



Learning Style Analysis™

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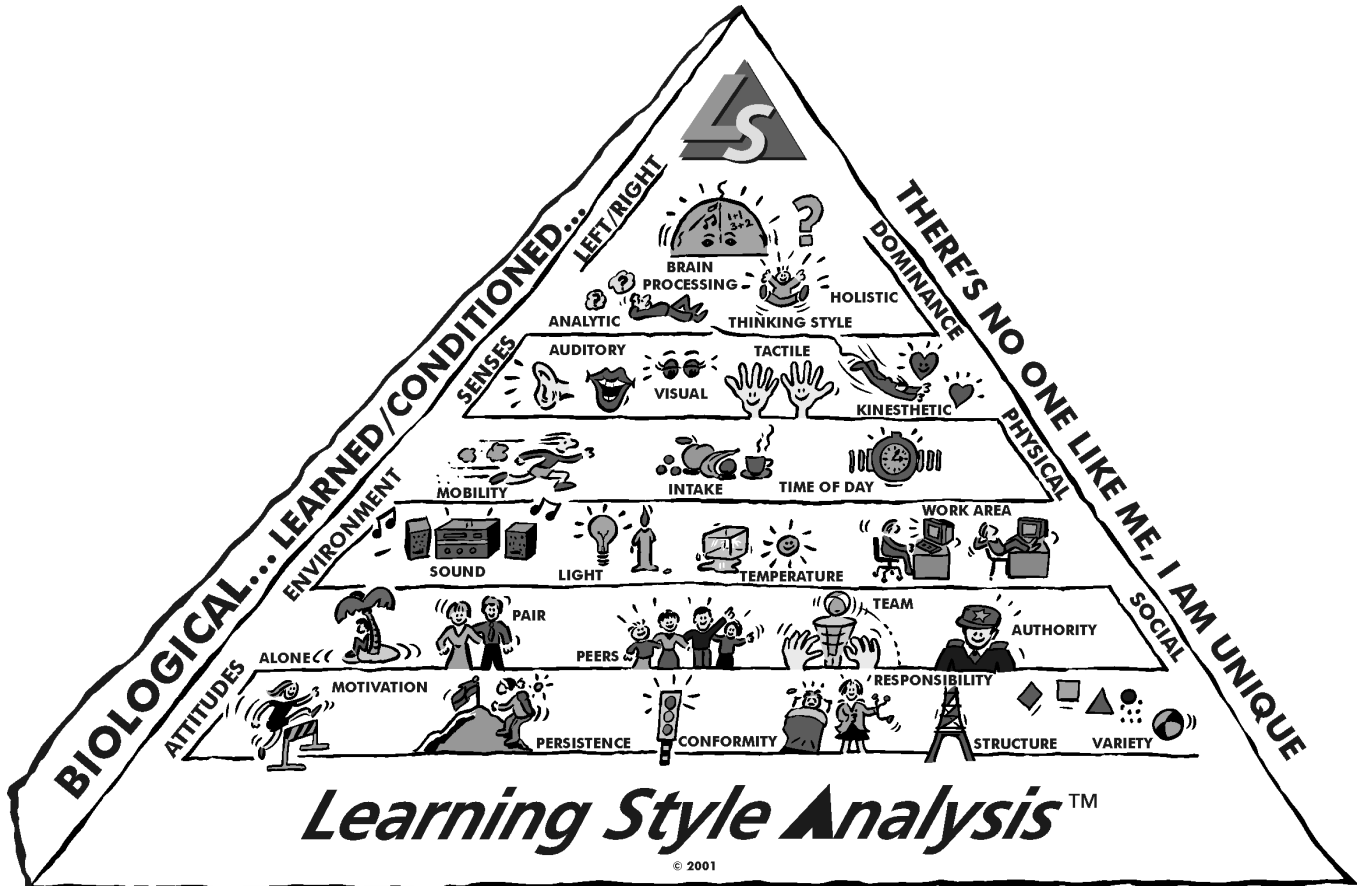
LSA-Adult

Personal Profile

for

Mary Tester

Entered: Wednesday, 13 October 2004



How to make the best use of your LSA results:

1

Look closely at your Preferences and Non-preferences on Page 2 in your Profile Summary. Apply them when you learn something new and/or difficult.

2

Find out how flexible you are from the graphs on Pages 3 & 4. Your flexibility is an additional strength in your learning style, useful in difficult situations.

3

Follow the Guidelines in your LSA Report to enhance your study skills and know what to avoid when you have to learn something new and/or difficult.

4

Please note: If you cannot have your style needs matched all the time, look for things you can do to make studying easier and more successful for you.

For more information please contact:

Technology Based Solutions www.askTBS.com 888.783.2283

Profile Summary

Mary, when your personal preferences are matched in the school and home environment where you study, they become your strengths and will improve your academic performance. However, your non-preferences will become your weaknesses when you have to use them over longer periods of time. The result can be concentration problems, low motivation, and learning difficulties. True style matches always lead to true learning success!

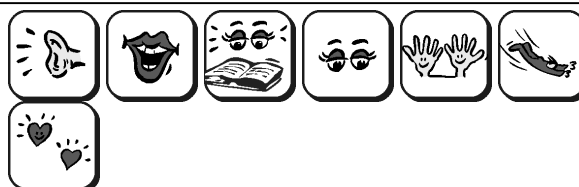
Key elements of my learning style when I have to learn something NEW and/or DIFFICULT:

My Preferences: (how I learn best)

BRAIN DOMINANCE: simultaneous, reflective



SENSORY MODALITIES: auditory (hearing), auditory (external), visual (words), visual (external), tactile (touching), kinesthetic (external), kinesthetic (internal)



PHYSICAL NEEDS: movement needed, intake, early morning, afternoon



ENVIRONMENT: bright light, formal study area



SOCIAL:

none

ATTITUDES: low responsibility, self-directed



My Non-Preferences: (what I need to avoid when learning something difficult)

BRAIN DOMINANCE: spontaneous



SENSORY MODALITIES:

none

PHYSICAL NEEDS: stationary, no intake



ENVIRONMENT: sound/noise/music, low light, informal/comfortable study area



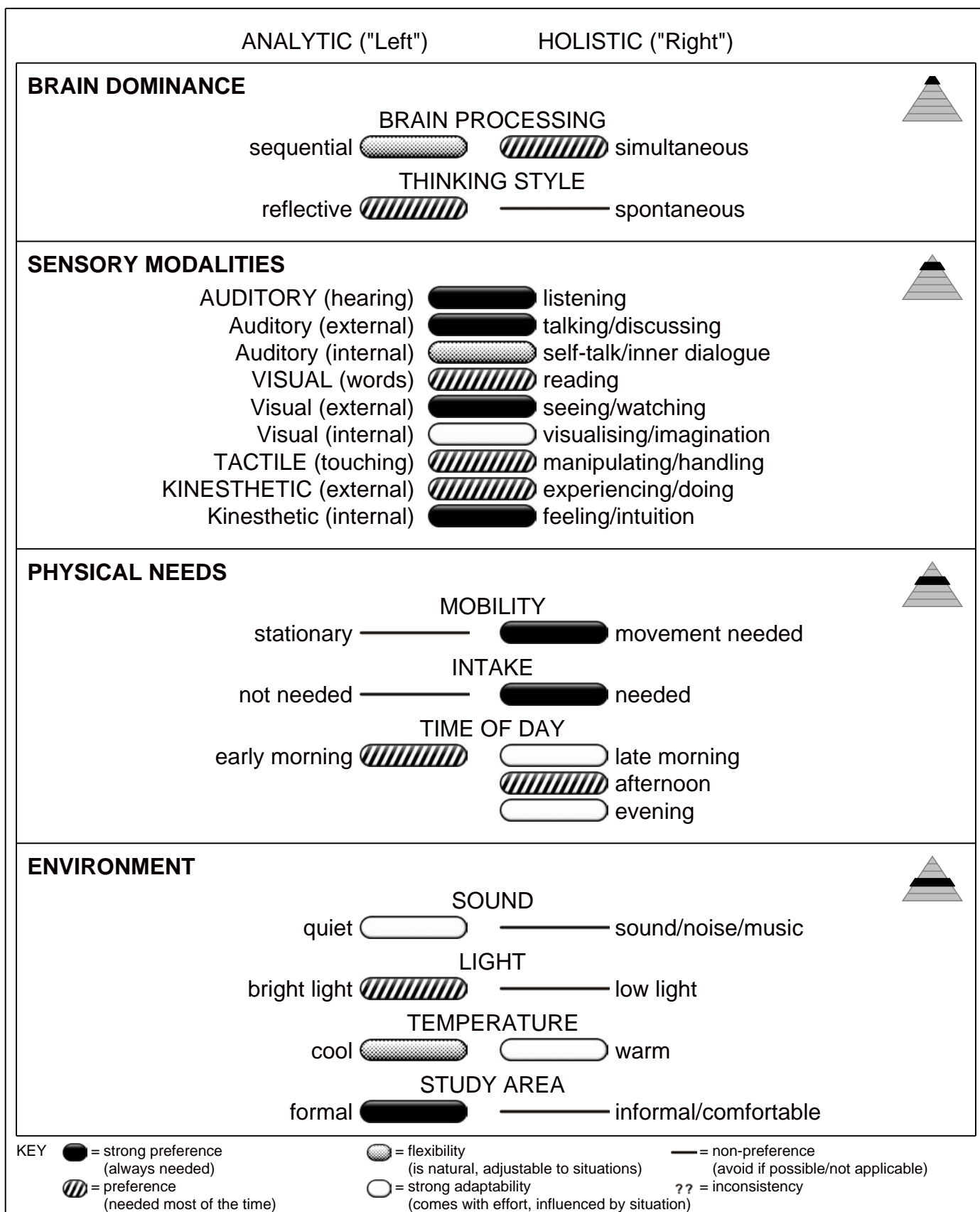
SOCIAL: supervised



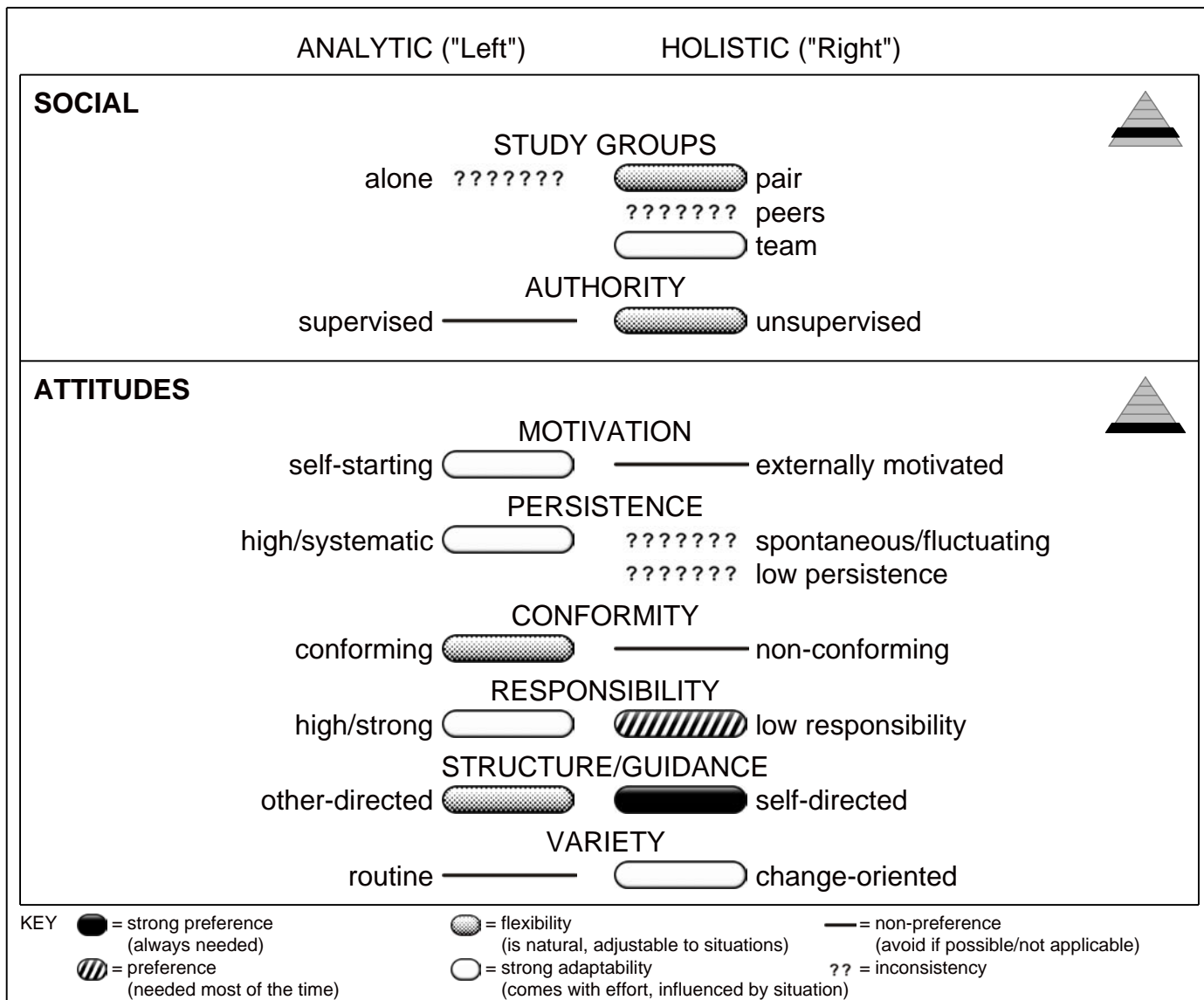
ATTITUDES: externally motivated, non-conforming, routine



Graph 1. Biologically Based Elements



Graph 2. Conditioned/Learned Elements



DIFFERENCES BETWEEN BIOLOGICAL & LEARNED ELEMENTS:

The results on Page 3 represent your biological needs when concentrating, reading a study text or learn something new and/or difficult.

Preferences and non-preferences in these areas are usually hard to change and remain mostly stable later over a life time.

When non-preferences are mismatched over a longer period of time, they will have a negative effect on your learning motivation, persistence and overall learning attitudes.

For lasting learning success, make sure that your preferences are being matched most of the time.

The results on Page 4 reveal your conditioning. They show with whom you learn best and what your attitudes are when you find yourself in new and/or difficult learning situations.

These elements are not stable in your profile and can change quite rapidly. This usually happens when there are changes going on inside yourself or in the world around you.











To be successful in your studies it is very important that you develop positive learning attitudes and always give your best because your preferences become your strengths when you use them wisely.

Graph 3. Learning Style Tendencies

Compare this result with your Left/Right Brain Dominance graph on page 2

If your results show a natural fit, i.e. analytic/left brain preferences in both graphs, or holistic/right brain preferences in both, you will experience not much stress or mismatch between your Brain Dominance and your overall Learning Style Tendencies.

However, if you have **analytic preferences** in the graph below and **right brain preferences** on Page 3 (or vice versa), you will most likely experience a mismatch between the way you have to study and the way you think and/or would like to learn and do your studies. Such a combination almost always leads to stress, frustration, disillusionment and loss of motivation; it should be resolved rather sooner than later for your own benefit.

ANALYTIC ("Left")	HOLISTIC ("Right")
quiet 	sound/noise/music 
bright light 	low light 
formal study area 	informal study area 
high persistence 	???????? low persistence 
no/low intake 	 intake needed

Three or more of the following elements: preferring quiet, bright light, formal work area, high persistence (to complete tasks without interruptions) and low need for intake tend to suggest an ANALYTICAL (sequential) processing style. On the other hand, preferring sound, soft lighting, informal work area, low persistence (completing tasks in spurts while working on multiple tasks simultaneously) and need for intake suggest a GLOBAL/HOLISTIC (simultaneous) processing style (Bruno, 1988; Dunn, Cavanaugh, Eberle, and Zenhausern, 1982).

Recommendations

FOR YOURSELF:

To enhance your study skills, follow the suggestions in your LSA Report and monitor your own learning success. To achieve overall improvement in learning and study situations, please share and discuss your LSA results with your teachers, tutors or lecturers where appropriate. Make sure that your learning needs are met whenever possible, in class and at home studies.

FOR YOUR TEACHERS, TUTORS and LECTURERS:

Please help your students to analyse their profiles and discuss their personal learning style, particularly their preferences and non-preferences.

Find out which areas of mismatch between the teaching styles used at your school or institution and the learning needs of your students could be the reason for frustration, poor concentration, lack of learning motivation, stress and boredom.

Be aware that style mismatches almost always lead to learning difficulties, low self esteem and underachievement.

FOR THE PEOPLE IN YOUR FAMILY: (if applicable)

To help improve Mary's concentration, study skills, learning abilities, motivation and learning attitudes of this student, please follow the suggestions in her LSA Report closely.

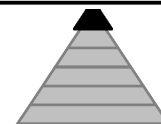
Pay particular attention to her preferences and non-preferences when she has to learn something new and/or difficult.

Whenever possible, provide the necessary learning environment at home, accept her unique style, and support Mary's true learning needs.

PERSONAL REPORT AND STUDY GUIDELINES

The following Report contains a detailed interpretation of your results shown in the graphs on Pages 3 & 4. If you act on the recommendations in your personal LSA report, you will not only enhance your learning abilities and problem solving skills, but also improve your academic achievement.

BRAIN DOMINANCE



The categories in this graph are arranged in two groups: **ANALYTIC** (indicating a "left-brain" dominance) consisting of sequential/reflective style elements and **HOLISTIC** (indicating a "right-brain" dominance) consisting of simultaneous/impulsive style elements. Preferences or strong preferences in any of these elements indicate the natural ability of using different thought processes and/or a particular, natural style of thinking.

Flexibilities within any of the two categories indicate that the person finds it easy to switch between the two modes if necessary.

High scores in both, left and right hemispheres (preferences and strong preferences), indicate that this person is highly integrated in using mental techniques, utilising both brain hemispheres equally strongly at any given time.

BRAIN PROCESSING:

You are quite flexible in your brain processing style. Whether you use a more creative, holistic approach depends on the purpose of the learning task, with whom you do it, and for what reasons. Although you can be quite logical and analytical, you tend to use your simultaneous, right-brain processing style more often than not. This gives you the advantage of being flexible in adverse study situations. When necessary and/or you are interested, you can handle various study projects quite easily at the same time.

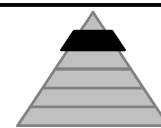
THINKING STYLE:

You are a more reflective thinker. You function best when you have time to think, contemplate, and rethink. Sometimes others might consider your response to problems or new study situations as slow, but when you come up with an answer or solution it is usually well thought-through and based on in-depth analysis. Try to avoid situations where you have to make quick decisions; this could cause stress and your thinking process and concentration might suffer. Moderate change, time to adjust and a steady pace in your learning assignments would most likely suit your thinking style.

BRAIN PROCESSING - THINKING STYLE (combination):

Your strong flexibility between simultaneous, more right-brain style and reflective, more sequential style of brain processing and thinking is a definite strength especially in complex, difficult study situations and will usually help you in learning, solving problems and taking in new and difficult information. When you are interested in a study topic your ability to reflect and to handle problems simultaneously definitely increases.

SENSORY MODALITIES



This part of the graph describes through which **SENSES** a person prefers/does not prefer to take in new and difficult information; it also indicates someone's 'Sensory Learning Style' in auditory, visual, tactile and kinesthetic modes.

The more dark areas (preferences and strong preferences) someone has, the easier it is for this person to absorb new information. People with **preferences and/or strong preferences in all areas**, are often called 'brain-gifted'.

If the result shows **mainly flexibilities/adaptabilities**, the person might find it difficult to concentrate when not interested and needs to be **motivated** to absorb and retain new information. A multi-sensory approach is therefore a must for successful learning outcomes!

AUDITORY (hearing):

You find it very easy to learn by listening, and clearly remember things you hear. You may be able to concentrate and recall people's voices and reconstruct much of what was said. You learn well from lectures, discussions, and from precise oral directions or instructions. Make sure that tapes, radio, stereo, TV and videotapes are used in your learning and that your study techniques are based on your strong listening preferences.

AUDITORY (external - talking/discussing):

You are a talker! When you learn, study or concentrate you really need to interact verbally with people. Talking about issues and discussing ideas - course related or not - definitely switches you on. Rather than just reading about a new topic, you often like to talk about it. Your understanding increases when you can discuss the content with other people and your memory improves when you can explain difficult learning concepts to someone else. One could even say that talking is also very important for your well-being. If you have no-one to talk to you might find it harder to solve problems or sort out complex learning situations. For planning your studies it is important to consider courses which have a high component of communication, interaction and people involvement.

AUDITORY (internal - talking):

You are quite flexible when it comes to using self talk. Sometimes you will have inner conversations going on about difficult study concepts but other times you might like to use your other senses - visual, tactile, kinesthetic - for creating long term memory or finding solutions to complex learning problems. You are able to use inner dialogues when you are interested and you can switch to other modalities when necessary.

VISUAL (words):

You prefer seeing words written or in print when you study. You remember well what you read and you probably like reading a lot. Your understanding of the study topic or issue is enhanced when you can read about it. You will often take notes while listening to lectures so that you are able to read them later. You can work well on written assignments or study projects with clear written instructions and precise text passages.

VISUAL (external - watching):

You have a strong preference for seeing/watching/observing and you probably love movies. Looking at works of art or things of beauty might quite excite you and your visual sense is probably very important to you. Your understanding of a study text increases when pictures, diagrams and/or drawings are included. Rather than reading text passages you often just like to look at the pictures. To enhance your learning, you could use colours, pictures, magazines, films, mind maps and written materials with pictures and graphs. Observation might be another good way for you to take in new and difficult information. For planning your studies, it is important that you choose courses/subjects that have a high component of visual input - architecture or graphic design may be of interest to you.

VISUAL (internal - visualising):

You are very adaptable when it comes to information intake through creating mental pictures and visualising. Your memory improves considerably when you find the content or the learning task interesting and when it sparks your imagination. But when it's boring, the information just by-passes you and you might find it difficult to remember. In such situations you can easily slip into daydreaming and forget about learning! Make sure that you use your other senses (auditory, tactile or kinesthetic) for reinforcement of study content.

TACTILE (touching):

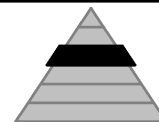
You like to involve your hands when it comes to information intake. You often take notes during lectures or when you are reading something new or difficult. If you can't use your hands in note-taking, doodling or similar activities when listening, you might find it difficult to concentrate. Particularly under stress, when you have to listen a lot or when you are bored, impatient or frustrated, you tend to fiddle. To improve your memory use hands-on techniques and touchable or movable learning resources in your studies such as Koosh balls, learning style tools, models, and other real objects. You are probably quite skilled with your hands and when planning your studies it might be important to consider courses with hands-on content.

KINESTHETIC (external - doing):

You have a preference for practical learning or study assignments. You like being active and involved, and you learn best by doing or experiencing. You might be regularly involved in sports activities and usually you have a high energy level although your movements might not be very fast. Your understanding is greatly enhanced through practical experience, visits, projects, physical activity or involvement in real situations. Try walking back and forth when studying or thinking and even your reading will benefit from moving or stretching your body.

KINESTHETIC (internal - feeling):

You are a true feeling person! You strongly rely on your 'gut feeling' in whatever you do and intuition is a much stronger factor than logic when you make study decisions or solve learning problems. You tend to trust your instincts more than your rational thinking. If you don't feel good about an assignment or learning task, your motivation usually goes down and your interest disappears. In study situations it is very important for you to feel positive otherwise you will find it difficult to concentrate and remember. To improve your study skills and to keep up your spirits make sure you like what you are learning and the way you go about it.

PHYSICAL NEEDS


This part of the graph describes how important someone's **PHYSICAL NEEDS** like mobility, need for intake and time of day preferences are for concentration and information intake, and how these can strongly influence a person's study performance.

Preferences for sitting still while studying, no need for intake and early morning preferences indicate a strong correlation with a more **analytic** learning style, whereas a need for movement and intake as well as late morning, afternoon and evening time preferences, indicate a strong correlation with a more **holistic** style. It is however possible that years of conditioning in a traditional school system can often change/override natural (biological) needs and make the person less effective in their study skills.

Contemplate the physical needs in your profile carefully, analyse your study situation, compare what is not matched and consider necessary changes. A continued mismatch in these areas can lead to frustration, lack of concentration, tiredness, and burn-out, resulting in high stress levels and decreased academic performance.

MOBILITY:

You find it very difficult to sit still for long periods of time, and lengthy lectures or classes can be deadly for you. Your concentration improves and your brain seems to function better when you can move your body. You have a strong need to change your body posture frequently, you often tap your fingers or feet and/or tend to pace up and down while concentrating, listening, studying and learning. Even when you read it might be beneficial for your concentration to move your body. When you are bored, frustrated and stressed out, or have to listen for lengthy periods of time, you might fidget even more and can become very restless. For improved concentration make sure that you often stand up and stretch, walk around, take a break, and then return to your learning task or integrate movements into your learning sessions or studies.

NEED FOR INTAKE:

(Attention: If you are a non-smoker please disregard the comments about smoking - they do not apply to you!)

Whenever you concentrate, learn, read or study you constantly need something to eat, nibble, chew or drink (you might also smoke a lot, especially under stress). Your strong need for intake makes it hard for you to go even for short periods without something to eat or drink. If you have nothing to eat, you will often chew on your pen or have chewing gum. It is important for you that you have plenty of opportunities to eat nutritious foods and snacks or have drinks of water when you read study texts, concentrate, learn or study. Just watch out what you eat and how much, because particularly under stress you might not be aware of the amounts you take in (or if you are a smoker, how many cigarettes you smoke)!

TIME OF DAY: early morning

You are an early bird! The early morning hours are the best time for you to concentrate and study. At that time you are alert and can think clearly, and it would be best to do all your difficult study tasks before 10 am. For better recall choose morning lectures and courses if possible and do your exam preparation at that time as well.

TIME OF DAY: late morning

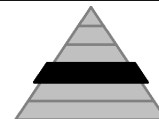
You are very flexible as far as the late morning hours go. If you are interested in the topic and have to do a difficult study assignment, you can do it quite well although this is not necessarily your best time of day and it might also cost you some energy. For reducing stress, make sure you do the most demanding study sessions and exam preparation at your preferred time of day.

TIME OF DAY: afternoon

You rather prefer the afternoon hours for dealing with difficult learning tasks and you can concentrate well between 2.00pm and 6.00 pm. Make sure that you schedule study times, important learning tasks and/or complicated assignments for the afternoon hours. Exam preparations and exams would also be most beneficial after lunch.

TIME OF DAY: evening

You are very flexible as far as the evening hours go. If you are interested in a learning task you can do it quite well in the evening although this is not necessarily your best time of day and it might also cost you some energy. For reducing stress, make sure you do the most demanding study tasks and exam preparations at your preferred time of day.

ENVIRONMENT


This part of the graph shows in which combination someone can function best under the **ENVIRONMENTAL CONDITIONS** of sound, light, temperature and work/study area. Preferences for a quiet, brightly lit, cool and formal study area indicate a strong correlation with a more **analytic** learning style, whereas a need for sound, low light, warm temperatures and informal study area indicate a strong correlation with a more **holistic** style.

However, years of conditioning can often change/overrule natural (biological) needs and make the person less effective in their academic performance. The mismatch of environmental needs with study conditions can ultimately lead to severe stress, burnout and even giving up studying.

The more flexibilities/adaptabilities someone's profile shows, the easier it will be for this person to adjust to changing conditions in the learning environment.

Compare the physical needs in your profile carefully, analyse your current study situation, identify what is not matched and consider necessary changes. A continued mismatch in these areas almost always leads to frustration, lack of concentration, tiredness, and burn-out, resulting in high stress levels and decreased academic performance.

SOUND:

Your need for sound while concentrating or learning is dependent on what you are doing but you prefer your environment to be more quiet than noisy. Although you don't need it always to be quiet during your learning or study time, you don't always like background music or constant noises in your environment either. However, when you are really interested in a learning task you can study under any sound conditions.

LIGHT:

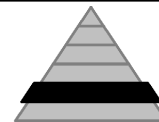
You like light, and often learn/read with all the lights on in your study area or classroom. Your concentration may improve when you can study in good lighting conditions. Always work under adequate illumination, use desk lamps, sit near windows, or take your learning tasks outside, if possible.

TEMPERATURE:

The learning task in general and other learning conditions are more important for you than temperature in your study area. You are very flexible as far as temperature is concerned and you are more affected by what you are doing, by the season, and how you feel overall. Your temperature needs fluctuate depending on the situation and do not influence your performance because you are highly adaptable to varying temperature conditions.

STUDY AREA:

You have a strong preference for learning or studying in a very formal environment. Your concentration is best when you can sit upright at a desk or table. Avoid lying down or stretching out on soft furniture when you have to tackle difficult tasks - you might fall asleep rather quickly! Formal study areas keep you awake and alert and traditional classroom set-ups with desks and chairs usually will help you learn better.

SOCIAL


The categories in this graph are arranged in two groups: **WORKING GROUPS** and **AUTHORITY**. Preferences in working alone and under supervision indicate a more solitary, **analytic** style, and a preference for working with people (in a pair, with peers or in a team) and unsupervised indicate a more people-oriented, **holistic** learning style.

How a person reacts to authority figures, and with whom someone prefers to interact, often determines their academic performance and study satisfaction on a daily basis. Check your report for your best combinations and consider how you can alter your situation if necessary.

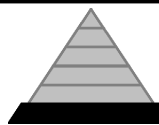
STUDY/LEARNING GROUPS:

Your responses are contradictory and research with this instrument has shown there are several reasons for this:

- you have probably overlooked something or an error was made transferring the results onto the response sheet or entering them into the computer programme; or
- you might have changed your focus while answering this part of the questionnaire, not exclusively thinking about new and/or difficult learning or studying situations; or
- there might be changes going on around you which are beyond your control; or
- you personally could be going through a transition/change period which often results in some form of inner confusion which can lead to contradictions in answering the questions.

AUTHORITY:

You are quite flexible when it comes to learning with a team leader, tutor or supervisor. However, you probably prefer not to have an authority figure too close by, even when you are learning something new and difficult. To be most effective make sure you get sufficient feed-back, or just the amount of supervision you need.

ATTITUDES


This part of the graph describes a person's attitudes in the following areas:

- MOTIVATION:** whether someone is highly internally motivated for studying because they are interested and love learning, or are more influenced by external conditions like recognition, certificates, diplomas or career prospects.
- PERSISTENCE:** how someone is willing and able to follow through with learning tasks, particularly when they find them difficult or not very interesting; show spontaneous persistence when they are interested, or cannot follow through and show low persistence.
- CONFORMITY:** how someone responds to rules and regulations imposed by their teachers, study prescriptions or institutional structure. This can be interpreted how well a person "fits in" or how non-conforming someone can become when existing requirements of 'the system' do not appeal.
- RESPONSIBILITY:** how someone carries out study duties, even when they might not always be easy or to their particular liking.
- STRUCTURE:** whether someone needs guidance/instructions from others or is more self-directed and can follow their own directions in carrying out their learning tasks.
- VARIETY:** whether someone enjoys change (and/or variety) and wants that in learning or does not like it; rather resists it and/or fears it, but also indicates how a person can handle routine.

Please note:

These elements seem to be learned, not biologically or genetically determined, and they are usually influenced by general conditioning, past learning experiences and a person's current study environment. That's why it is possible - although not always easy - to change attitudes either with will power or by changing one's beliefs or circumstances.

Many of these elements and their opposing qualities can create inner tensions and/or external conflicts. This occurs when they do not correlate with typical **analytic features** required by current education systems (self-starting, high persistence, conforming, strong responsibility, needing structure and wanting routine) or reveal strong **holistic tendencies** (externally motivated, fluctuating/low persistence, non-conforming, low responsibility, self-structuring and change oriented). These are attitudes not always welcome in educational institutions. It is important to realise that the stronger analytical preferences are, the less conflict with 'the system' a person generally experiences, but the stronger holistic tendencies are, the more conflict a person will experience with 'the system' and the harder it will be to 'fit in'.

A mismatch in these areas over longer periods of time always leads to frustration, stress, under-performance and burnout. If such a negative situation cannot be resolved, the person develops a strong desire to quit courses or give up studying altogether, and if this is not possible, the result can be dis-illusionment, or in the worst case, nervous break-downs or even physical illness.

MOTIVATION:

Your learning motivation often depends on what you are supposed to do or learn and on the circumstances. You usually 'turn on' to assignments or learning tasks with enthusiasm but can also lose interest quite quickly. When you are not interested, your motivation goes down although you usually try hard to keep it up. For you to be successful in your studies it is important that your other preferences are matched and that learning tasks make sense, are fun and interesting.

PERSISTENCE:

Your responses are contradictory and research with this instrument has shown there are several reasons for this:

- a. you have probably overlooked something or an error was made transferring the results onto the response sheet or entering them into the computer programme; or
- b. you might have changed your focus while answering this part of the questionnaire, not exclusively thinking about new and/or difficult learning or studying situations; or
- c. there might be changes going on around you which are beyond your control; or
- d. you personally could be going through a transition/change period which often results in some form of inner confusion which can lead to contradictions in answering the questions.

CONFORMITY:

Although you usually do what you believe is right, you might sometimes be drawn to non-traditional, non-conforming ideas and methods. When you decide not to 'fit in' and to do an unconventional thing it depends on what it is, how you feel, and whether the circumstances are right. Your flexibility in this area might sometimes lead to confusion and unpredictability but can also be an advantage in helping you to handle adverse situations.

RESPONSIBILITY:

Your responsibility for carrying out learning tasks and keeping promises often depends on your interest and the fact that you think it's the right thing to do but you are not always sure what the 'right' thing is. You try to be reliable and keep your promises, but frequently you just don't do what you are supposed to do and use excuses. You need to be reminded of your obligations, especially when you have lost interest in a learning task or assignment and consider it no longer important.

STRUCTURE/GUIDANCE:

You may have difficulty with being told what to do and how to do it. You probably learn most effectively with collegial teachers/tutors or in situations where you can be autonomous. You need clearly stated objectives for learning tasks but also choices of resources, as well as strategies for reporting and checking. As you prefer to set priorities and figure things out for yourself, you need creative opportunities to grow and stretch your talents and abilities. Strict guidelines and instructions are quite limiting for you.

VARIETY:

You are quite flexible when you have to learn or study under changing conditions. Although you tend to welcome variety and cope well with change, you can also follow routines and familiar patterns, especially when you are interested in your studies. However, for greater effectiveness it is important for you that your other preferences are matched and that you can learn or study with the right balance of variety and routine.

Mary, you now have all the information you need about HOW you learn best.

No matter WHAT you're learning, you now know your strengths.

Good luck with your studies!