

Learning Style Characteristics Exercise

CW Specialist and supervisor: Read the following information and follow the instructions for completion of this assignment.

Adult learners absorb information in specific and unique ways. Adults build knowledge through a variety of life experiences and educational encounters. They require a mixture of teaching techniques to tap into their specific learning style. Adults with kinetic-tactile, auditory, or visual learning modes learn differently, so training (as well as supervisory instruction) need to incorporate delivery of each of these styles.

Adult Learning Styles:

Kinetic-Tactile Learner: Learns by doing, hands-on learning, stays in motion, likes physical rewards, enjoys doing activities, outgoing nature, emotionally expressive, dresses for comfort, sensitive to or distracted by environment, when spelling feels if it's right, bored by A/V presentations, poor handwriting, physically expressive when angry, right brain, memorizes by doing.

Auditory Learner: Learns by listening, talks to self aloud, easily distracted by noise, whispers to self while reading, enjoys listening, likes learning tapes, remembers by hearing, uses auditory repetition for memorizing, talks when bored, enjoys listening to music, verbally expressive when angry, left brain, articulate speaker, good impersonator, can repeat tone and pitch.

Visual Learner: Learns by watching, likes to observe, daydreams when bored, memorizes by seeing, usually good spellers, finds verbal instructions difficult, likes meticulous, neat environment, notices details, remembers faces, remembers where on page, silent and moody when angry, right brain, visual thinker, impatient listener, distracted by movement, good peripheral vision.

We use all of these styles when processing language and information; depending on the type of content we are absorbing. However, we all have one Dominant Mode we use to make sense of the world around us and of all the bits of information that we confront constantly. We use this Dominant Mode to absorb learning and make it meaningful.

We develop rapport more quickly with people who process language in our own dominant mode or who can shift to our mode when communicating with us. **We tend to work better with and like people who think like we do.**

Instruction: This exercise will be useful for the trainers in Core, as well as for the supervisor in learning their new Child Welfare Specialists' preferences for instruction (for example, e-mail instructions will not be as effective for an auditory or kinetic-tactile learner). With your supervisor's assistance, fill out the Learning Style Characteristics inventory on the following page. Bring a copy with you to submit on the first day of Core.

Learning Style Characteristics Inventory

We are all combinations of the following styles. Which one is your predominant style? Please check the appropriate item below that apply to your learning style.

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|----------------------------------|--|--|--|
| 1) When I try to concentrate... | I grow distracted by clutter or movement, and I notice things around me other people don't notice. | I get distracted by sounds, and I attempt to control the amount and type of noise around me. | I become distracted by commotion, and I tend to retreat inside myself. |
| 2) When I visualize... | I see vivid, detailed pictures in my thoughts. | I think in voices and sounds. | I see images in my thoughts that involve movement. |
| 3) When I talk with others... | I find it difficult to listen for very long. | I enjoy listening, or I get impatient to talk myself. | I gesture and communicate with my hands. |
| 4) When I contact people... | I prefer face-to-face meetings. | I prefer speaking by telephone for serious conversations. | I prefer to interact while walking or participating in some activity. |
| 5) When I see an acquaintance... | I forget names but remember faces, and I tend to replay where we met for the first time. | I know people's names and I can usually quote what we discussed. | I remember what we did together and I may almost "feel" our time together. |
| 6) When I relax... | I watch TV, see a play, visit an exhibit, or go to a movie. | I listen to the radio, play music, read, or talk with a friend. | I play sports, make crafts, or build something with my hands. |
| 7) When I read... | I like descriptive examples and I may pause to imagine the scene. | I enjoy the narrative most and I can almost "hear" the characters talk. | I prefer action-oriented stories, but I do not often read for pleasure. |
| 8) When I spell... | I envision the word in my mind or imagine what the word looks like when written. | I sound out the word, sometimes aloud, and tend to recall rules about letter order. | I get a feel for the word by writing it out or pretending to type it. |

9) When I do something new...	I seek out demonstrations, pictures, or diagrams.	I want verbal and written instructions, and to talk it over with someone else.	I jump right in to try it, keep trying, and try different approaches.
10) When I assemble an object...	I look at the picture first and then, maybe, read the directions.	I read the directions, or I talk aloud as I work.	I usually ignore the directions and figure it out as I go along.
11) When I interpret someone's mood...	I examine facial expressions.	I rely on listening to tone of voice.	I focus on body language.
12) When I teach other people...	I show them.	I tell them, write it out, or I ask them a series of questions.	I demonstrate how it is done and then ask them to try.
TOTALS:	Total Visual	Total Auditory	Total Tactile/Kinesthetic

The column with the highest total represents your primary learning style. The column with the second-highest total is your secondary learning style.

Your primary learning style:

Your secondary learning style:

CW Specialist Signature

Date

Supervisor Signature

Date