start to finish to see what should be done next. You’ll also find that visualization is a powerful tool for keeping a positive attitude during a demanding task.

Have someone proofread your papers before you turn them in. If you write with a computer, be sure to use an electronic spell checker and grammar checker. Be aware, though, that these do not replace a good proofreader. Electronic checkers miss many kinds of errors.

Read aloud when doing a proofreading or when you’re tired or read silently while moving your lips slightly and hearing the words in your head.

When you discover a way of studying that works well for you, write it on a list. Keep the list near your study area so if you get stuck in the future, you can refer to your list for ideas that will get you going again.

Ask permission to do presentations or video projects instead of papers. You may want to point out to your teacher that the real goal is to learn the subject and that presentations and other projects may make the learning easier for many students.
Learning Objective (3.B.12)

Logical-Mathematical
How can I bring in numbers, calculations, logic, classifications or critical thinking?

Spatial
How can I use visual aids, visualization, color, art, metaphors or building?

Musical
How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?

Bodily-Kinesthetic
How can I involve the whole body or the use of hands-on experiences?

Naturalist
How can I incorporate living things or systems?

Interpersonal
How can I engage students in peer sharing, cooperative learning, or large group simulation?

Intrapersonal
How can I evoke personal feeling or memories, or give students choices?

Linguistic
How can I use the spoken or written work?

How can I bring in numbers, calculations, logic, classifications or critical thinking?
Daily Learning Journal (3.D.1)

1. What did I learn today?

2. Which strengths and attributes of my learning styles profile did I use?

3. What did I learn about myself today that related to my personal style?

4. How might I use what I learned when I am working on a project or contracted job?