Differentiation by Learning Profile

Adapted from presentation by Catherine Brighton
University of Virginia
Common Learning Goals

KNOW:
• Sternberg’s Intelligence Preferences
• Gardner’s Multi – Intelligence Theory
• VAK Learning Styles
• The steps in planning a differentiated lesson

UNDERSTAND:
• That differentiation is a proactive response to learners’ needs (strengths, weaknesses, interests, and ways of learning)

DO:
• Consider the variety of ways in which learning profiles can be manifested and transfer at least one of these to a practical classroom setting.
Steps in a Differentiated Lesson

- Identification of Common Learning Goals
- Pre-Assessment
- Differentiated Activity
- Whole-Group Discussion
- Post-Assessment
- Further Instruction
Differentiation for Learner Profile

“The goals of learning profile differentiation are to help individual learners understand modes of learning that work best for them, and to offer those options so that each learner finds a good learning fit in the classroom.”

- Tomlinson (2001)
Learning Profile Assumptions

• It is possible to identify a student’s learning preferences for learning environment
• It is possible to **use** and to **modify** a variety of instructional practices to match student preferences
• Students will learn better when using preferences in which they're successful
• Students will be better learners when they can **expand** their preferences
Beliefs (Gregorc)

- Students who match their teacher’s learning style (or can more easily accommodate it?) are probably the most successful.
- Students who refuse to (or can’t?) adapt their learning style to accommodate different styles may sometimes end up being labeled as LD.
- All teachers should use a variety of methods.
Exploring A Variety of Learning Profiles Approaches

- Multiple Intelligences Theory (Howard Gardner)
- VAK/ Basic Learning Styles (Visual, Auditory, Kinesthetic)
- Gregorc’s 4 Categories of Learners (Abstract-Concrete/Random-Sequential)
- 4-Mat (Bernice McCarthy)
- Myers-Briggs Type Indicator
- Entry Points (Howard Gardner)
- Learning Styles Model (Dunn & Dunn)
- And one more…. Robert Sternberg’s Triarchic Theory (Tri-Mind)
Sample Differentiated Activity

Sternberg’s TriMind

Complete Sternberg evaluation
### Thinking About the Sternberg Intelligences

#### ANALYTICAL

**Linear – Schoolhouse Smart - Sequential**

- Show the parts of ________ and how they work.
- Explain why ______ works the way it does.
- Diagram how _________ affects ___________________.
- Identify the key parts of ____________________.
- Present a step-by-step approach to ________________.

#### PRACTICAL

**Streetsmart – Contextual – Focus on Use**

- Demonstrate how someone uses ________ in their life or work.
- Show how we could apply _____ to solve this real life problem _____.
- Based on your own experience, explain how _____ can be used.
- Here’s a problem at school, __________. Using your knowledge of ________________, develop a plan to address the problem.

#### CREATIVE

**Innovator – Outside the Box – What If - Improver**

- Find a new way to show ____________.
- Use unusual materials to explain _________________.
- Use humor to show ____________________.
- Explain (show) a new and better way to ____________.
- Make connections between _____ and _____ to help us understand ____________.
- Become a _____ and use your “new” perspectives to help us think about ____________.
Sternberg’s Intelligences

ANALYTICAL

CREATIVE

PRACTICAL
Teach me my most difficult concepts in my preferred style. Let me explore my easiest concepts in a different style. Just don't teach me all the time in your preferred style and think I'm not capable of learning.

- A story and a comment from Virleen M. Carlson, Center for Learning and Teaching, Cornell University.
I Like…

- Designing new things
- Coming up with ideas
- Using my imagination
- Playing make-believe and pretend games
- Thinking of alternative solutions
- Noticing things people usually tend to ignore
- Thinking in pictures and images
- Inventing (new recipes, words, games)
- Supposing that things were different
- Thinking about what would have happened if certain aspects of the world were different
- Composing (new songs, melodies)
- Acting and role playing

Sternberg & Grigorenko, 2000
I will differentiate instruction.
I will differentiate instruction.
I will differentiate instruction.
I will differentiate instruction.
I will differentiate instruction.
Attracted to novelty, likes to produce knowledge or ideas instead of consuming them, sees the world from a unique perspective, often prefers working alone, does not like to be rushed toward completion of tasks, often works in “bursts,” with long periods of incubation (which can look like unproductiveness) followed by quick, highly productive working periods, often has unique sense of humor.

Needs: support with setting deadlines and timelines, open-ended assignments with structure, assignments that allow for creative thinking and novel products, support working with other students, frequent outlets for creative thought, support with turning “ideas” into “reality.”
I Like…

- Analyzing characters when I’m reading or listening to a story
- Comparing and contrasting points of view
- Criticizing my own and others’ work
- Thinking clearly and analytically
- Evaluating my and others’ points of view

- Appealing to logic
- Judging my and others’ behavior
- Explaining difficult problems to others
- Solving Logical problems
- Making inferences and deriving conclusions
- Sorting and classifying
- Thinking about things

Sternberg & Grigorenko, 2000
Analytical Thinkers
Analytical Thinkers

Likes to break things into its parts, **likes to know how things work**, enjoys facts as well as ideas, likes to argue, attracted to logical thinking and logical ideas, **likes to “think” as opposed to “doing,”** typically does well at school tasks, **enjoys solving problems**, can focus for long periods of time on a single task, may balk at “creative” assignments, likes to find one, right “answer,” may see things as black and white

**Needs:** assignments that require thought as opposed to rote memorization, extended assignments that allow for focused, long-term study, “problems” to figure out, time to discuss ideas with others, support with how to present ideas in a non-argumentative way, support with listening to and accepting others’ ideas, opportunities to struggle with open-ended questions that have no right/wrong answer
I Like...

- Taking things apart and fixing them
- Learning through hands on activities
- Making and maintaining friends
- Understanding and respecting others
- Putting into practice things I learned
- Resolving conflicts
- Advising my friends on their problems
- Convincing someone to do something
- Learning by interacting with others
- Applying my knowledge
- Working and being with others
- Adapting to new situations

Sternberg & Grigorenko, 2000
Practical Thinkers
Practical Thinkers

Likes to see the real-world application of things, excellent at implementing plans, a “doer,” highly effective in making things “happen,” organized, less interested in ideas than in action, likes to move and do when learning, can be an excellent leader, may struggle with creativity-for-creativity’s-sake assignments, may resist completing assignments for which they see no real-world purpose, can work very well in group situations, may not be traditionally “book smart”

Needs: Hands-on activities, assignments that are connected to the real world, opportunities to share ideas with practitioners and experts, experiences with more creative, open-ended activities, support with being patient with activities for which they see no immediate application, opportunities to lead (even when they are not the highest achievers, these students can be highly effective at leading groups and delegating responsibilities)
Sample Assessments

- Sternberg (analytical, practical, creative)
- Gardner (multiple intelligences)
- VAK (visual, kinesthetic, auditory)
- Product inventory
- Work habits (Array)
- Interest survey
Multiple Intelligence Lesson Planning

How can I include reading, writing and speaking?

How can I include group work, peer sharing and discussion?

How can I include movement, exercise, drama and crafts?

How can I include visuals, colors, art, graphs and pictures?

How can I include music, sounds, rhythms and dance?

How can I include nature, classification and organizing?

How can I include private learning time and student choice?

How can I include numbers, classification, critical-thinking, and calculations?
Sample Assessments

– Sternberg (analytical, practical, creative)
– Gardner (multiple intelligences)
– VAK (visual, kinesthetic, auditory)
– Product inventory
– Work habits (Array)
– Interest survey
Multiple Intelligences

Discovering
What learning style works best for you

VAK

Classroom Performance

Student Profile
Learning styles Quiz

VAK

Multiple Intel.

Multiple Intelligences Inventory

http://www.personal.psu.edu/staff/b/x/bxb11/MI/MIQuiz.htm
How Do You Like to Learn?

1. I study best when it is quiet.  
   Yes  No
2. I am able to ignore the noise of other people talking while I am working.  
   Yes  No
3. I like to work at a table or desk.  
   Yes  No
4. I like to work on the floor.  
   Yes  No
5. I work hard by myself.  
   Yes  No
6. I work hard for my parents or teacher.  
   Yes  No
7. I will work on an assignment until it is completed, no matter what.  
   Yes  No
8. Sometimes I get frustrated with my work and do not finish it.  
   Yes  No
9. When my teacher gives an assignment, I like to have exact steps on how to complete it.  
   Yes  No
10. When my teacher gives an assignment, I like to create my own steps on how to complete it.  
    Yes  No
11. I like to work by myself.  
    Yes  No
12. I like to work in pairs or in groups.  
    Yes  No
13. I like to have unlimited amount of time to work on an assignment.  
    Yes  No
14. I like to have a certain amount of time to work on an assignment.  
    Yes  No
15. I like to learn by moving and doing.  
    Yes  No
16. I like to learn while sitting at my desk.  
    Yes  No
Activity 2.5 – The Modality Preferences Instrument (HBL, p. 23)

Follow the directions below to get a score that will indicate your own modality (sense) preference(s). This instrument, keep in mind that sensory preferences are usually evident only during prolonged and complex learning tasks.

Identifying Sensory Preferences

Directions: For each item, circle “A” if you agree that the statement describes you most of the time. Circle “D” if you disagree that the statement describes you most of the time.

1. I Prefer reading a story rather than listening to someone tell it. A D
2. I would rather watch television than listen to the radio. A D
3. I remember faces better than names. A D
4. I like classrooms with lots of posters and pictures around the room. A D
5. The appearance of my handwriting is important to me. A D
6. I think more often in pictures. A D
7. I am distracted by visual disorder or movement. A D
8. I have difficulty remembering directions that were told to me. A D
9. I would rather watch athletic events than participate in them. A D
10. I tend to organize my thoughts by writing them down. A D
11. My facial expression is a good indicator of my emotions. A D
12. I tend to remember names better than faces. A D
13. I would enjoy taking part in dramatic events like plays. A D
14. I tend to sub vocalize and think in sounds. A D
15. I am easily distracted by sounds. A D
16. I easily forget what I read unless I talk about it. A D
17. I would rather listen to the radio than watch TV. A D
18. My handwriting is not very good. A D
19. When faced with a problem, I tend to talk it through. A D
20. I express my emotions verbally. A D
21. I would rather be in a group discussion then read about a topic. A D
Sample Assessments

- Sternberg (analytical, practical, creative)
- Gardner (multiple intelligences)
- VAK (visual, kinesthetic, auditory)
- Product inventory
- Work habits (Array) - Handout
- Personality/Interest Surveys – Handout
- Career Cruising (online)
My Way
An expression Style Inventory
K.E. Kettle J.S. Renzull, M.G. Rizza
University of Connecticut
Products provide students and professionals with a way to express what they have learned to an audience. This survey will help determine the kinds of products YOU are interested in creating.

My Name is: ____________________________________________________

Instructions:
Read each statement and circle the number that shows to what extent YOU are interested in creating that type of product. (Do not worry if you are unsure of how to make the product).

<table>
<thead>
<tr>
<th></th>
<th>Not At All Interested</th>
<th>Of Little Interest</th>
<th>Moderately Interested</th>
<th>Interested</th>
<th>Very Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing Stories</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Discussing what I have learned</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Painting a picture</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Designing a computer software project</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Filming &amp; editing a video</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Creating a company</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Helping in the community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Acting in a play</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Array Interaction Inventory

Directions:

- Rank order the responses in rows below on a scale from 1 to 4 with 1 being “least like me” to 4 being “most like me”.
- After you have ranked each row, add down each column.
- The column(s) with the highest score(s) shows your primary Personal Objective(s) in your personality.

<table>
<thead>
<tr>
<th>In your normal day-to-day life, you tend to be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurturing</td>
</tr>
<tr>
<td>Sensitive</td>
</tr>
<tr>
<td>Caring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In your normal day-to-day life, you tend to value:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmony</td>
</tr>
<tr>
<td>Relationships are important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In most settings, you are usually:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic</td>
</tr>
<tr>
<td>Compassionate</td>
</tr>
<tr>
<td>Harmonious</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In most situations, you could be described as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathetic</td>
</tr>
<tr>
<td>Communicative</td>
</tr>
<tr>
<td>Devoted</td>
</tr>
</tbody>
</table>
### Array Interaction Inventory, cont’d

You approach most tasks in a(n) _______ manner:

<table>
<thead>
<tr>
<th>Affectionate</th>
<th>Conventional</th>
<th>Courageous</th>
<th>Rational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspirational</td>
<td>Orderly</td>
<td>Adventurous</td>
<td>Philosophical</td>
</tr>
<tr>
<td>Vivacious</td>
<td>Concerned</td>
<td>Impulsive</td>
<td>Complex</td>
</tr>
</tbody>
</table>

When things start to “not go your way” and you are tired and worn down, what might your responses be?

<table>
<thead>
<tr>
<th>Say “I’m sorry”</th>
<th>Over-control</th>
<th>“It’s not my fault”</th>
<th>Withdraw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make mistakes</td>
<td>Become critical</td>
<td>Manipulate</td>
<td>Don’t talk</td>
</tr>
<tr>
<td>Feel badly</td>
<td>Take charge</td>
<td>Act out</td>
<td>Become indecisive</td>
</tr>
</tbody>
</table>

When you’ve “had a bad day” and you become frustrated, how might you respond?

<table>
<thead>
<tr>
<th>Over-please</th>
<th>Be perfectionistic</th>
<th>Become physical</th>
<th>Disengage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cry</td>
<td>Verbally attack</td>
<td>Be irresponsible</td>
<td>Delay</td>
</tr>
<tr>
<td>Feel depressed</td>
<td>Overwork</td>
<td>Demand attention</td>
<td>Daydream</td>
</tr>
</tbody>
</table>

Add score:

<table>
<thead>
<tr>
<th>Harmony</th>
<th>Production</th>
<th>Connection</th>
<th>Status Quo</th>
</tr>
</thead>
</table>

Personal Objectives/Personality Components

Teacher and student personalities are a critical element in the classroom dynamic. The Array Model (Knaupp, 1995) identifies four personality components; however, one or two component(s) tend to greatly influence the way a person sees the world and responds to it. A person whose primary Personal Objective of Production is organized, logical and thinking-oriented. A person whose primary Personal Objective is Connection is enthusiastic, spontaneous and action-oriented. A person whose primary Personal Objective is Status Quo is insightful, reflective and observant. Figure 3.1 presents the Array model descriptors and offers specific Cooperative and Reluctant behaviors from each personal objective.

<table>
<thead>
<tr>
<th>Personal Objectives/Personality Component</th>
<th>HARMONY</th>
<th>PRODUCTION</th>
<th>CONNECTION</th>
<th>STATUS QUO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COOPERATIVE</strong> (Positive Behavior)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring</td>
<td>Logical</td>
<td>Spontaneous</td>
<td>Quiet</td>
<td></td>
</tr>
<tr>
<td>Sensitive</td>
<td>Structured</td>
<td>Creative</td>
<td>Imaginative</td>
<td></td>
</tr>
<tr>
<td>Nurturing</td>
<td>Organized</td>
<td>Playful</td>
<td>Insightful</td>
<td></td>
</tr>
<tr>
<td>Harmonizing</td>
<td>Systematic</td>
<td>Enthusiastic</td>
<td>Reflective</td>
<td></td>
</tr>
<tr>
<td>Feeling-oriented</td>
<td>Thinking-oriented</td>
<td>Action-oriented</td>
<td>Inaction-oriented</td>
<td></td>
</tr>
<tr>
<td><strong>RELUCTANT</strong> (Negative Behavior)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overadaptive</td>
<td>Overcritical</td>
<td>Disruptive</td>
<td>Disengaging</td>
<td></td>
</tr>
<tr>
<td>Overpleasing</td>
<td>Overworks</td>
<td>Blames</td>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>Makes mistakes</td>
<td>Perfectionist</td>
<td>Irresponsible</td>
<td>Delays</td>
<td></td>
</tr>
<tr>
<td>Cries or giggles</td>
<td>Verbally attacks</td>
<td>Demands attention</td>
<td>Despondent</td>
<td></td>
</tr>
<tr>
<td>Self-defeating</td>
<td>Demanding</td>
<td>Defiant</td>
<td>Daydreams</td>
<td></td>
</tr>
<tr>
<td><strong>PSYCHOLOGICAL NEEDS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendships</td>
<td>Task completion</td>
<td>Contact with people</td>
<td>Alone time</td>
<td></td>
</tr>
<tr>
<td>Sensory experience</td>
<td>Time schedule</td>
<td>Fun activities</td>
<td>Stability</td>
<td></td>
</tr>
<tr>
<td><strong>WAYS TO MEET NEEDS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value their feelings</td>
<td>Value their ideas</td>
<td>Value their activity</td>
<td>Value their privacy</td>
<td></td>
</tr>
<tr>
<td>Comfortable work place</td>
<td>Incentives</td>
<td>Hands-on activities</td>
<td>Alone time</td>
<td></td>
</tr>
<tr>
<td>Learning environment</td>
<td>Rewards</td>
<td>Group interaction</td>
<td>Independent activities</td>
<td></td>
</tr>
<tr>
<td>Work with a friend sharing times</td>
<td>Leadership positions</td>
<td>Games</td>
<td>Specific directions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schedules</td>
<td>Change in routine</td>
<td>Computer activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To-do lists</td>
<td></td>
<td>Routine tasks</td>
<td></td>
</tr>
</tbody>
</table>
Differentiation By…

Readiness

Interest/Choice

Learning Profile
**Essential Eight**

Find someone who can do each of the tasks. Have the person sign on the line. You may sign one spot on your own activity page.

<table>
<thead>
<tr>
<th>Number Smart</th>
<th>Self Smart</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can finish this numerical sequence: 64, 1, 49, 4, 36, 9, 25, _______ and explain the logic behind it.</td>
<td></td>
</tr>
<tr>
<td>I can honestly say that I have more strengths than weaknesses. I can name six strengths in less than 15 seconds.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music Smart</th>
<th>Word Smart</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can hum the first line of Silent Night on key.</td>
<td></td>
</tr>
<tr>
<td>I can recite a poem from memory.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body Smart</th>
<th>People Smart</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can put my hands on my head and stand on one foot with my eyes closed for at least seven seconds.</td>
<td></td>
</tr>
<tr>
<td>I can name five very close friends in less than eight seconds.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture Smart</th>
<th>Nature Smart</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can recall at least one dream from the last three weeks.</td>
<td></td>
</tr>
<tr>
<td>I can name, within 20 seconds, six ways to sort rocks into categories.</td>
<td></td>
</tr>
</tbody>
</table>
VAK Learning Styles Self-Assessment Questionnaire

Circle or tick the answer that best represents how you generally behave.

(It's best to complete the questionnaire before reading the accompanying explanation.)

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 my free time I most enjoy:
   a) going to museums and galleries
   b) listening to music and talking to my friends
   c) playing a sport or doing DIY

7. When I go shopping for clothes, I tend to:
   a) imagine what they would look like on
   b) discuss them with the shop staff
   c) try them on and test them out

8. When I am deciding on a vacation, I usually:
   a) read lots of brochures
   b) listen to recommendations from friends
   c) imagine what it would be like to be there

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9. If I was buying a new 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 choosing food off a menu, I tend to:
    a) imagine what the food will look like
    b) talk through the options in my head or with my partner
    c) imagine what the food will taste like

12. When I listen to a band, I can't 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 choose household furnishings because I like:
    a) their colours and how they look
    b) the descriptions the sales-people give me
    c) their textures and what it feels like to touch them

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 revise for an exam, I generally:
   a) write lots of revision notes and diagrams
   b) talk over my notes, alone or with other people
   c) imagine making the movement 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, eating fine foods and wines or dancing

21. Most of my free time is spent:
   a) watching television
   b) talking to friends
   c) doing physical activity or making things

22. When I first contact a new person, I usually:
   a) arrange a face to face meeting
   b) talk to them on the telephone
   c) try to get together whilst doing something else, such as 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 me funny vibes
27. When I meet an old friend:
   a) I say "it's great to see you!"
   b) I say "it's great to hear from you!"
   c) I 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 practising the activity or imagining it being done

29. If I have 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 or posting it to head office

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.

\[ \text{A's} = \quad \text{B's} = \quad \text{C's} = \]

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 affect the way you learn and teach.

Now see the VAK Learning Styles Explanation.
VAK Learning Styles Explanation

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, 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).

More information about learning styles, personality, and personal development is at [www.businessballs.com](http://www.businessballs.com).

With acknowledgements to Victoria Chislett for developing this assessment.

Victoria Chislett specialises in performance psychology and its application within organisations, and can be contacted via email: performance_psychologist at yahoo.com.

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# Learning Styles Study Tips

My learning style is ________________________________.

## Visual language learners:

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Study tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think in pictures and detail</td>
<td>Make flashcards</td>
</tr>
<tr>
<td>Have vivid imaginations and are deeply affected by visual displays</td>
<td>Take good notes</td>
</tr>
<tr>
<td>Look around and examine situations</td>
<td>Read the test and look at the pictures</td>
</tr>
<tr>
<td>Recognize words by seeing picture of the words in their mind</td>
<td>Highlight key words and ideas in your notes</td>
</tr>
<tr>
<td>Show intense concentration when reading</td>
<td>Outline textbook readings</td>
</tr>
<tr>
<td>Reveal much about their emotions through facial expression</td>
<td>Make a time line</td>
</tr>
<tr>
<td>Solve problems deliberately</td>
<td>Rewrite notes</td>
</tr>
<tr>
<td></td>
<td>Watch movies related to the subject</td>
</tr>
<tr>
<td></td>
<td>Recopy vocabulary words and definitions</td>
</tr>
<tr>
<td></td>
<td>Must write down assignments</td>
</tr>
<tr>
<td></td>
<td>Take notes during class discussions using key words</td>
</tr>
<tr>
<td></td>
<td>For memory – close your eyes and try to see the words and information</td>
</tr>
</tbody>
</table>

## Auditory language learners:

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Study tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are very verbal</td>
<td>Read notes out loud</td>
</tr>
<tr>
<td>Express their emotions vocally</td>
<td>Tape record information and listen to it</td>
</tr>
<tr>
<td>Talk about what needs to be done</td>
<td>Study with a friend or parent</td>
</tr>
<tr>
<td>Enjoy listening but can’t wait for the chance to talk</td>
<td>Orally ask and answer questions.</td>
</tr>
<tr>
<td>Tend to give long and repetitive descriptions</td>
<td>Repeat over and over important information</td>
</tr>
<tr>
<td>Dislike reading length narrative and descriptions</td>
<td>Read assignments out loud</td>
</tr>
<tr>
<td>Frequently move their lips or speak under their breath when reading</td>
<td>Read directions out loud softly to yourself</td>
</tr>
<tr>
<td>Remember lists of words to be memorized if they are spoken orally</td>
<td>Listen carefully</td>
</tr>
<tr>
<td>Are more easily distracted by things they hear than by things they see</td>
<td>Teach concepts to an imaginary person</td>
</tr>
<tr>
<td>Learn by sharing and speaking</td>
<td>Use pictures to help you remember information</td>
</tr>
<tr>
<td></td>
<td>For memory – close your eyes and try to hear the words and information</td>
</tr>
</tbody>
</table>

### Visual Numerical: See characteristics above for visual language.

### Auditory Numerical: See characteristics above for auditory language.

## Study Tips – see Visual Language also

<table>
<thead>
<tr>
<th>Study Tips – see Visual Language also</th>
<th>Study Tips – see Auditory Language also</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write down directions on paper</td>
<td>Read facts aloud. Read numbers as you write them down.</td>
</tr>
<tr>
<td>Work out math problems on paper</td>
<td>Say information over and over</td>
</tr>
<tr>
<td>Use flash cards</td>
<td>Talk yourself through the information</td>
</tr>
<tr>
<td>Use picture imagery when memorizing</td>
<td></td>
</tr>
</tbody>
</table>
**Kinesthetic learners:**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Study tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attack problems physically</td>
<td>Make models of items studies in school</td>
</tr>
<tr>
<td>Express their feelings physically and</td>
<td>Make flashcards</td>
</tr>
<tr>
<td>gesture animatedly when they speak</td>
<td>Create games to learn new material</td>
</tr>
<tr>
<td>Can be poor listeners and will become</td>
<td>Act out what you need to learn when possible</td>
</tr>
<tr>
<td>distracted during long discussions</td>
<td>Practice doing problems</td>
</tr>
<tr>
<td>Easily distracted and impulsive</td>
<td>Take notes and highlight important items</td>
</tr>
<tr>
<td>Learn best by doing</td>
<td>For memory – close your eyes and try to feel what you have learned.</td>
</tr>
<tr>
<td>Need to try things out, feel, touch,</td>
<td></td>
</tr>
<tr>
<td>manipulate</td>
<td></td>
</tr>
<tr>
<td>Need to write out spelling words – get</td>
<td></td>
</tr>
<tr>
<td>the “feel” of the words</td>
<td></td>
</tr>
<tr>
<td>Like to read action stories, draw, and</td>
<td></td>
</tr>
<tr>
<td>do hands-on activities</td>
<td></td>
</tr>
</tbody>
</table>

**Social Individual:** Study better on your own.

**Social Group:** Studies better when paired off or works in group setting.

**Expressive Oral:** Needs to talk out notes.

**Expressive Written:** Needs to write down assignments or answers to study.
Self Assessment: The Theory of Multiple Intelligences

Where does your true intelligence (processing ability) lie? This quiz can help you determine where you stand. Read each statement. If it expresses some characteristic of yours and sounds true for the most part, jot down a "T". If it doesn't make and "F". If the statement is sometimes true, sometimes false, leave it blank.

1.  _____ I'd rather draw a map than give someone verbal directions.
2.  _____ I can play (or used to play) a musical instrument.
3.  _____ I can associate music with my moods.
4.  _____ I can add or multiply quickly in my head.
5.  _____ I like to work with calculators and computers.
6.  _____ I pick up new dance steps quickly.
7.  _____ It's easy for me to say what I think in an argument or debate.
8.  _____ I enjoy a good lecture, speech, or sermon.
9.  _____ I always know north from south no matter where I am.
10.  _____ Life seems empty without music.
11.  _____ I always understand the directions that comes with new gadgets or appliances.
12.  _____ I like to work puzzles and play games.
13.  _____ Learning to ride a bike (or skate) was easy.
14.  _____ I am irritated when I hear an argument or statement that sounds illogical.
15.  _____ My sense of balance and coordination is good.
16.  _____ I often see patterns and relationships between numbers faster and easier than others.
17.  _____ I enjoy building models (or sculpting).
18.  _____ I am good at finding the fine points of word meanings.
19.  _____ I can look at an object one way and see it turned sideways or backwards just as easily.
20.  _____ I often connect a piece of music with some event in my life.
21.  _____ I like to work with numbers and figures.
22.  _____ Just looking at shapes of buildings and structures is pleasurable to me.
23.  _____ I like to hum, whistle, and sing in the shower or when I am alone.
24.  _____ I'm good at athletics.
25.  _____ I'd like to study the structure and logic of language.
26.  _____ I'm usually aware of the expressions on my face.
27.  _____ I'm sensitive to the expressions on other people's faces.
28.  _____ I stay in touch with my moods. I have no trouble identifying them.
29.  _____ I am sensitive to the moods of others.
30.  _____ I have a good sense of what others think of me.
Scoring Sheet

Place a checkmark by each item, which you marked as "True." Add your totals. A total of (four in any of the categories A through E indicates strong ability. In categories F through G a score of one or more means you have abilities in these areas as well.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>Logical/Math.</td>
<td>Musical</td>
<td>Spatial</td>
</tr>
<tr>
<td>7___</td>
<td>4___</td>
<td>2___</td>
<td>1___</td>
</tr>
<tr>
<td>8___</td>
<td>5___</td>
<td>3___</td>
<td>9___</td>
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<tr>
<td>14___</td>
<td>12___</td>
<td>10___</td>
<td>11___</td>
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<tr>
<td>18___</td>
<td>16___</td>
<td>20___</td>
<td>19___</td>
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<tr>
<td>25___</td>
<td>21___</td>
<td>23___</td>
<td>22___</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body/Kinesthetic</td>
<td>Intrapersonal</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>6___</td>
<td>26___</td>
<td>27___</td>
</tr>
<tr>
<td>13___</td>
<td>28___</td>
<td>29___</td>
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<tr>
<td>15___</td>
<td>30___</td>
<td></td>
</tr>
<tr>
<td><strong>Visual/Spatial</strong></td>
<td><strong>Bodily/Kinesthetic</strong></td>
<td></td>
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<td>-------------------</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>o Use the body to communicate ideas and emotions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Solve problems, create products</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Like physical activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Prefer active learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Participate in sports, drama</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Use the body to communicate with other people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Good sense of balance and eye-hand coordination.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Creative movement, mime</td>
<td></td>
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<tr>
<td></td>
<td>o Hands-on thinking &amp; activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Field trips</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Competitive and cooperative games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Physical awareness and relaxation exercises</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Crafts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Body maps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Kinesthetic imagery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Cooking, gardening and other “messy” activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Manipulative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Kinesthetic concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Communicating with body language, and hand signals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Tactile materials and experiences</td>
<td></td>
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<tr>
<td></td>
<td>o Role play</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Drama</td>
<td></td>
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<tr>
<td></td>
<td>o Movement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Building things</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Musical/Rhythmic</strong></th>
<th><strong>Visual/Spatial</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>o Sensitivity to pitch, timbre, timing and rhythm sounds</td>
<td></td>
</tr>
<tr>
<td>o Remember melodies and are aware of surrounding sounds</td>
<td></td>
</tr>
<tr>
<td>o Like to produce music through instruments or make sound effects</td>
<td></td>
</tr>
<tr>
<td>o Musical concepts</td>
<td></td>
</tr>
<tr>
<td>o Singing, humming, whistling</td>
<td></td>
</tr>
<tr>
<td>o Playing recorded music</td>
<td></td>
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<tr>
<td>o Playing live music on piano, guitar or other instruments</td>
<td></td>
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<tr>
<td>o Group singing</td>
<td></td>
</tr>
<tr>
<td>o Mood music</td>
<td></td>
</tr>
<tr>
<td>o Music appreciation</td>
<td></td>
</tr>
<tr>
<td>o Playing percussion instruments</td>
<td></td>
</tr>
<tr>
<td>o Rhythms, songs, raps, chants</td>
<td></td>
</tr>
<tr>
<td>o Using background music</td>
<td></td>
</tr>
<tr>
<td>o Linking old tunes with concepts</td>
<td></td>
</tr>
<tr>
<td>o Listening to inure music imagery</td>
<td></td>
</tr>
<tr>
<td>o Music software</td>
<td></td>
</tr>
<tr>
<td>o Sing-along</td>
<td></td>
</tr>
<tr>
<td>Interpersonal/Social</td>
<td></td>
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<tr>
<td>----------------------</td>
<td></td>
</tr>
</tbody>
</table>
| People Smart  
Student thinks by bouncing ideas off of other people.  
Love leading, organizing, relating, manipulating and mediating. |  
| Ability to work effectively with others  
Understand people & notice their goals, motivations and intensity  
Display strong leadership, organizational and empathy skills  
Like to communicate, perform in front of others and understand other people's behavior |  
| Cooperative groups  
Interpersonal interaction  
Conflict mediation  
Peer teaching  
Board games  
Cross-age tutoring  
Group brainstorming sessions  
Peer sharing  
Community involvement  
Apprenticeships  
Simulations  
Academic clubs  
Interactive software  
Parties/social gatherings as context for learning |  
| IntraperSONal/Introspective |  
| Self Smart  
Student thinks deeply inside himself or herself.  
Love setting goals, meditating, dreaming and being quiet. |  
| Ability to be aware of and understand one's own feelings, strengths, weaknesses and overall behavior.  
Tend to be good at goal setting and enjoy activities which further their understanding of themselves as individuals |  
| Independent study  
Feeling-toned movements  
Self-paced instruction  
Individualized projects and games  
Private spaces for study  
One-minute reflection periods  
Interest centers  
Personal connections  
Options for homework  
Choices  
Self-teaching programmed instruction  
Exposure to inspiration/motivational curricula  
Self-esteem activities  
Journal writing  
Goal-setting sessions |  
| Naturalist |  
| Nature Smart  
Student thinks by classifying and organizing.  
Love outdoors, plants, animals, nature and details.  
*Most recent intelligence identified – often missing from resources on MI.* |  
| Attends to the flora and fauna in his/her environment – organizing and classifying it  
Sensitive to and ability to discriminate between types of objects  
Being outside, with animals, geography, and weather  
Interacting with the surroundings |  
| Seeing relationships  
Compare/contrast  
Using sensory information  
Collecting data  
Observation  
Categorizing  
Organization |
## Multiple Intelligences Summary

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Strengths</th>
<th>Teaching techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal/Linguistic</strong>&lt;br&gt;Word Smart&lt;br&gt;Student thinks in words.&lt;br&gt;Love reading, writing, telling stories and playing word games.</td>
<td>o Skills in reading, writing&lt;br&gt;o Sensitivity to sound, order and rhythm of words,&lt;br&gt;o Verbal explanations and using language to express ideas or thoughts,&lt;br&gt;o Telling stories&lt;br&gt;o Playing word games and puzzles&lt;br&gt;o Understanding the syntax and meaning of words&lt;br&gt;o Convincing someone of their point of view</td>
<td>o Lecture, debate&lt;br&gt;o Large &amp; small group discussion&lt;br&gt;o Books, worksheets, manuals&lt;br&gt;o Brainstorming&lt;br&gt;o Writing activities&lt;br&gt;o Word games&lt;br&gt;o Sharing time&lt;br&gt;o Storytelling, speeches, reading to class&lt;br&gt;o Talking books and cassettes&lt;br&gt;o Extemporaneous speaking&lt;br&gt;o Journal keeping&lt;br&gt;o Choral reading&lt;br&gt;o Individualized reading&lt;br&gt;o Memorizing linguistic facts&lt;br&gt;o Tape recording readings&lt;br&gt;o Using a word processing program&lt;br&gt;o Publishing&lt;br&gt;o Diaries&lt;br&gt;o Written directions&lt;br&gt;o Word mnemonics</td>
</tr>
<tr>
<td><strong>Logical/Mathematical</strong>&lt;br&gt;Math smart&lt;br&gt;Student thinks by reasoning.&lt;br&gt;Loves experimenting, questioning, figuring out puzzles and calculating,</td>
<td>o Skills in inductive and deductive reasoning, recognizing and using abstract patterns &amp; relationships&lt;br&gt;o Enjoy math, problem solving, reasoning&lt;br&gt;o Ask logical questions, enjoy ordering objects,&lt;br&gt;o Categorizing, calculating and experimenting with hypotheses and consequences</td>
<td>o Math problems on the board&lt;br&gt;o Socratic questioning&lt;br&gt;o Scientific demonstrations&lt;br&gt;o Logical problem-solving exercises&lt;br&gt;o Creating codes&lt;br&gt;o Logic puzzles and games&lt;br&gt;o Classification and categorization&lt;br&gt;o Computer programming&lt;br&gt;o Science thinking&lt;br&gt;o Inquiry&lt;br&gt;o Manipulatives&lt;br&gt;o Logical-sequential presentation of subject matter&lt;br&gt;o Being methodical</td>
</tr>
<tr>
<td><strong>Visual/Spatial</strong>&lt;br&gt;Picture Smart&lt;br&gt;Student thinks in images and pictures.&lt;br&gt;Love designing, visualizing, drawing and doodling.</td>
<td>o Ability to create visual representations and understand information best with mental pictures or creating a physical picture, like to do mazes, design, draw and create things, enjoy videos, photos, pictures and charts</td>
<td>o Charts, graphs, diagrams and maps&lt;br&gt;o Visualization&lt;br&gt;o Photography&lt;br&gt;o Videos, slides and movies&lt;br&gt;o Visual puzzles and mazes&lt;br&gt;o 3-D construction kits&lt;br&gt;o Art appreciation&lt;br&gt;o Imaginative story telling&lt;br&gt;o Picture metaphors&lt;br&gt;o Creative daydreaming</td>
</tr>
</tbody>
</table>
**Essential Eight**

*Find someone who can do each of the tasks. Have the person sign on the line. You may sign one spot on your own activity page.*

<table>
<thead>
<tr>
<th><strong>Number Smart</strong></th>
<th><strong>Self Smart</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can finish this numerical sequence: 64, 1, 49, 4, 36, 9, 25, _______ and explain the logic behind it.</td>
<td>I can honestly say that I have more strengths than weaknesses. I can name six strengths in less than 15 seconds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Music Smart</strong></th>
<th><strong>Word Smart</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can hum the first line of Silent Night on key.</td>
<td>I can recite a poem from memory.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Body Smart</strong></th>
<th><strong>People Smart</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can put my hands on my head and stand on one foot with my eyes closed for at least seven seconds.</td>
<td>I can name five very close friends in less than eight seconds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Picture Smart</strong></th>
<th><strong>Nature Smart</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can recall at least one dream from the last three weeks.</td>
<td>I can name, within 20 seconds, six ways to sort rocks into categories.</td>
</tr>
</tbody>
</table>
Thinking About the Sternberg Intelligences

**ANALYTICAL**

- Linear - Schoolhouse Smart - Sequential
- Show the parts of _________ and how they work.
- Explain why _______ works the way it does.
- Diagram how _________ affects ___________________.
- Identify the key parts of _____________________.
- Present a step-by-step approach to _____________________.

**PRACTICAL**

- Streetsmart - Contextual - Focus on Use
- Demonstrate how someone uses _________ in their life or work.
- Show how we could apply _______ to solve this real life problem ______.
- Based on your own experience, explain how _______ can be used.
- Here’s a problem at school, ________. Using your knowledge of _____________, develop a plan to address the problem.

**CREATIVE**

- Innovator - Outside the Box - What If - Improver
- Find a new way to show ___________________.
- Use unusual materials to explain ___________________.
- Use humor to show ___________________.
- Explain (show) a new and better way to ___________________.
- Make connections between _____ and _____ to help us understand _________________.
- Become a _____ and use your “new” perspectives to help us think about _______________.


Triarchic Theory of Intelligences
Robert Sternberg

Mark each sentence T if you like to do the activity and F if you do not like to do the activity.

1. Analyzing characters when I’m reading or listening to a story __
2. Designing new things __
3. Taking things apart and fixing them __
4. Comparing and contrasting points of view __
5. Coming up with ideas __
6. Learning through hands-on activities __
7. Criticizing my own and other kids’ work __
8. Using my imagination __
9. Putting into practice things I learned __
10. Thinking clearly and analytically __
11. Thinking of alternative solutions __
12. Working with people in teams or groups __
13. Solving logical problems __
14. Noticing things others often ignore __
15. Resolving conflicts __
Triarchic Theory of Intelligences  
Robert Sternberg

Mark each sentence T if you like to do the activity and F if you do not like to do the activity.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Evaluating my own and other’s points of view</td>
</tr>
<tr>
<td>17</td>
<td>Thinking in pictures and images</td>
</tr>
<tr>
<td>18</td>
<td>Advising friends on their problems</td>
</tr>
<tr>
<td>19</td>
<td>Explaining difficult ideas or problems to others</td>
</tr>
<tr>
<td>20</td>
<td>Supposing things were different</td>
</tr>
<tr>
<td>21</td>
<td>Convincing someone to do something</td>
</tr>
<tr>
<td>22</td>
<td>Making inferences and deriving conclusions</td>
</tr>
<tr>
<td>23</td>
<td>Drawing</td>
</tr>
<tr>
<td>24</td>
<td>Learning by interacting with others</td>
</tr>
<tr>
<td>25</td>
<td>Sorting and classifying</td>
</tr>
<tr>
<td>26</td>
<td>Inventing new words, games, approaches</td>
</tr>
<tr>
<td>27</td>
<td>Applying my knowledge</td>
</tr>
<tr>
<td>28</td>
<td>Using graphic organizers or images to organize your thoughts</td>
</tr>
<tr>
<td>29</td>
<td>Composing</td>
</tr>
<tr>
<td>30</td>
<td>Adapting to new situations</td>
</tr>
</tbody>
</table>
## Triarchic Theory of Intelligences – Key

**Robert Sternberg**

Transfer your answers from the survey to the key. The column with the most True responses is your dominant intelligence.

<table>
<thead>
<tr>
<th>Analytical</th>
<th>Creative</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___</td>
<td>2. ___</td>
<td>3. ___</td>
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<tr>
<td>4. ___</td>
<td>5. ___</td>
<td>6. ___</td>
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<td>7. ___</td>
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<td>15. ___</td>
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<tr>
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<td>21. ___</td>
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<tr>
<td>25. ___</td>
<td>26. ___</td>
<td>27. ___</td>
</tr>
<tr>
<td>28. ___</td>
<td>29. ___</td>
<td>30. ___</td>
</tr>
</tbody>
</table>

**Total Number of True:**

Analytical ___  Creative ___  Practical ___
http://www.edutopia.org/multiple-intelligences-learning-styles-quiz
Multiple Intelligences

www.educationplanner.org
Discovering
What learning style works best for you
VAK

http://homeworktips.about.com/
   Classroom Performance
Student Profile
Learning styles Quiz
VAK

http://www.scholastic.com/familymatters/parentguides/backtoschool/quiz_learnstyles/
Stemberg