

Learning Style Inventory Scoring Procedures

Directions:

Place the point value on the line next to the corresponding item.

Add the points in each column to obtain the preference scores under each heading.

Often = 5 Points
 Sometimes = 3 Points
 Seldom = 1 Point

Visual	
Number	Points
2	
3	
7	
10	
14	
16	
19	
22	

Auditory	
Number	Points
1	
5	
8	
11	
13	
18	
21	
24	

Tactile	
Number	Points
4	
6	
9	
12	
15	
17	
20	
23	

Visual Preference Score =	
----------------------------------	--

Auditory Preference Score =	
------------------------------------	--

Tactile Preference Score =	
-----------------------------------	--

Interpretation:

If you are a **VISUAL** learner be sure that you look at all study materials. Use charts, maps, filmstrips, notes and flashcards. Practice visualizing or picturing words/concepts in your head. Write out everything for frequent and quick visual review.

If you are an **AUDITORY** learner you may wish to use tapes. Tape lectures to help you fill in the gaps in your notes. But do listen and take notes, reviewing notes frequently. Sit in the lecture hall or classroom where you can hear well. After you have read something, summarize it and recite it aloud.

If you are a **TACTILE** learner trace words as you are saying them. Facts that must be learned should be written several times. Keep a supply of scratch paper for this purpose. Taking and keeping lecture notes will be very important. Make study sheets.

For the Instructor: Try to include in your courses a balance of activities or approaches that are suited to the three types of learners, or (quite a bit more difficult) design your course so that it can be taken in through any of the three different ways that students learn best. Find out your students' learning styles as early as possible. Work with students in ways that are most effective for the particular students. Know your own learning style and pay special attention to meeting the needs of students whose styles are different from yours. In the simplest terms, vary instruction and instructional activities as much as possible. And for every activity planned, evaluate its "style appeal."

Honolulu Community College reserves all publication rights pertaining to this adaptation of the Barsch/Haynie Learning Style Inventory. No republication is permitted. This includes both hardcopy republications and Internet postings whether password protected or not. Copying for exclusively classroom use is permitted.