A decorative graphic on the right side of the page features three overlapping circles of varying sizes, each composed of concentric blue rings. Two thin blue lines intersect at the top left and extend diagonally across the page, framing the circles.

Teaching with Style!

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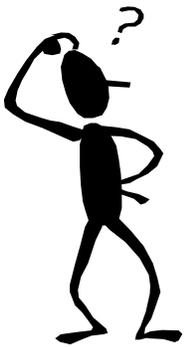
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Activity 1: My Favorite Teacher

My favorite teacher was . . .

Because . . .



Activity 2: My Personal Philosophy of Teaching

Teaching with style is . . .

A
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Activity 3: Quick Write

One thing I learned from the learning styles inventories was . . .

Activity 4: Room for Notes and Doodles

Teaching Styles – What’s My Style?

Instructors develop a teaching style based on their beliefs about what constitutes good teaching, personal preferences, their abilities, and the norms of their particular discipline. Some believe classes should be teacher-centered, where the teacher is expert and authority in presenting information. Others take a learner-centered approach, viewing their role as more of a facilitator of student learning. Although individuals have a dominant, preferred teaching style, they will often mix in some elements of other styles. If you wish to take a more open approach to your teaching, a blend of various styles may be very effective.

Personal Teaching Style Inventory

Numerous teaching style inventories exist. The questions they ask and the criteria they use reflect the author's particular philosophy. Rather than limiting your perspectives, a variety of these inventories are available for you to explore either by participating in an online response form or downloading a print-based survey.

1. **Develop a draft of your Philosophy of Teaching:** Create a statement that synthesizes what you think is effective teaching.
2. **Take a survey:** Select a survey from the following list and complete it.
3. **Share and compare:** Once you've finished and analyzed your results, share and compare them with a member of your cohort, your mentor, or a colleague.
4. **Examine and integrate:** The final step is to revisit your Philosophy of Teaching statement and check for discrepancies between what you've stated as your belief and what you've found in the inventory results. If necessary, rethink your teaching statement and rewrite it to integrate the elements you have determined to be critical to an effective teaching-learning environment.

Teaching Styles Inventories

CORD

<http://citl.gwu.edu/pdf/TSI.pdf>

Grasha-Reichmann

<http://www.longleaf.net/teachingstyle.html>

Multiple Intelligences Teacher Inventory

<http://jeffcoweb.jeffco.k12.co.us/high/wotc/confli3.htm>

Teaching Perspectives Inventory

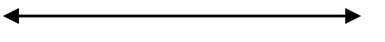
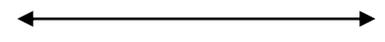
http://www.teachingperspectives.com/html/tpi_frames.htm

Learning Styles

Learning Style Characteristics

Area Observed	Visual	Auditory	Kinesthetic/Tactile
Learning Style	Learns by seeing or watching demonstrations	Learns through verbal instructions from others or self	Learns by doing or direct involvement
Reading	Likes descriptions; sometimes stops reading to stare into space and imagine the scene; intense concentration	Enjoys dialogue, plays; avoids lengthy description; unaware of illustrations; moves lips or subvocalizes	Prefers stories where action occurs early; fidgets when reading, handles books, not an avid reader
Spelling	Recognizes words by sight; relies on configuration of words	Uses a phonics approach; has auditory word attack skills	Often is a poor speller; writes words to determine if they "feel" right
Handwriting	Tends to be good; spacing and size are good; appearance is important	Has more difficulty learning early stages; tends to write lightly; says strokes when writing	Good initially; deteriorates when space becomes smaller; pushes hard when writing
Memory	Remembers faces, forgets names; writes things down, takes notes	Remembers names, forgets faces; remembers by auditory repetition	Remembers best what was done, not what was seen or talked about
Imagery	Vivid imagination; thinks in pictures; visualizes in detail	Subvocalizes, thinks in sounds; details less important	Imagery not important; images that do occur are accompanied by movement
Distractibility	Generally unaware of sounds; distracted by visual disorder or movement	Easily distracted by sounds	Not attentive to visual or auditory presentation so appears distracted
Problem Solving	Deliberate; plans in advance; organizes thoughts by writing them; lists	Talks problems out, tries solutions verbally, talks self through problem	Attacks problems physically; often selects solution involving greatest activity
Response to Inactivity	Stares; doodles; finds something to watch	Hums; talks to self or to others	Fidgets; finds reasons to move; holds up hand
Response to New Situations	Looks around; examines structure	Talks about situation's pros and cons, what to do	Tries things out; touches, feels; manipulates
Communication	Quiet; does not talk at length; becomes impatient when extensive listening is required; may use words clumsily; describes without embellishment; uses words such as see, look, etc.	Enjoys listening but cannot wait to talk; descriptions are long but repetitive, likes hearing self and others talk; uses words such as listen, hear	Gestures when speaking; does not listen well; stands close when speaking or listening; quickly loses interest in detailed verbal discourse; uses words such as get, take, etc.
General Appearance	Neat, meticulous, likes order; may choose not to vary appearance	Matching clothes not so important, can explain choices of clothes	Neat but soon becomes wrinkled through activity

What's My Style and What Does It Mean?

<p>Active Learner</p> <ul style="list-style-type: none"> Retains and understands information by doing something with it Prefers to try things out and see how they work Likes group work Has a difficult time sitting through a lecture and taking notes 	<p>Active</p>  <p>Reflective</p>	<p>Reflective Learner</p> <ul style="list-style-type: none"> Prefers to think about information before doing something active or discussing, applying or explaining it Prefers to work alone rather than in groups Has little difficulty sitting through a lecture and taking notes
<p>Sensing Learner</p> <ul style="list-style-type: none"> Likes learning facts Prefers to solve problems using well-established methods Dislikes being assessed on material not explicitly covered in class Tends to be good at memorizing facts and doing hands-on activities Tends to be more practical and careful Needs to see connection between content and real-world 	<p>Sensing</p>  <p>Intuitive</p>	<p>Intuitive Learner</p> <ul style="list-style-type: none"> Prefers discovering possibilities and relationships Likes innovation and does not like repetition Is more comfortable with abstractions and mathematical formulations Tends to work faster and be more innovative Does not like memorization and routine calculations
<p>Visual Learner</p> <ul style="list-style-type: none"> Remembers best what they see – pictures, diagrams, flow charts, time lines, films, etc. 	<p>Visual</p>  <p>Verbal</p>	<p>Verbal Learner</p> <ul style="list-style-type: none"> Gets more information from words – written and spoken explanations
<p>Sequential Learner</p> <ul style="list-style-type: none"> Tends to gain understanding in a linear fashion – one step after the other Tends to follow logical paths in finding solutions to problems 	<p>Sequential</p>  <p>Global</p>	<p>Global Learner</p> <ul style="list-style-type: none"> Tends to learn in large leaps – taking in material almost randomly without seeing connections, but yet they get it May solve problems quickly and in new ways but has difficulty explaining how they did it

Based on *Learning Styles and Strategies*, Felder, Richard M. and Soloman, Barbara, A. North Carolina State University

Learning Styles Checklist

Read each statement carefully. On the line, write the number that best describes how each statement applies to you. Answer honestly. There are no right or wrong answers. Total your score at the end of each section.

1 – almost never applies

2 – applies once in a while

3 – sometimes applies

4 – often applies

5 – almost always applies

	1. I enjoy doodling and even 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 see what I've written.
	3. When trying to remember a phone number, it helps me to get a picture 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 direction to a place, I'm likely to get lost or arrive late.
	6. It helps me to look at a person when he or she is speaking. It helps keep me focused.
	7. It's hard for me to concentrate on what is being said if there is background noise.
	8. It's difficult for me to understand a joke when I hear it.
	9. It's easier for me to get work done in a quiet place.
	Visual Total
	1. When reading, I read aloud so I can, "hear the words in my head."
	2. When memorizing something, it helps me to recite it over and over.
	3. If I want to understand something, it helps me to try to explain it to someone else.
	4. During lectures, I don't need to take notes to remember what was said. Sometimes taking notes even makes it harder for me to listen.
	5. I remember what people have said rather than what they were wearing.
	6. I would rather listen to the news on the radio than read it in the paper.
	7. I like tape recording memos to myself or sending and receiving messages on an answering machine rather than using written notes.
	8. I can easily understand what a speaker is saying, even though my eyes are closed or I'm staring out the window.
	9. I talk to myself when problem solving or writing.
	10. I prefer to have someone tell me how to do something rather than have to read the directions.
	Auditory Total
	1. I don't like to read or listen to directions; I'd rather just start doing.
	2. I learn best when I'm shown how to do something and then have the opportunity to do it.
	3. I can study better with music playing in the background.
	4. Instead of trying to solve problems with a definite plan in mind, I like to try different things until I hit on something that works.
	5. My desk looks disorganized.
	6. I move my lips when I read.
	7. I take notes but seldom go back and read them.
	8. I can easily find my way around, even in strange surroundings.
	9. I think better when I have the freedom to move around. I get fidgety and feel trapped when sitting behind a desk.
	10. When I don't think of a specific word, I'll use my hands a lot and call something a "whatchamacallit" or a "thingamajig."
	Haptic Total

Retrieved from the World Wide Web at <http://www.cl.uh.edu/ssc/sca/lss/learnstyl.htm>

Barsch Learning Style Inventory

To better understand how you prefer to learn and process information, place a check in the appropriate space after each statement below:

	Often	Sometimes	Seldom
1. Can remember more about a subject through listening than reading.			
2. Follow written directions better than oral directions.			
3. Like to write things down or take notes for visual review.			
4. Bear down extremely hard when writing.			
5. Require explanations of graphs, diagrams, or visual directions.			
6. Enjoy working with tools.			
7. Are skillful and enjoy developing and making graphs and charts.			
8. Can tell if sounds match when presented with pairs of sounds.			
9. Remember best by writing things down several times.			
10. Can understand and follow directions on maps.			
11. Do better at academic subjects by listening to tapes and lectures.			
12. Play with coins or keys in pockets.			
13. Learn to spell better by repeating the letters out loud than by writing the word on paper.			
14. Can better understand a news article by reading about it than listening to the radio.			
15. Chew gum, snack, or smoke during studies.			
16. Feel the best way to remember is to picture it in your head.			
17. Learn spelling by "finger spelling" the words.			
18. Would rather listen to a good lecture or speech than read about the same material in a book.			
19. Are good at working and solving jigsaw puzzles and mazes.			
20. Grip objects in your hands during learning periods.			
21. Prefer listening to the news on the radio than reading about it in the newspaper.			
22. Obtain information on an interesting subject by reading related materials.			
23. Feel very comfortable touching others; hugging, handshaking, etc.			
24. Follow oral directions better than written ones.			

Barsch Learning style Inventory, Retrieved from the World Wide Web at: <http://www.floridatechnet.org/in-service/gedteach>.

Scoring the Barsch Learning Style Inventory

Often = 5 points
 Sometimes = 3 points
 Seldom = 1 point

Place the point value on the line next to its corresponding item number. Next, sum the values to obtain your preference scores under each heading. The highest score indicates your learning style preference. The lowest score indicates your learning style weakness.

Visual	Auditory	Kinesthetic/Tactile
2.	1.	4.
3.	5.	6.
7.	8.	9.
10.	11.	12.
14.	13.	15.
16.	18.	17.
20.	21.	19.
22.	24.	23.
Total	Total	Total

What Type of a Learner Are You?

If you are a **VISUAL** learner, by all means be sure that you look at all study materials. Use charts, maps, filmstrips, notes, videos and flash cards. Practice visualizing or picturing words and 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 fill in gaps in your notes. Listen and take notes and review your notes frequently. Sit in a classroom where you can hear well. After you have read something, summarize it and recite it aloud. Talk to other students about class material.

If you are a **KINESTHETIC/TACTILE** learner, trace words as you are saying them. Facts that must be learned should be written several times. Make study sheets. Associate class material with real-world things or occurrences. When appropriate, practice role-playing or complete hands-on activities or projects.

VARK – What’s That Mean?

Visual	Aural	Read/Write	Kinesthetic
<p>Prefers to receive information through graphs, flow charts, symbolic arrows, circle, hierarchies and other devices normally presented in words. May underline, highlight, or use different colors for text.</p>	<p>Prefers information that is spoken or heard, including lectures, tutorials, talking with other students. Enjoys videos, television, and films. May use a tape record or explain new ideas to others.</p>	<p>Prefers information displayed through words, including books, handouts, and summaries. Will make lists, use reference materials such as dictionaries, textbooks, etc.</p>	<p>Prefers to experience learning whether through real or simulated practice. May use other modes but learns as a result of the experience, example, practice or simulation. Uses all five senses, likes field trips, trial and error, and hands-on activities.</p>

Overview of Classroom Implications for Different Generations

Generation	Preferences/Styles	Instructional Activities
Silent	<ul style="list-style-type: none"> • Like the “traditional” classroom structure • Will not generally contradict or disagree with instructor in front of others • Does not enjoy being singled out in group discussions or for questions • Likes to practice alone, not in groups • Not likely to ask questions during discussions 	<ul style="list-style-type: none"> • Organize materials in bullet/outline form • Don’t provide too much information • Use at least 12 point type • Take your time through the important points • Don’t assume that all are techno phobic - give computer/research assignments • Fastest growing segment of population learning to use the Internet • Encourage periodic movement during class time
Boomers	<ul style="list-style-type: none"> • Enjoy working in creative and independent manners • Sensitive to criticism • Often possess significant professional experience • Require lots of interaction and “talk” time • Enjoy icebreaker and introduction activities • Prefer a spirit of collegiality in classroom • May have problems with authoritarian instructors 	<ul style="list-style-type: none"> • Give plenty of time for Boomers to practice new skills alone • Use at least 12 point type for aging boomers • Have a tendency to “know” things but not be able to do them • Do not generally like role-play exercises • Enjoy most team projects • Can serve as group leaders, appealing to their “me” focus • Organize materials with headings • Put details on a separate sheet
Gen X	<ul style="list-style-type: none"> • Self-reliant • Require regular, if not constant, feedback • May lack interpersonal skills • Can be cynical • Require relevance in assignments and courses • Often impatient • Consider themselves to be technologically capable • Are adaptable and informal 	<ul style="list-style-type: none"> • School/life balance is important • Will resist group work outside of class • Use pop-culture examples if possible • Give lots of individual attention • Use most exciting material in short lecture (15-20 min) • Use small groups to cover other material • Use bullet points when giving information • Use plenty of graphics and white space/visual appeal is key • Explain why assignments, courses, skills are important on a regular basis
Millennials	<ul style="list-style-type: none"> • Accustomed to group work • Comfortable with active learning • Multi-task with ease • Technological experts • Goal and achievement oriented • Require more structure and mentoring • Learn from failure • Motivated by money and earning potential 	<ul style="list-style-type: none"> • Give lots of activities with several steps • Use the most up-to-date technology and references available • Tie course or program goals in economic gain • Get creative or allow them to be creative with presentations, etc. • Give reading materials for lectures or supplemental information

Multiple Intelligences

7 Kinds of Smart

Linguistic Intelligence - People who are smart in this area can argue, persuade, entertain, or instruct effectively through the spoken word. They read a lot, write clearly, can gain meaning in other ways from print media. They learn best by saying, hearing, and seeing words.

Logical-Mathematical Intelligence – People who are smart in this area have the ability to reason, sequence, think in terms of cause and effect, create hypotheses, look for conceptual regularities or numerical patterns and enjoy a generally rational outlook on life. They learn best by categorizing, classifying, and working with abstract patterns/relationships.

Bodily-Kinesthetic Intelligence – This is the intelligence of the physical self. People with this intelligence can control body movements and handle objects skillfully. Body-smart people are hands-on who have good tactile sensitivity, need to move their bodies frequently, and get “gut reactions” to things. They learn best by touching, moving, interacting with space, and processing knowledge through bodily sensations.

Spatial Intelligence – This intelligence involves thinking in pictures and images. People who are smart in this area perceive, transform, and re-create different aspects of the visual-spatial world. They often have a high sensitivity to visual details and can draw or sketch their ideas graphically as well as orient themselves in three-dimensional space easily. They learn best by visualizing, dreaming, using the mind’s eye, and working with colors/pictures.

Musical Intelligence – People with this intelligence perceive, appreciate, and produce rhythms and melodies. They have a good ear, can sing in tune, keep in time with music, and listen to different musical selections with some degree of discernment. They learn best by rhythm, melody, and music.

Interpersonal Intelligence – This is the ability to understand and work with people. In particular, it requires a capacity to perceive and be responsive to the moods, temperaments, intentions, and desires of others. They learn best by sharing, comparing, relating, cooperating, and interviewing.

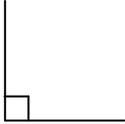
Intrapersonal Intelligence – People strong in this intelligence can easily access their own feelings, discriminate between many different kinds of inner emotional states, and use self-understanding to enrich and guide their lives. They learn best by working alone, individualized projects, self-paced instruction, and having their own space.

Seven Ways of Teaching

Intelligence	Teaching Activities	Teaching Materials	Instructional Strategies
Linguistic	Lectures, discussions, word games, storytelling, choral reading, journal writing	Books, tape recorders, word processors, stamp sets, books on tape	Read about it, write about it, talk about it, listen to it
Logical-Mathematical	Brain teasers, problem solving, science experiments, mental calculations, number games, critical thinking	Calculators, math manipulatives, science equipment, math games, computers, logic games	Quantify it, measure it, think critically about it, conceptualize it, make it logical
Spatial	Visual presentations, art activities, imagination games, mind-mapping, graphics, picture metaphors, visualizations	Graphs, maps, videos, LEGO sets, art materials, optical illusions, cameras, picture dictionaries	See it, draw it, visualize it, color it, mind-map it
Bodily-Kinesthetic	Hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises, role playing	Building tools, clay, sports equipment, manipulatives, tactile learning resource	Build it, act it out, touch it, get a "gut feeling" of it, dance it
Musical	Rapping, singing songs that teach, rhyming, rhythmic patterns	Tape recorder, tape collection, musical instruments, records	Sing it, rap it, listen to it, make it poetic
Interpersonal	Cooperative learning, peer tutoring, team/community involvement, social gatherings, simulations	Board games, party supplies, props for role plays, group-learning, game boards	Teach it to others, collaborate on it, interact about it
Intrapersonal	Individualized instruction, independent activities, options in study, self-esteem building	Self-checking materials, journals, diaries, materials for individual projects	Connect it to your personal life, make individual choices about it

Source: T. Armstrong, Multiple Intelligence in the Classroom, ASCD Publishing, 1994

Multiple Intelligences and the Adult Education Classroom Lesson Plan - Angles

Activity	Intelligence
1. In 2-5 minutes list as many angles as you see (inside or outside the classroom). Make a graph showing each type you found. Which angle is most common? Why?	
2. Using your arm and elbow, make five angles. Draw those angles and write approximate measures for each. Are there any kinds of angles that cannot be made with an elbow?	
3. Discuss with someone and write a response. <ul style="list-style-type: none"> • What does someone mean when they say, "What's your angle?" • If you were on an icy road and did a 360, what happened to you? • Why do you think this angle is called a right angle? 	
4. Using Play-Doh and/or paper show the angles - 180°, 135°, 90°, and 45°.	
5. Find or make five triangles. Measure and total the angles in each.	
6. Draw, make with Play-Doh, or paint a place you know and mark and measure the angles.	
7. Write a poem, song, chant, or rap using some of the following words about angles. <p style="margin-left: 40px;"> Figures formed by two lines, intersection, elbow, notch, cusp, fork, flare, obtuse, acute Point of view, perspective, viewpoint, outlook, slant, standpoint, position Position, intention, plan, aim, objective, approach, method </p>	

Developed by Martha Jean, Salisbury, MA, for Focus on Basics

Which Are Your Strong Intelligences?

Circle the numbers of those descriptions that you feel apply to you.

1. You easily remember nice turns of phrase or memorable quotes and use them deftly in conversation.
2. You sense quickly when someone you are with is troubled about something.
3. You are fascinated by scientific and philosophical questions, like, When did time begin?
4. You can find your way around a new area or neighborhood very quickly.
5. You are regarded as quite graceful and rarely feel awkward in your movements.
6. You can sing on key.
7. You regularly read the science pages of your newspaper and look at magazines on science or technology.
8. You note people's errors in using words or grammar, even if you don't correct them.
9. You often can figure out how something works or how to fix something that's broken, without asking for help.
10. You can readily imagine how other people play the roles they do in their work or families and imaginatively see yourself in their roles.
11. You can remember in detail the layout and landmarks of places you visited.
12. You enjoy music and have favorite performers.
13. You like to draw.
14. You dance well.
15. You organize things in your kitchen, bathroom, and at your desk according to categories and in patterns.
16. You feel confident in interpreting what other people do in terms of what they are feeling.
17. You like to tell stories and are considered a good storyteller.
18. You sometimes enjoy different sounds in your environment.
19. When you meet new people, you often make connections between their characteristics and those of other acquaintances.
20. You feel you have a keen sense of what you can and can't do.

Which Are Your Strong Intelligences? – Answer Key

If all three of any of the following trios applies to you, you probably are strong in that intelligence, even if you haven't cultivated it.

Questions 1, 8, and 17: Linguistic Intelligence

Questions 6, 12, and 18: Musical Intelligence

Questions 3, 7, and 15: Logical-Mathematical Intelligence

Questions 4, 11, and 13: Spatial Intelligence

Questions 5, 9, and 14: Bodily-Kinesthetic Intelligence

Questions 10, 16, and 20: Intrapersonal Intelligence (Knowing Yourself)

Questions 2, 10, and 19: Interpersonal Intelligence (Knowing Others)

Taken from Peak Learning by Ronald Gross (pp. 98 and 99), Putnam, 1991.

Multiple Intelligences Teacher Inventory

Place a check in all boxes that best describe you. <http://jeffcoweb.jeffco.k12.co.us/high/wotc/confli3.htm>

LINGUISTIC

- I really enjoy books.
- I hear words in my head before I write, read or speak them.
- I remember more when I listen to the radio or an audiocassette than from television or films
- I enjoy word games such as crossword puzzles, Scrabble, anagrams, or Password
- I like puns, tongue twisters, nonsense rhymes, and double meanings
- English, Social Studies, and History were easier subjects for me than Science and Math
- When I'm driving I like to read the billboards and signs, and notice them more than the scenery along the road.
- I often refer to things I have read or heard in conversations
- People often ask me the meaning of words
- I have written something recently that I was proud of, or that was published or recognized

_____ Total Linguistic boxes checked

LOGICAL

- I can quickly and easily compute numbers in my head (example: double or triple a cooking recipe or carpentry measurement without having to write it on paper)
- I enjoy Math and Science in school
- I like solving brainteasers, logical games and other strategy games such as chess/checkers
- I like to set up "what if" experiments (example: "What if I fertilized my plants twice as often?")
- I look for structure, patterns, sequences, or logical order
- I wonder about how some things work and keep up-to-date on new scientific developments and discoveries
- I believe that there is a rational explanation for almost everything
- I can think in abstract, clear, imageless concepts
- I can find logical flows in things people say and do at work or home
- I feel more comfortable when things have been quantified, measured, categorized, or analyzed in some way.

_____ Total Logical boxes checked

SPATIAL

- When I close my eyes, I can see clear visual images
- I am responsive to color
- I often use a camcorder or camera to record my surroundings
- I enjoy visual puzzles such as mazes, jigsaw puzzles, 3-D images
- I have vivid dreams at night
- I navigate well in unfamiliar places
- I often draw or doodle
- Geometry was easier than Algebra
- I can imagine what something would look like from a bird's eye view
- I prefer reading books, newspaper, magazines, etc. that have many illustrations

_____ Total Spatial boxes checked

BODILY-KINESTHETIC

- _____ I take Part in at least on sport or physical activity regularly
- _____ I find it difficult to sit still for long periods of time
- _____ I like working with my hands (for example, sewing weaving, carving, carpentry, model-building)
- _____ I frequently get insights or ideas when I am involved in physical activities, such as walking, swimming, or jogging
- _____ I enjoy spending my free time outside
- _____ I tend to use gestures and other body language when engaged in conversations
- _____ I need to touch or hold objects to learn more about them
- _____ I enjoy dare-devil activities such as parachuting, bung jumping, and thrilling amusement rides
- _____ I am well-coordinated
- _____ To learn new skills, I need to practice them rather than simply read about them or watch them being performed

_____ Total Bodily-Kinesthetic boxes checked

MUSICAL

- _____ I have a nice singing voice
- _____ I know when musical notes are off-key
- _____ I often listen to musical selections on radio, records, tapes, CDs, etc.
- _____ I play an instrument
- _____ My life would be less dynamic without music
- _____ I often have a tune running through my mind during the day
- _____ I can keep time to a piece of music
- _____ I know the melodies of many songs or musical pieces
- _____ If I hear musical piece once or twice, I can easily repeat it
- _____ I often tap, whistle, hum or sing when engaged in a task

_____ Total Musical boxes checked

INTERPERSONAL

- _____ People often come to me to seek advice or counsel
- _____ I prefer team and group sports to individual sports
- _____ When I have problems, I prefer to seek help form other people rather than work it out alone
- _____ I have at least three close friend
- _____ I enjoy social pastimes like board games and charades more than individual ones such as video games and solitaire
- _____ I like the challenge of teaching other people what I know how to do
- _____ I have been called a leader and consider myself one
- _____ I am comfortable in a crowd of people
- _____ I am involved in local school, neighborhood, church and community activities
- _____ I would rather spend a Saturday night at a party than spend it at home alone

_____ Total Interpersonal boxes checked

INTRAPERSONAL

- _____ I regularly spend time reflecting, meditating or thinking about important life questions
- _____ I have attended classes, seminars and workshops to gain insight about myself and experience personal growth

- _____ My opinions and views distinguish me from others
- _____ I have a hobby, pastime or special activity that I do alone
- _____ I have specific goals in life that I think about regularly
- _____ I have a realistic view of my own strengths and weaknesses backed up by accurate feedback from others
- _____ I would rather spend a weekend in a cabin or hide-away than at a large resort with lots of people
- _____ I am independent-minded and strong willed
- _____ I keep a journal or diary to record the events of my inner life
- _____ I am self-employed or have seriously considered starting my own business

_____ Total Intrapersonal boxes checked

MULTIPLE INTELLIGENCES PALETTE

The array of competencies found in each intelligence. Place your totals for each on the line provided.

Verbal/Linguistic _____

- Reading
- Vocabulary
- Formal Speech
- Journal/Diary Keeping
- Creative Writing
- Poetry
- Verbal Debate
- Impromptu Speaking
- Storytelling

Bodily/Kinesthetic _____

- Folk/Creative Dance
- Role Playing
- Physical Gestures
- Drama " Martial Arts
- Body Language
- Physical Exercise
- Mime " Inventing
- Sports Games

Musical/Rhythmic _____

- Rhythmic Patterns
- Vocal Sounds/Tones
- Music Composition/creation
- Percussion Vibrations
- Humming " Environmental Sounds
- Instrumental Sounds
- Singing
- Tonal Patterns
- Music Performance

Logical/Mathematical _____

- Abstract Symbols/Formulas
- Outlining " Graphic Organizers
- Number Sequences
- Calculation
- Deciphering Codes
- Forcing Relationships
- Syllogisms

Problem Solving

Pattern Games

Visual/Spatial _____

- Guided Imagery
- Active Imagination
- Color Schemes
- Patterns/Designs
- Painting
- Drawing
- Mind-Mapping
- Pretending
- Sculpture
- Pictures

Interpersonal _____

- Giving Feedback
- Intuiting Others Feelings
- Cooperative Learning Strategies
- Person-to-Person Communication
- Empathy Practices
- Division of Labor
- Collaborative Skills
- Receiving Feedback
- Sensing Others Motives
- Group Projects

Intrapersonal _____

- Silent Reflection Methods
- Metacognition Techniques
- Thinking Strategies
- Emotional Processing
- "Know Thyself" Procedures
- Mindfulness Practices
- Focusing/Concentration Skills
- Higher-Order Reasoning
- Complex Guided Imagery
- "Centering" Practices

Internet Resources

Learning Style Inventories

Barsch Learning Style Inventory

http://ww2.nsc.edu/gerth_d/AAA0000000/barsch_inventory.htm

http://www.wou.edu/provost/aalc/learning/barsch_ls_inventory.php

The VARK Questionnaire

<http://www.vark-learn.com/english/index.asp>

Dr. Richard Felder (NC State University). Learning Styles Survey

<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>

Visual, Aural, Read-Write, Kinesthetic (VARK) Learning Styles survey

<http://www.vark-learn.com>

Diablo Valley College, Learning Style Survey for College

http://www.metamath.com/multiple/multiple_choice_questions.html

Kiersey Temperament Sorter II (no charge for summary; small fee for full report)

<http://www.advisorteam.com/user/ktsintro1.asp>

Learning Styles Inventory

<http://www.ldpride.net/learning-style-test.html>

Multiple Intelligences Teacher Inventory

<http://jeffcoweb.jeffco.k12.co.us/high/wotc/confli3.htm>

Learning-Styles-Online.Com

<http://www.learning-styles-online.com/overview/>

Learning Style Inventory

<http://literacy.kent.edu/illinois/learningstyles.pdf>

Learning Styles Resources

The VARK Helpsheets: Study Practices Geared to VARK Preferences

<http://www.vark-learn.com/english/page.asp?p=helpsheets>

Concept to Classroom: Thirteen Ed Online

<http://www.thirteen.org/edonline/concept2class/mi/index.html>

Teacher's Pets – How Are You Intelligent? Survey of multiple intelligences.

<http://homepage.tinet.ie/~seaghan/play/mi.htm>

Using Multiple Intelligences in Testing and Assessment

<http://www.teachervision.com/lesson-plans/lesson-4933.html>