

Preferred Learning Style Inventory

Directions: Each statement is followed by four possible responses. On a scale of 1 to 4, with 4 being most like you and 1 least like you, rank the responses. Don't use any number more than once per line.

1. As a person, I am: _____ b. a thinker _____ c. practical _____ d. a risk taker
 _____ a. responsive
2. When I tackle a new task:
 _____ a. I consider every alternative _____ b. I study up on it _____ c. I seek advice from one who has done it _____ d. I start right in and do it my way
 _____ a. reasons _____ b. facts _____ c. involvement _____ d. results
3. When I learn I want:
 _____ a. too soft-hearted _____ b. too dependent on facts and figures _____ c. too hasty _____ d. too impulsive
 _____ a. my feelings _____ b. my judgment _____ c. common sense _____ d. my intuition
4. I most enjoy in a learning situation:
 _____ a. small group discussions _____ b. accuracy and orderliness _____ c. exploring possible solutions _____ d. self-reliance
5. When faced with problems, I:
 _____ a. seek input from peers _____ b. seek logical solutions _____ c. seek practical solutions _____ d. act on hunches
 _____ a. agreement _____ b. accuracy _____ c. efficiency _____ d. predicted results
6. When I buy, I am most influenced by:
 _____ a. the salesperson _____ b. *Consumer Reports* _____ c. the test drive plus warranty _____ d. impulse
7. I identify with:
 _____ a. caring people _____ b. knowledgeable people _____ c. sensible people—problem solvers, efficient people _____ d. enterprising people
8. I am:
 _____ a. a people person _____ b. a logical person _____ c. a practical person _____ d. an enthusiastic person
9. When dealing with new information, I like to:
 _____ a. file it for future use _____ b. analyze it _____ c. apply it to new situations _____ d. put it to practical use
 _____ Total Column 1 _____ Total Column 2 _____ Total Column 3 _____ Total Column 4

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Dynamic

Innovative

4

1

3

2

Common Sense

Analytic

Understanding the Learning Styles

Accommodator or Dynamic

Strengths: These people are results-oriented. They like getting things done. They take leadership, and are good at explaining policies; great sales persons. They take risks. If laying floor tile they prefer to learn how to do it by starting right in and laying tile. (They may have to redo the job because they didn't plan sufficiently before starting.)

Weaknesses: Trivial improvements, meaningless activities. Begin lots of jobs but didn't complete them on time. Planning is impractical, and not always goal directed.

In Sabbath School

- Hands on activities (doing rather than listening)
- Real life simulations
- Carry out/producing a drama
- Making lists, organizing material, planning of real life event
- Testing situations/theories
- Achieving goals, putting on programs

Typical hymn: "Bringing in the sheaves"

Bible Book: Genesis 1, 2 Kings

Bible Character: David the soldier

Disciple of Jesus: Peter, Judas

Diverger or Innovative

Strengths: Imaginative ability. Understanding people. Recognizing problems. Brainstorming. These people are the conscience for the group, the prophets. They are usually concerned with relationships between people. They will not walk out of a class or meeting for fear of hurting someone's feelings.

Weaknesses: They prefer to observe, will add creative touches to group projects and keep information. Often won't make decisions. Can be paralyzed by alternatives. sometimes fail to recognize problems and opportunities.

In Sabbath School

- Artistic expression of faith
- Creative writing (poetry, songs, stories, parables)
- Posters, collages, sculptures, drawings, creative and decorative bulletin boards, room decorations
- Opportunities to express personal feelings

Typical Hymn: "I come to the Garden"

Bible Book: Psalms, Song of Solomon, Proverbs

Bible Character: The Psalmist, Solomon, Miriam

Disciple of Jesus: John

Converger or Common Sense

Strengths of this leaning style are in problem solving, decision making, deductive reasoning, defining problems and applying new ideas to new situations.

Weaknesses: May solve the wrong problems, may make hasty decisions, lack of focus, no testing of ideas, scattered thoughts.

In Sabbath School

- Provide experiments
- Ask them to make something
- Drama-writing/planning a drama
- Solve problems that apply the lesson to everyday life
- Begin with an activity (common-sense learners will walk out and give up if the action doesn't get going quickly)
- Personal Inventories

These are the people who are the first to guess the outcome of stories They enjoy helping to plan a program and like carrying out instructions with a minimum of adult help.

Typical Hymn: "I'll go where you want me to go"

Bible Book: Matthew

Bible Character: Luke, Joseph

Disciple of Jesus: Peter, James

Assimilator or Analytic

People with this style prefer to learn by abstract conceptualization. They are usually thinkers, logical and orderly.

Strengths: Good at planning, creating models, defining problems, developing theories, remembering facts. They like to reason inductively.

Weaknesses: They can be so involved in abstract thinking that they do not make good practical application. When laying floor tiles, for instance, they will read books, study up on how to lay floor tiles and never actually get around to laying the floor tiles.

In Sabbath School To meet the needs of analytic learners, provide research activities (Concordance, Bible dictionary, Bible map, Bible).

- Quizzes
- Discussions
- Abstract Bible studies
- Coded Scriptures and Puzzles

Typical Hymn: "A Mighty Fortress"

Bible Book: Romans

Bible Character: Paul

Disciple of Jesus: Thomas

Needs, Questions and Preferences

STYLE 4

Needs

- Learning that involves the senses
- A chance to expand on what they learned
- Flexibility in the learning situation
- Understanding and patient teachers
- Self-expression (individualism)

Question

- What if...

Likes

- Dramatics
- High Energy
- Case Studies
- A chance to be unique and creative
- Options

Dislikes

- Assigned seating
- Unbroken routine
- Traditional teachers
- Activities done in haste
- Dull and predictable assignments

STYLE 1

Needs

- Opportunities
- Warm, friendly atmosphere
- Teachers who listen
- Listening and sharing times
- Opportunities to express creativity

Question

- Why do I need to learn this?

Likes

- Small group activities
- Mimes and roleplay
- Artistic projects
- Relating the Bible to feelings

Dislikes

- Time tests
- Debates
- Hurried assignments
- Knowledge for knowledge's sake

STYLE 3

Needs

- Lots of hands-on learning
- A chance to try out what they learn
- Classes to start on time
- A chance to report findings

Question

- How does it work?

Likes

- To figure out without being told answers
- Problems and experiments
- Debates
- Independent bodies
- Applying Bible truth to life

Dislikes

- Teachers who don't get to the point
- Memorizing
- Long study assignments
- Group work

STYLE 2

Needs

- Reliable information
- Time to compare and analyze ideas
- Time to think
- Logical sequential learning

Question

What do I need to know?

Likes

- Traditional classroom
- Well-organized lectures
- Demonstrations
- Opportunities to research
- Questions that make one think

Dislikes

- Role play
- Group projects
- Hands-on projects
- Oral reports by students
- Teachers who don't stay on the task

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Communicating with Style

Parents and teachers can communicate more effectively with children when they understand the communication needs of each learning style.

STYLE 4

- Speak with confidence; be business-like
- State the bottom line—the point beyond which they cannot go
- Offer contests and rewards as an incentive for tackling tasks
- Talk to them as if to command attention
- Expect them to be responsible
- Affirm their productivity

STYLE 1

- Assume that they want to be helpful and cooperative
- Don't come across as combative or authoritarian
- Talk in terms of fairness
- Let them know you notice and value their obedience
- Tell them what you expect of them, be specific
- Respect their feelings, and value their idealism
- Let them know when they please you
- Give constant affirmation
- If in doubt, assume that they are trying to please you

STYLE 3

- Avoid idle chit chat as a preamble to a lesson or to instructions
- Don't keep child waiting for orders or for an explanation
- Allow the child some latitude in carrying out your demands
- State time limits for expectations; don't leave them open ended
- Try to sound friendly and flexible; be ready to listen to the child's point of view
- Don't let your voice or manner seem critical, sarcastic, or demanding
- Use humor to gain support

STYLE 2

- Explain the reasons for your assignments and rules
- Be logical in explanations
- Quote authoritative sources when explaining requirements
- Expect a direct, no-nonsense response
- Establish routines and expect the child to follow them
- Introduce changes and expectations gradually, always explaining them first