

## Response Guide to Assessing & Working with Learning Styles





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*Education is the process of equipping young people to take responsibility for all aspects of their own life .*

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## Introduction

It may seem like a lifetime ago, but it is actually quite recently that the idea that intelligence was a single uniform entity that could be measured and used to assess learning was the most prominent view within education. Since the 1960s, however, there have been massive strides forward in the area of neuroscience and the links between the brain and the ways that individuals actually learn best.

The concept of a multitude of different types of intelligence is a world apart from the days of Binet and a single IQ test. Following the work of people like Peter Salovey and Daniel Goleman the idea that intelligence was something that concerned the emotions as well as more academic pursuits pushed the agenda forward. The big breakthrough was probably that of Howard Gardner and the publication of his book “Frames of Mind” in which he postulated that intelligence is actually made up of a number of intellectual competencies which he referred to as Frames of Mind. He originally described 7 of these, but considered that the precise number was not the real key issue. He now describes 8 of them, having included the naturalistic intelligence.

Running parallel to all of this was the movement towards using our growing knowledge of the way the brain works to identify more effective ways for us to learn. This Brain Friendly approach was developed into a wide ranging philosophy of education notably by Alistair Smith’s development of the concept of Accelerated Learning. This brought to the front the idea that there are three main styles of learning – Visual, Auditory and Kinaesthetic – and that we each have a preference about which style works best with our own brain.

These two approaches might dominate the scene currently, but there are others that can add a practical element to working in the classroom in such a way that you get the best from students. One such approach is that of Anthony Gregorc. He considered a two dimensional analysis with the spectrum from orderly sequential learning to random learning on one axis and the spectrum from learning through very concrete examples through to learning through more abstract approaches.

All of these areas will be covered in the remainder of this guide. There will be examples of tests that you can carry out to identify the various learning styles of students on all these criteria, as well as indications of what the implications are for your curriculum planning down to lesson level. Separately from this the Response Education website has examples of practical lesson ideas that you

can download to apply in your classroom. By joining the website community you will also be in a position of being a member of a group of like minded teachers who can swap ideas, resources and generally give support to you in your attempts to make learning more effective.

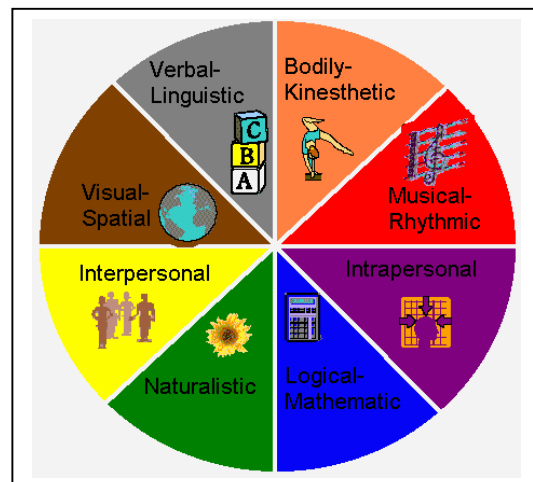
## Multiple Intelligences

The current most widely accepted view of Howard Gardner's Multiple Intelligences is that they are 8 in number. These can be summarised in the following chart.

These are 8 different aspects of what he considered to be the key aspect of intelligence. He defined this as being

*“a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in that culture”*

In other words these represent the abilities that are valued in a culture.



- **Bodily Kinesthetic Intelligence** involves remembering things through bodily experience, using the sense of touch and feeling. Learners like to be “doing” things when learning.
- **Musical / Rhythmic Intelligence** is about being sensitive to sound in the environment and allows us to remember things through rhythm and melodies.
- **Intrapersonal Intelligence** is related to our sense of independence in learning and our knowledge of ourselves and what makes us tick.
- **Logical / Mathematical Intelligence** builds on logic and abstract patterns. It is about strategy and consideration of the “big questions”.
- **Naturalistic Intelligence** is centred on our understanding and appreciation of our environment and its impact on our ability
- **Interpersonal Intelligence** concerns the ability to work well with other people, picking up on feelings and interacting with people
- **Visual / Spatial Intelligence** relates to our sense of space and image. It is about our ability to visualise information.
- **Verbal / Linguistic Intelligence** concerns our ability to use words – written and spoken.

## Multiple Intelligence Test

This test is a copy of the one that you can download from the Response Education website and apply as an ICT based interactive test based on Excel. To use it manually you will need to apply the marking criteria given at the end of this guide. The interactive version automatically marks the test and produces an easy to read chart of an individual students pattern of Multiple Intelligences.

Scoring yourself from 0 to 5 (for example...)  
 score "5" if this is exactly what you are like  
 score "3" if this is sometimes like you but sometimes not  
 score "0" if this is nothing at all like you

Question	score
1  am good at working with objects	
2  have a good sense of direction	
3  can always sort out arguments between my friends	
4  can remember the words to most songs	
5  can explain hard things to other people	
6  always do things one step at a time	
7  really know myself and what I am like	
8  enjoy parties and social events	
9  like pets	
10  learn well from the teacher explaining	
11  My mood changes when I listen to music	
12  like puzzles, crosswords and logical problems	
13  like to learn from charts and pictures	
14  know when other people are in a bad mood	
15  learn best when I have to get up and do it myself	
16  need to see things work before I can understand how they work	
17  litter really bugs me	
18  like to work and think in private	
19  can pick out the different instruments in a piece of music	
20  can picture scenes in my mind	
21  know lots of words	
22  like to take notes when I am doing something new	
23  have a good sense of balance and like P.E.	
24  can pick out patterns in things quite quickly	
25  am good at recognising plants and trees	
26  in teams I co-operate with others and help others	
27  am observant and see things other people miss	
28  get restless easily	
29  prefer the countryside to the town	
30  enjoy working alone in class	
31  like to make music	
32  am good with numbers	

## Use of this test

This is a simple test and will give a general overview of the individual student's balance between the 8 intelligences. In order to make use of this information the teacher will need to identify the types of learning that a person with a preference for each of the 8 intelligences would find most effective. This may be summarised as follows.

Intelligence	Type of activity to suit this type of learner
Bodily / Kinesthetic	Learns best through physical activity, would benefit from use of role play and drama activities. Using card games etc where items are physically moved would be helpful to them.
Musical / Rhythmic	These learn best with music on in the background and would benefit from putting information to music to hook the learning. Rhythmic repetition as in learning timetables by rote helps them.
Intra-personal	These students work well alone and are happy to set targets to complete. Activities where they are asked to reflect on their work are good for them
Logical / Mathematical	These students are the ones who tend to like working on computers and who tend to produce tests to check their working. They work out abstract questions in the head and are good at categorising information.
Naturalistic	Students with this preference are very concerned about their learning environment and don't work well in clutter. They categorise and group well and are good at making clear distinctions
Inter-personal	Such students are best set group and team activities. They learn well in a game context and where they are set up in a leadership role
Visual / Spatial	These think in images and like graphs and charts as summaries. They work better than most with Mind Maps etc
Verbal / Linguistic	These students are the ones who gain most from traditional teaching methods of writing and listening to teacher explanations. They tend to be articulate and find spelling easy.

## Sensory Inputs – V.A.K.

A very different way to view the ways that students learn best was seen as being to identify their preferred form of sensory input. In a formal learning context not much learning goes on using the senses of smell and taste. The others – hearing, seeing and touching do, however, play a big part. Each of us will have our own individual preferences as to how much of each of these three main sensory inputs we are happy dealing with, and which, for us, are the most effective.

A simple way to understand this would be to imagine a typical response to a new task. Imagine, for example, a student in your class being asked to help a poor old technophobe of a teacher who has just been bought a new state of the art mobile phone. Student one might pull out her own phone and demonstrate to the teacher how to use the new one by showing the features on her phone and what buttons to press to get them. This would be a visual learner's approach. Student two might talk the teacher through then basic functions, letting the teacher do the button pressing and ask questions. This would be a typical auditory learner's approach. The kinesthetic learner's approach would often start with a phrase such as "give it to me – I'll show you". He would then take the phone and begin pressing buttons to show the teacher what he can make it do.



### Preferred Learning Styles



**Auditory**



**Visual**



**Kinesthetic**

## Sensory Input Learning Style Test – VAK Test

For each thing to learn,  
say how you would be . . .

MOST likely to do it	3pts
MIGHT do it	2pts
LEAST likely to do it	1pt

Thing to Learn	How I would Learn it	Points
1. Times Tables	Cover and picture it	
	say the table out loud	
	add the numbers on your fingers	
2. Spelling a new word	Write it down a few times	
	"see" it in your head	
	say each letter out loud	
3. A Foreign word	repeat it aloud to yourself	
	Write it down a few times	
	look at a picture next to the word	
4. A Historical fact	watch a video	
	listen to someone explaining what happened	
	act out what happened by role play	
5. How a Clock works	take it apart and try to put it together again	
	look at a diagram or picture	
	listen to someone telling you about it	
6. A story	tell it to someone else	
	draw pictures/ cartoons about it	
	imagine it in your head	
7. A new sport	watch a demonstration	
	listen to instructions from the coach	
	do it	
8. A new gymnastic move	let the coach support you	
	look at photos/diagrams of the move	
	discuss the move with someone else who can do it	
9. Using a new workshop tool	listen to someone explain to you how to use it	
	have a go at using it yourself	
	watch someone else using it first	
10. Making a cake	read a recipe	
	listen to someone telling you instructions	
	try to make it yourself straight off	
11. Counting in French	sing the words	
	look at cards / pictures	
	play French Bingo	
12. How the eye works	listen to a doctor explain it to you	
	make a model of it	
	look at diagrams of it	

Once again this paper test is a copy of the interactive test available free from Response Education, and written to work using Microsoft excel. A mark scheme for the paper version is included at the end of this guide.

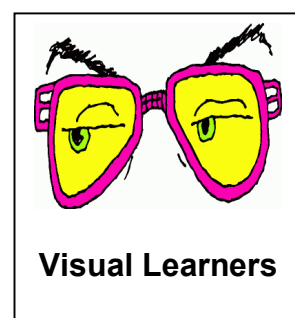
## Use of this Test

Once you are aware of the preferred learning style of the students you will be able to plan to build a range of activities into your scheme of work that will allow each style to be practiced. Here are some of the types of activities that you might include for each of the three sensory preferences. This is not an exhaustive list by any means, but it will give a feel for the sort of things you might develop. There are more examples of lesson activities that use the three styles on the Response Education website under the Teaching Toolkit section.



A typical auditory learner will do well in activities such as group discussions and debates. Use of recorded presentations of information and mnemonics ( particularly if combined with alliteration or onomatopoeia ) will go down well with them. These are the students who like to read aloud and listen to a play being read rather than acting it out. The use of music and the creation of raps, chants, putting the learning to music etc will benefit these learners.

Visual learners will be the ones watching your every movement. Posters, powerpoints , slides, and flip charts are what turns them on. They will love to read and will especially benefit from using Mind Maps and other visual tools to aid their learning. Good quality wall displays around the room will be essential for this type of preference. At all ages the use of keyword cards around the room will be of help.



This is often the hardest group to cater for. They like to be engaged in building activities and acting out scenes. They are the ones who love to do scientific experiments and design tasks. Kinesthetic learners are the ones who benefit most from games involving moving objects physically – using card etc. They will enjoy field trips and visits. Most teachers will recognise these students as often difficult to engage in an academic classroom.

## Cognitive Predilections

Anthony Gregorc's work on the similarities and differences between people's brains and the ways that they use them, led him to develop a useful analysis based on two separate continua.

The first of these continua is about the ways in which the brain acquires information. The brain receives information on a spectrum from very concrete at one end through to very abstract at the other end. The more concrete the end of the spectrum a person lies the greater their need for information to be physical. If you can't touch it then it doesn't go in ! At the other end of the spectrum we have people who love theories and easily make generalities and patterns.

**Concrete** | \_\_\_\_\_ | **Abstract**

The second continuum concerns the way that the brain processes this information. This spectrum runs from doing so in a very sequential and logical manner at one end, through to a random method at the others. The former implies a very step by step approach, whereas the latter is more of a "big picture" thinker

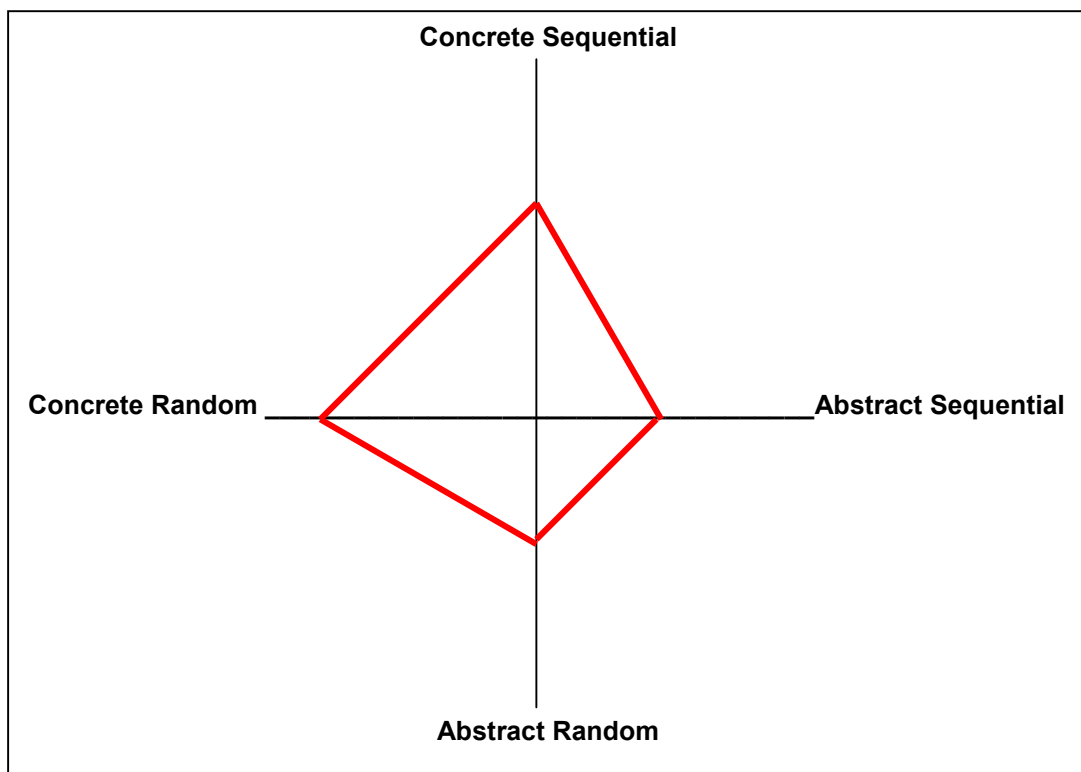
**Sequential** | \_\_\_\_\_ | **Random**

This give us a two dimensional approach which Gregorc developed into a description of four "types" of predilections. He called these

- Concrete Sequential
- Abstract Sequential
- Concrete Random
- Abstract Random

He did not believe that these were fixed categories and did not see it as being possible to put each of us neatly into one of the four boxes. Instead he saw each of us as having a pattern of combinations of the four, with every

individual having a unique balance between the four. Nor did he rule out the idea that some people may have a totally equal balance between the four. We can imagine each person having a profile that would be represented by a “kite” shape on a two axis chart, depending on our personal balance. Such a chart might look like this...



## Implications

- **Concrete Sequential Students**

These students are the ones who learn through very structured and practical activities. They will prefer step by step instructions and need to know exactly what they have to do before feeling confident about starting it. They are the people that a traditional apprenticeship was designed for. They are more at home with a hands on approach to learning.



- **Abstract Sequential Students**

Such students share the need for a step by step approach, but would be happier applying this to an academic activity such as a written research project. Their preference is to work alone and are most at home completing a structured worksheet or sets of questions or puzzles. They will do well in compare and contrast type of activities.

- **Abstract Random Students**

Unlike the previous group, these students prefer to work as part of a group as they love to talk and throw about ideas. They are the classic “red herring” kids. Their needs are best met by subjecting them to a wide range of different resources and asking them to make their own way to the conclusion.

- **Concrete Random Students**

The fourth group are the students who are happy to be left with a big task, but need very much to know what the outcome is going to be. They do well when they achieve goals that they perceive as being the desired end product. They are the ones to ask to do tasks such as producing powerpoint presentations on a topic.

## Learning Predilection Test

As with the other tests in this guide, there is a copy using interactive completion and marking available free from Response Education. To download this set of tests if you do not already have it go to the member section of the website.

For those who prefer the paper version here, there is a mark scheme at the end of this guide. The outputs are in terms of four basic colours. The key for these is ...

- Red = concrete sequential
- Blue = abstract sequential
- Yellow = concrete random
- Green = abstract random

Take each line ( A to F ) and decide which one suits you best. Give that a score of 4 in the box next to that statement.

Give the one that suits you next best a score of 3. The next one gets 2 and the one least like you gets a score of 1.

A	I like to be give problems to solve	I like to talk things through with people	I like to do practical work	I like reading	
B	I like to work answers out for myself	I use my imagination a lot	I like to be told exactly what to do	I am happy to work alone	
C	I have a lot of ideas	I understand how people feel	I like to take things one step at a time	I like to find things out from books etc	
D	I like to try out ideas, even if people think they are odd	I like to use drama, art and music	I like to be organised	I weigh up different ideas	
E	I like to find out how things work	I like my work to be fun	I pay attention to detail	I like to do written work	
F	I like to have something to show for my efforts	I like my work to be about people	I like to get things right	I organise my studies carefully	
	Red Total	Blue Total	Green Total	Yellow Total	0

Once the questions are answered and the figures for each colour added up, you will be able to produce a “Predilection kite” similar to the one shown above.

In order to reflect this back to the students, in the spirit of Assessment for Learning, you might consider the grid of characteristics that are summarised by Paul Ginnis in his book “The Teacher’s Toolkit”.

### Yellow

- You like reading
- You are happy to work alone
- You like to find things out from books, talks and other sources
- You weigh up different ideas
- You are keen to do written work
- You organise your studies carefully



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### Red

- You like to be given problems to solve
- You like to work out answers for yourself
- You have lots of ideas
- You like to try out ideas even when others think they are odd
- You like to find out how things work
- You like to have something to show for your efforts

### Green

- You like to do practical work
- You like to be told exactly what to do
- You like to tackle things one step at a time
- You like to be organised
- You pay attention to detail
- You like to get things right

### Blue

- You like to talk things through with people
- You use your imagination a lot
- You understand how people feel
- You like to use drama, art and music
- You like your work to be fun
- You like your work to be about people

## How do you use all of this information ?

Assuming that you have carried out some or all of the tests given in this guide and that you now possess a profile of the preferred learning styles of each student in your class, what will you do with the information?

### Caveats

Before answering this, It is important to ask the prior question whether it is actually desirable to test the students' learning styles in the first place. Care needs to be taken when using such information because the results are not

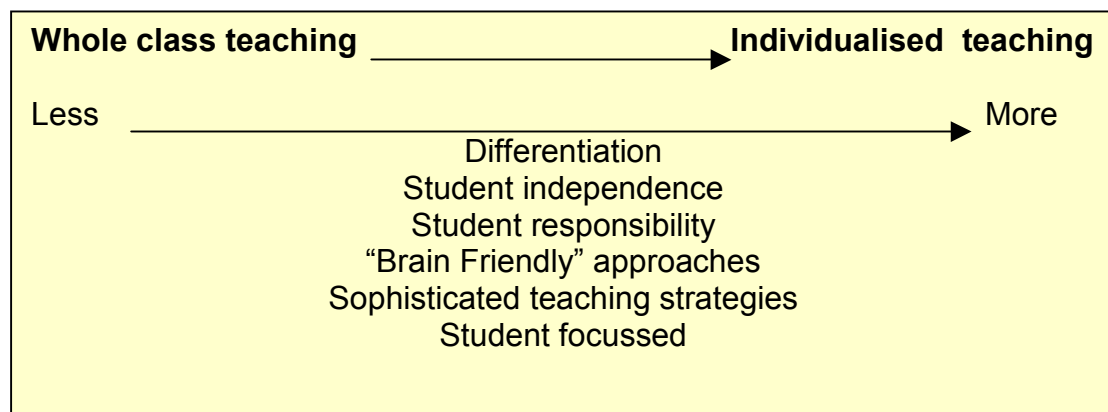
necessarily totally reliable. They may change on environmental factors such as the time of day or year, or the place associated with the test. Even which teacher carries out the test can have an influence. In addition to this you will need to consider the extent to which a student is answering as they truly feel or as they think the teacher wants as the “right” answer.

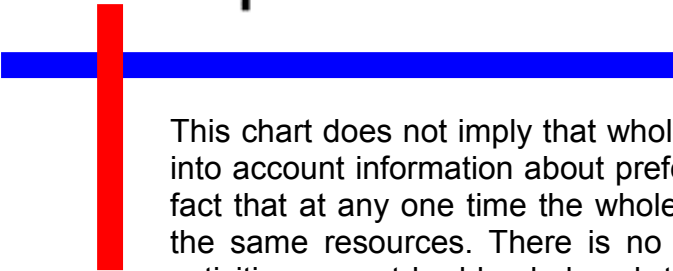
These tests are generic and based on a sometimes overly adult concept of language. They may not be fully understood by students in the same way as they are to us as teachers. Equally the questions may only be scratching the surface of the issue. A deeper, more sophisticated questionnaire with a wider range of questions seeking a fuller picture and including control questions might give a more detailed picture, but could have a greater cost in terms of the students willingness to undertake inevitably longer and more searching tests.

The final caveat is that of labelling students. Once you have tested then with a simple diagnostic test, it is tempting to consider them from that moment on as a “Visual” or an “Abstract Sequential” learner. This labelling could lead to an over dependence on a narrow range of activities for some students.

### Using the information in planning a scheme of work

There are a number of ways in which the information included in a student profile of preferred learning style. The way that I am going to ask you to consider this is in the context of recent pressure to “personalise” the curriculum and move away from whole class teaching. If we consider these two ideas to be ends of a spectrum then we have a simple structure for analysing how we can build the information on learning styles into your teaching, and for considering the implications of doing so.





This chart does not imply that whole class teaching does not nor cannot take into account information about preferred learning styles. It merely reflects the fact that at any one time the whole class is given the same tasks to do with the same resources. There is no reason why over a period of time these activities cannot be blended such that they contain enough variety of activity to meet a range of different needs amongst students.

There are a number of steps along this continuum that give an indication of how an individual teacher can plan their curriculum in such a way that they are both able to include a range of activities catering for different learning styles, but at the same time allowing the teacher to feel in control of the class if that is how they feel most comfortable. For teachers who feel more confident in giving the responsibility to the students for large parts of the decision making over what activities are carried out, then there are means to do this that would allow greater control over the type of learning style used by the student.

Moving from the left hand – whole class – end of the spectrum we might see the following types of organisation of the scheme of work.

- **Planning for variety over time**

Using this approach, a teacher would still teach as a whole class activity, but the nature of that activity would vary over a period of time such that it works to cover the preferences of all the different types of learners in the class. This might be related to a balance that is “balanced and neutral” in the sense that it has equal bias towards each of the learning styles. Of course, armed with a set of student profiles that will vary from class to class, a teacher is better able to produce a set of activities that reflect the patterns of learning preferences amongst the students in the class. This may well vary from year to year.

In such an approach it is important that the range of learning style catered for is recorded in some detail. Without this there is always going to be the temptation to fall back on the traditional teaching strategies that the teacher may be more at home with, but which might not reflect well the way in which the students learn best.

- **Core plus extension**

This approach builds a little more differentiation into the scheme of work. Although it shares the same basic idea as simply planning over a period of

time, it has the added feature that once the students complete a core task they are able to either choose or be allocated a further task which could be differentiated according to their need. Often this different need is determined by a generic notion of “ability” but of course it can just as easily provide differentiation according to preferred learning styles. Either way it allows greater flexibility in terms of putting a wider range of activity to reflect learning styles.

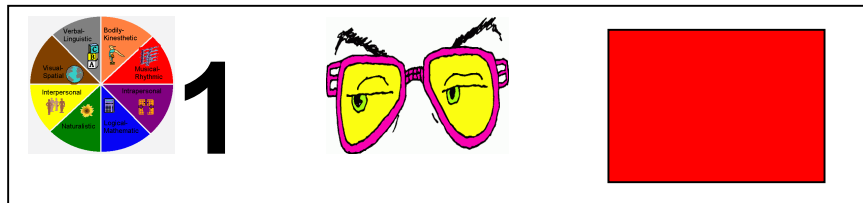
This kind of approach has a variety of degrees of sophistication in terms of how structured is the organisation of differentiation. It might be simply ad hoc decisions, but it is often carried out in terms of grouping students so that they know the level of extension work to complete. Often this is broad ability groups, but it could be by means of colour groups to reflect Gregorc’s predilections, or groups according to their VAK preferences. This sort of system usually makes recording the balance of learning style activities within the scheme of work easier.

- **Carousel**

This type of organisation allows for a mix of whole class teaching with a wider range of more individualised learning. Essentially it involves having a number of possible ways to meet the learning objectives in any one lesson. The students do not work on the same activity, but work in groups on one of them at a time. After a fixed time period the groups move around the circuit of activity. This ensures that there is variety within each topic in the scheme of work.

If there are more activities than any single student is to be asked to complete, then it is possible to allow an element of choice into the picture. This is more of a move towards a “Menu” type of approach. It is possible for the activities each to meet all of the requirements of the learning in the topic. In this case the students would be able to choose the way they prefer to reach that set of learning objectives. If the activities are coded according to learning style in some way, then the students would be able to take responsibility for building on their profile of learning styles.

For example, each activity could be given a card with three different symbolic descriptions to show the learning style that it best caters for. Such a card could look like the one below.



This card would signify that this activity was for those students whose profile was biased towards the first Multiple Intelligence type ( say Linguistic ). It would be useful for those with a visual learning preference and those with a RED predilection ( i.e. a concrete sequential learner ). This information would allow each student to find the activity that best suited their personal learning styles profile and would mean them taking much more responsibility for their own learning.

- **Personalised Learning Plans**

This approach would mean that each student would study a copy of the scheme of work and in doing so identify the pattern of activities that would suit their style. This would be then presented to the teacher for negotiation and agreement. Once this has been agreed it is them the responsibility of each individual student to work their way through the activities on their personalised plan and to monitor their progress. The teacher's role would be to move around the group ensuring that students are keeping to schedule and offering advice and support where the task is not going well. It is a big move away from the teacher led classroom.

If this system is to work effectively then the teacher must make sure that the various methods for attaining the learning objectives in the scheme of work are clearly marked in such a way that students are able to relate the to their learning profile. This could be by means of a simple symbolic code, similar to the cards used in the previous section.

The system will also require a clear and easy to view sheet for recording the agreed personalised learning plan for any topic. This should contain

- a description of the learning outcomes
- a description of the activities to be undertaken
- a statement on how the work is to be presented
- assessment process
- timescales, including interim deadlines

- **Individualised learning**

This is the step on from the Personalised Learning Plans. It is a totally student centred approach in which the student decides how they are going to meet the learning objectives. They do not choose from any list, they have a totally free choice of both the activities and the resources. The teacher is their guide, not their instructor. Students have to take on not only the responsibility for their work, but also the behaviour within the class, which is much less under the control of the teacher.

This may seem a sixties “hippyish” type of approach, but it is actually a lot more widely used than you may at first realise. Whilst there are few situations where this would be applied to a whole course, it is a common approach when considering project work for GCSE or within GNVQ courses. At a higher level, it is of course the method of choice at many of our more academic universities.

### **Balance**

These approaches are here to demonstrate a set of possible interpretations of how to deal with the issues raised by the whole class – personalised learning spectrum. They are not exhaustive. Neither are they intended to be either/or approaches. A teacher is likely to blend the various types of approach to create a balance that suits their own style and confidence with the varied learning preferences of the students in the class.

## **Conclusion**

This very brief guide is intended as a practical introduction to the notion of preferred learning styles. It aims to briefly describe what the three main classifications used are all about and then provide a simple diagnostic test for each of them. All of the tests are intended to be simple to administer and are available free for use with Excel – a programme that will be available to most teachers on school networks. They are written to be answered by students with little teacher involvement and so could be administered with little extra effort. For those without access to ICT systems then the paper versions have been included.

It is not a lot of use providing people with information without giving an indication of how that information can be effectively used. In this guide this takes the form of descriptions of the main implications of each learning style



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and identifies in general terms the types of activities that would best cater for each. This is clearly only scratching the surface. To make more effective use of the information the tests provide it would be necessary to have access to a much larger set of teaching ideas. To provide this is not the function of this introductory guide. In order to meet this requirement the following options are suggested.

- Become a member of the Response Education website (free) and then get access to the much wider range of lesson ideas available for download
- Become a member of the Response Education website (free) and join the community of teachers working to develop the learning style approach and swap ideas, brainstorm suggestion and seek specific help through the bulletin and message boards
- Arrange for a response Education workshop for students and/or staff to extend the contents of this guide
- Arrange for response Education to work on a consultative basis within the school, or a section or department of it
- Establish an in house support group – a focussed teaching and Learning group.

## Marking and Interpreting the Test Results

There are three tests provided with this guide. Each of them is available for interactive use on a computer, but in this final section we show how to mark and interpret the results of these tests.

Question	TYPE of Intelligence
1  am good at working with objects	5
2  have a good sense of direction	3
3  can always sort out arguments between my friends	6
4  can remember the words to most songs	4
5  can explain hard things to other people	1
6  always do things one step at a time	2
7  really know myself and what I am like	7
8  enjoy parties and social events	6
9  like pets	8
10  learn well from the teacher explaining	10
11  My mood changes when I listen to music	4
12  like puzzles, crosswords and logical problems	2
13  like to learn from charts and pictures	3
14  know when other people are in a bad mood	6
15  learn best when I have to get up and do it myself	5
16  need to see things work before I can understand how they work	7
17  litter really bugs me	8
18  like to work and think in private	7
19  can pick out the different instruments in a piece of music	4
20  can picture scenes in my mind	3
21  know lots of words	1
22  like to take notes when I am doing something new	1
23  have a good sense of balance and like P.E.	5
24  can pick out patterns in things quite quickly	2
25  am good at recognising plants and trees	8
26  in teams I co-operate with others and help others	6
27  am observant and see things other people miss	3
28  get restless easily	5
29  prefer the countryside to the town	8
30  enjoy working alone in class	7
31  like to make music	4
32  am good with numbers	2

**Scoring key:**

1 = Linguistic

3 = Spatial

5 = kinesthetic

7 = Intrapersonal

2 = Logical/mathematical

4 = Musical

6 = Interpersonal

8 = Naturalistic

For each thing to learn,  
say how you would be . . .

MOST likely to do it	3pts
MIGHT do it	2pts
LEAST likely to do it	1pt

Thing to Learn	How I would Learn it	Points
1. Times Tables	Cover and picture it	V
	say the table out loud	A
	add the numbers on your fingers	K
2. Spelling a new word	Write it down a few times	K
	"see" it in your head	V
	say each letter out loud	A
3. A Foreign word	repeat it aloud to yourself	A
	Write it down a few times	K
	look at a picture next to the word	V
4. A Historical fact	watch a video	V
	listen to someone explaining what happened	A
	act out what happened by role play	K
5. How a Clock works	take it apart and try to put it together again	K
	look at a diagram or picture	V
	listen to someone telling you about it	A
6. A story	tell it to someone else	A
	draw pictures/ cartoons about it	K
	imagine it in your head	V
7. A new sport	watch a demonstration	V
	listen to instructions from the coach	A
	do it	K
8. A new gymnastic move	let the coach support you	K
	look at photos/diagrams of the move	V
	discuss the move with someone else who can do it	A
9. Using a new workshop tool	listen to someone explain to you how to use it	A
	have a go at using it yourself	K
	watch someone else using it first	V
10. Making a cake	read a recipe	V
	listen to someone telling you instructions	A
	try to make it yourself straight off	K
11. Counting in French	sing the words	A
	look at cards / pictures	V
	play French Bingo	K
12. How the eye works	listen to a doctor explain it to you	A
	make a model of it	K
	look at diagrams of it	V

Take each line ( A to F ) and decide which one suits you best. Give that a score of 4 in the box next to that statement.

Give the one that suits you next best a score of 3. The next one gets 2 and the one least like you gets a score of 1.

A	I like to be give problems to solve	I like to talk things through with people	I like to do practical work	I like reading	
B	I like to work answers out for myself	I use my imagination a lot	I like to be told exactly what to do	I am happy to work alone	
C	I have a lot of ideas	I understand how people feel	I like to take things one step at a time	I like to find things out from books etc	
D	I like to try out ideas, even if people think they are odd	I like to use drama, art and music	I like to be organised	I weigh up different ideas	
E	I like to find out how things work	I like my work to be fun	I pay attention to detail	I like to do written work	
F	I like to have something to show for my efforts	I like my work to be about people	I like to get things right	I organise my studies carefully	
	Red Total	Blue Total	Green Total	Yellow Total	0

This test is simply a matter of adding the totals for each colour column. The colours then refer to the learning predilections as follows :-

- Red = concrete sequential
- Blue = abstract sequential
- Yellow = concrete random
- Green = abstract random