



Learning Style Analysis™

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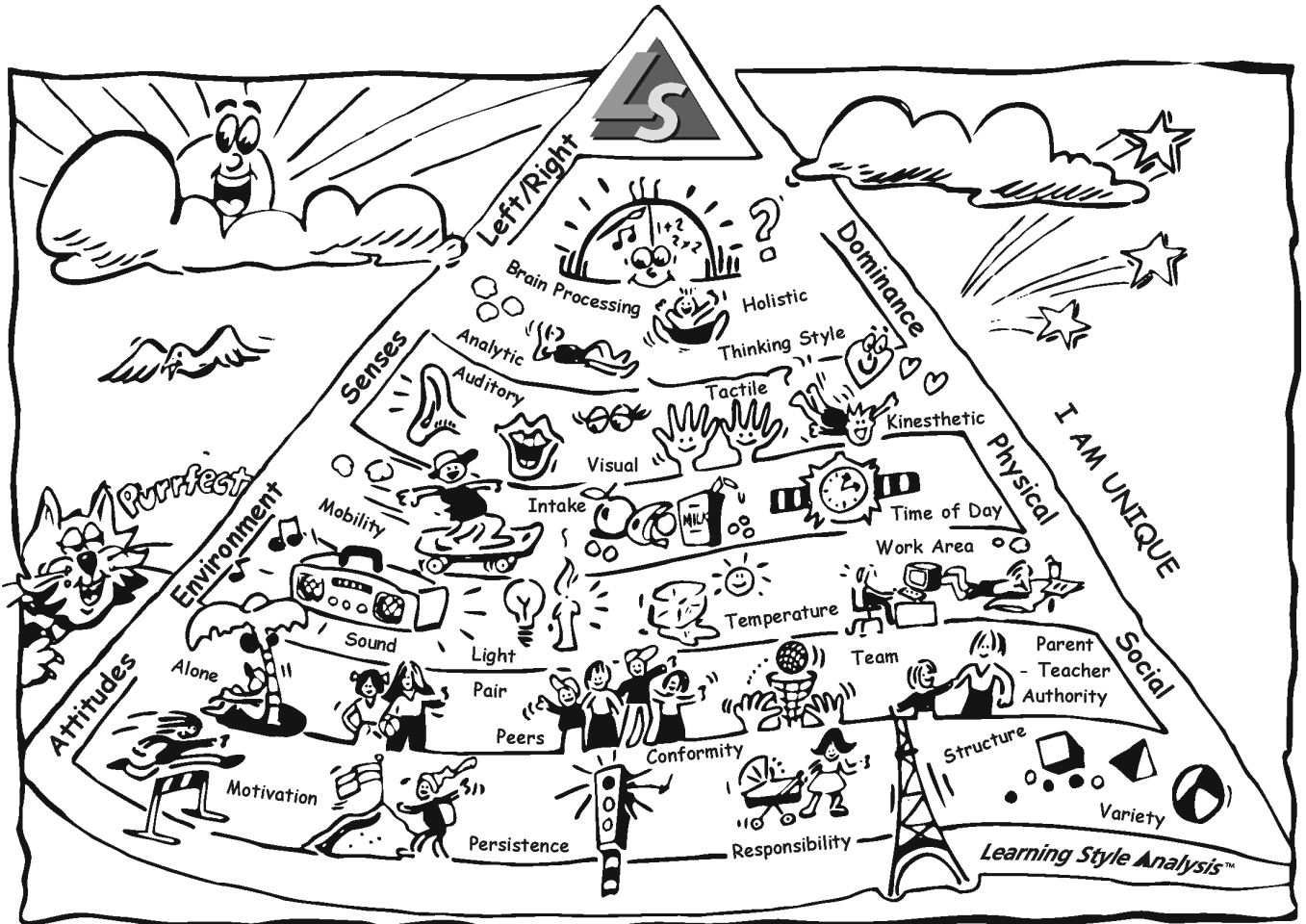
LSA-Junior: Student Version

Personal Profile

for

John Sample 1

Entered: Monday, 30 August 2004



How to make the best use of your LSA results:

- 1** Colour in the Learning Style Pyramid above. Showing your preferences, your non-preferences and/or your flexibilities if you wish.
- 2** 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.
- 3** 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.
- 4** Please note: You cannot have YOUR way in class or at home, all the time. But always look for the things you CAN do to make learning easier for you.

For more information please contact:

Technology Based Solutions www.askTBS.com 888.783.2283



Profile Summary

John, your preferences are your strengths when you can use them in difficult learning situations. Your non-preferences become your weaknesses when you have to use them often. This can lead to frustration, concentration problems, low motivation, and learning difficulties. It is best when you are allowed to learn YOUR way - in school, at home and later in life.

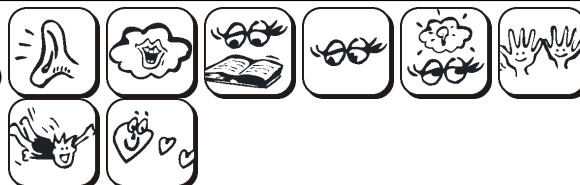
Key elements of my learning style when I have to learn something NEW and/or DIFFICULT:

My Preferences: (how I learn best)

BRAIN DOMINANCE: sequential, reflective



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



PHYSICAL NEEDS: no intake, early morning, evening



ENVIRONMENT: quiet, low light, formal study area



SOCIAL: pair, peers, parent authority



ATTITUDES: self-starting, conforming, low responsibility, self-directed, routine



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

BRAIN DOMINANCE:

none

SENSORY MODALITIES: auditory (external)



PHYSICAL NEEDS: movement needed, afternoon



ENVIRONMENT: sound/noise/music, cool



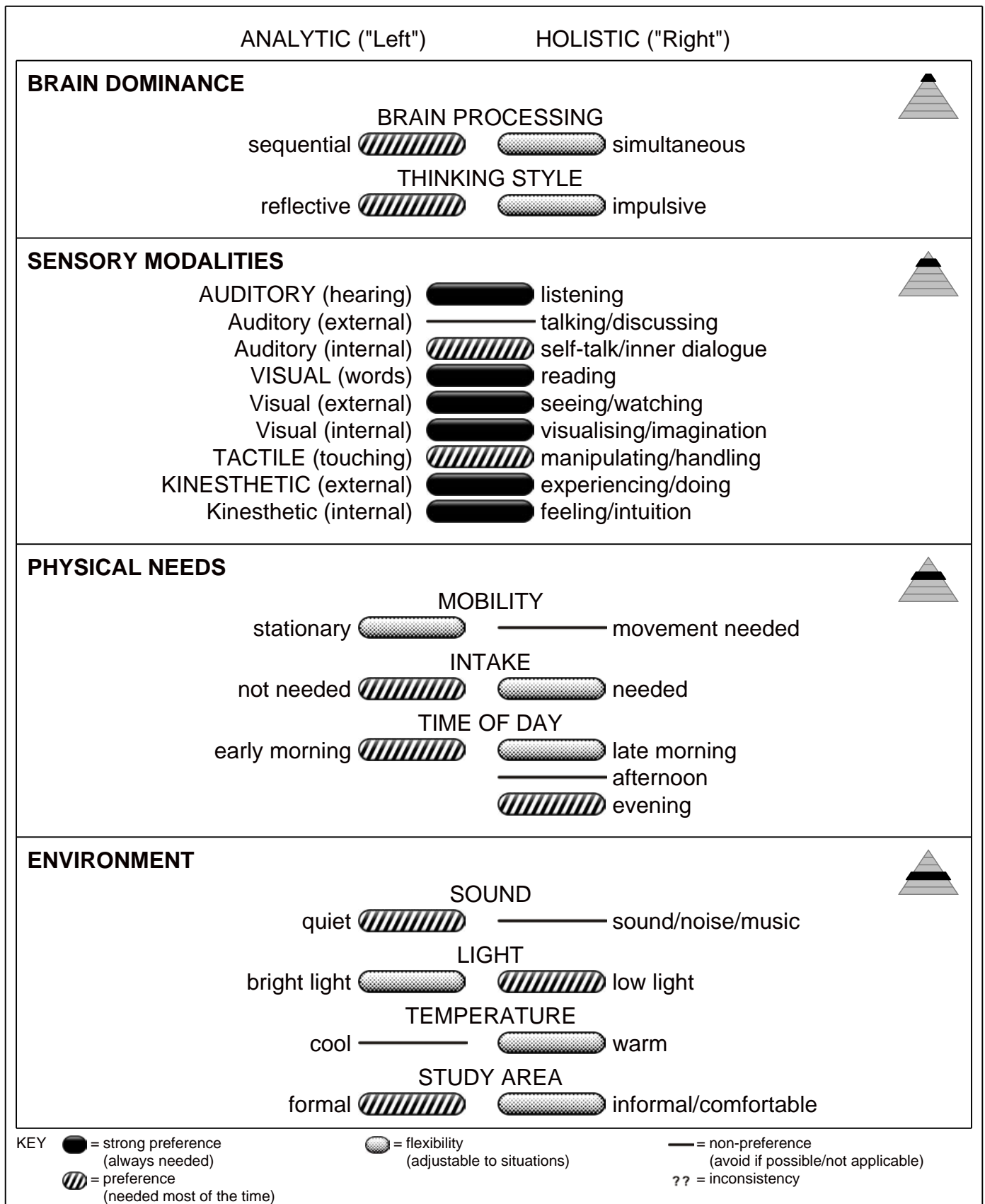
SOCIAL:

none

ATTITUDES: high/systematic persistence, spontaneous/fluctuating persistence, non-conforming, other-directed, change-oriented

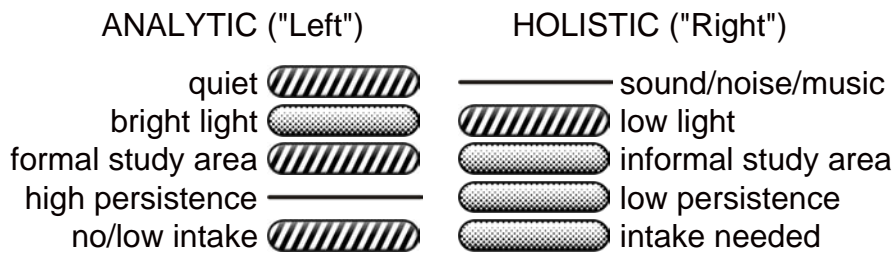


Graph 1. Biologically Based Elements



Graph 3. Learning Style Tendencies

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



KEY

= strong preference (always needed) = preference (needed most of the time)	= flexibility (adjustable to situations)	= non-preference (avoid if possible/not applicable) = inconsistency
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Recommendations

FOR YOU, John:

To really improve your study techniques, do this:

- follow the suggestions in your LSA Report,
- share your LSA results with your classmates,
- talk about your learning style with your teachers and the grown-ups in your family,
- see that your learning needs are met whenever possible, in class and at home,
- watch your own success!

FOR YOUR TEACHERS:

Please help your students to understand their profiles, talk about their LSA Report and their personal preferences.

Find out which areas of mismatch between your students' true learning needs and the teaching styles used at your school exist.

This 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 GROWN-UPS IN YOUR FAMILY:

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

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

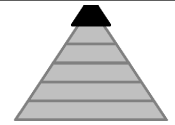
Whenever possible, provide the necessary learning environment at home, accept his unique style, and support John's true learning needs.



PERSONAL REPORT STUDY GUIDELINES

The following Report contains a detailed interpretation of your results shown in the graphs on Pages 3 & 4. Please act on the recommendations in your Personal Report. You will enhance your learning abilities, your concentration and study skills. But most importantly, you will find that you like learning better and have greater school success!

BRAIN DOMINANCE



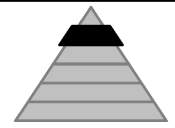
BRAIN PROCESSING - sequential: (preference)

- You like thinking things through in the right order.
- You often use your logical 'left-brain' abilities.
- You like study projects and assignments that move in a logical order.
- You probably learn best from reading and analysing information.
- You probably dislike jokes and silly stories in class.
- You like teachers who stay with the subject when they teach.
- You probably like to do one thing at a time and finish what you start.
- You mainly want to learn in well-organised places where you can follow rules.

THINKING STYLE - reflective: (preference)

- You are a more reflective thinker.
- You do best when you have time to think deeply.
- Teachers may think your responses are slow.
- When you come up with an answer, or solution, it is usually well thought out.
- Try to avoid learning situations where you have to make quick decisions.
- Having to think too quickly could cause you stress and your learning may suffer.
- Little change, time to adjust and a steady pace suits your thinking style best.

SENSORY MODALITIES



AUDITORY - hearing/listening: (strong preference)

- You find it very easy to learn by listening.
- You remember what you hear very well.
- You like to listen to people talk and can recall people's voices.
- You are a good listener and benefit from information that is read to you.
- You learn well from teacher talks and from spoken instructions.
- When you can, use audio tapes, "talking books", TV and video tapes for your learning sessions.
- Create your own tapes and listen to them lots of times when you have to learn something new or difficult.

AUDITORY - external/talking: (non-preference)

- You are not a talker!
- You do not like to talk or be with people when you learn new things.
- Having to talk can make you uncomfortable or distract you.
- You often just like to be quiet, read or think about it.
- You do better when you do your learning tasks quietly.
- Your memory improves when you cut out as much talk as possible.
- As being silent in class is not always possible, you need to become a bit more flexible.
- Sometimes you could try doing your schoolwork by talking to others.

AUDITORY - internal/self-talk: (preference)

- You often like to talk to yourself.
- You do this when you have to learn new and difficult information.
- You understand better when you can have an inner "chat" about what you have learned.
- When you read, you may be saying the words in your head, which can slow you down.
- You probably don't need to talk to other people much.
- Allow time for positive talk with yourself.



VISUAL - words/reading: (strong preference)

- You really like to see written or printed information.
- You are probably a 'bookworm' and remember much of what you read.
- You can probably close your eyes, "see" the words, and remember what you have read.
- You may take notes while you are listening so that you can read them later.
- You like projects with clear, written instructions.
- Make sure your teachers know your preference.

VISUAL - external/watching: (strong preference)

- You really like seeing pictures, watching and observing!
- Looking at things and watching what's going on is very important for you.
- You understand better when pictures, diagrams and drawings are used.
- Often you just like to look at the pictures and not read the text.
- Use colours, pictures, magazines, films, mind maps and written materials with pictures and graphs.
- Observation may be a good way for you to learn new and difficult information.

VISUAL - internal/imagination: (strong preference)

- Seeing pictures in your head definitely helps you to remember!
- You understand well when you use your imagination.
- You may picture difficult situations and 'see' the outcome.
- Make sure you take the time to visualise your learning tasks.
- If you tend to worry, try changing negative images into positive ones.
- Practice seeing positive outcomes, particularly if you are struggling with learning.

TACTILE - touching/handling: (preference)

- You like to use your hands when you learn, read or concentrate.
- You often take notes or play with your fingers.
- To improve your memory, use hands-on techniques and learning tools you can touch or move (such as Koosh balls, models, and real objects).
- Your teachers and the grown-ups in your family should know that you learn much better when you use your hands.

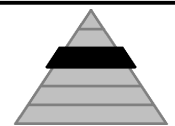
KINESTHETIC - external/doing: (strong preference)

- You learn best through physical experiences and practical involvement!
- You probably like sports activities.
- Although your movements may not be very fast, you usually have high energy levels.
- You find learning tasks more enjoyable when you can involve your body.
- Physical activities, visits, field trips and real situations are best for your understanding.
- Move your body or walk up and down while learning, concentrating or thinking, even reading.
- Your teachers and the grown-ups in your family need to know that you learn best by doing and experiencing.

KINESTHETIC - internal/feeling: (strong preference)

- You are a true feeling person!
- You rely on your "gut" feeling in school and at home.
- How you feel is more important than what you think when you make a decision.
- If you don't feel good about a learning task, you can lose interest.
- It is important for you to find ways to feel good about your learning.

PHYSICAL NEEDS



MOBILITY - stationary: (flexibility)

- Whether you can sit still in class depends on your interest in the learning task.
- If you are interested, you find you can sit still for longer periods.
- If the learning situation is not right for you, you can't keep still.
- You are mostly happy to be still while you work.



INTAKE - not needed: (preference)

- You do not like to eat, nibble, chew, or drink while you study.
- When you learn, you learn. Eating comes later.
- You distracting to eat or drink.
- You can go without intake for long periods of time.
- You like to eat before or after (not during) a learning task.
- It is good for you to drink water regularly.

TIME OF DAY: early morning (preference)

- You are an early bird!
- The early morning hours are a good time for you to learn.
- This is when you are most alert, concentrate best and can think clearly.
- Do all the things you find difficult before 11.00am, wherever possible.
- Studying before breakfast will help you remember difficult learning content.

TIME OF DAY: late morning (flexibility)

- You are quite flexible as far as the late morning hours go.
- If you are interested, you can do your schoolwork quite well.
- When the overall learning situation is right, this is quite a good time for you.
- Do the most difficult tasks at your preferred times, whenever possible.

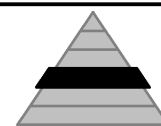
TIME OF DAY: afternoon (non-preference)

- You can find the time after lunch difficult for learning new things.
- You may not be mentally alert and your energy levels can be low in the afternoon.
- You can 'get through' the afternoon, but not easily.
- Try to do only easy things between 2.00 and 6.00 pm.
- It is better for you not to do difficult schoolwork in the afternoon.
- Doing your homework right after school will be hard for you and grown-ups in your family need to know this.
- If you have to concentrate in the afternoon, make sure to match as many of your other learning preferences as you can.
- Also, do exercises like running, walking or cross-overs.
- Drink water to help with better concentration!

TIME OF DAY: evening (preference)

- You are a 'night owl'!
- You are most alert towards the end of the day.
- You like the evening hours to think, study and work on difficult learning tasks.
- You may get more schoolwork done at night than during daytime hours.
- As your energy is usually high in the evening, you probably don't like to go to bed too early.
- Talk about this evening preference with the grown-ups in your family.

ENVIRONMENT



SOUND - quiet: (preference)

- You really need it quiet when you concentrate, read or write.
- It's best when it's quiet in class or at home.
- If you can, work in quiet classrooms with carpeted floors which reduce noise.
- Use ear plugs or ear muffs to cut out noise.
- For your homework, find a quiet place.

LIGHT - low: (preference)

- You usually like to study in low light areas.
- Bright light can create tension, headaches and stress for you.
- You don't like fluorescent light as it may make you restless.
- Try to learn and read with dim light, away from bright sunlight.

TEMPERATURE - warm: (flexibility)

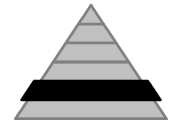
- Your need for warmth depends on what you are doing.
- When you are interested, temperature is not really important.
- Most of the time you like your environment to be more warm than cool or cold.
- You don't always need warm study areas, but you don't like it cold all the time either.



STUDY AREA - formal: (preference)

- You learn best in a more formal classroom or study area.
- You learn better when you sit in a chair at a desk or table.
- Try not to learn while sitting on soft furniture or stretched out - you might fall asleep!
- A formal classroom or study area at home is best for you.

SOCIAL



WORKING GROUPS - pair: (preference)

- You really prefer a friend or classmate to study with.
- Learning is much easier when you have someone else to work with.
- Sharing your learning with a friend or classmate gives you confidence and helps you understand.

WORKING GROUPS - team: (flexibility)

- You are flexible and normally fit in to a team or study group.
- Sometimes you like to be alone to concentrate best.
- When you are interested, you quite like to learn in a team.
- This flexibility can be a great advantage for your learning success.

WORKING GROUPS - peers: (preference)

- The quality of your schoolwork improves when you can learn with a group.
- Sharing ideas with other students helps you.
- Your understanding improves when you can talk about learning with others.
- It helps you to have like-minded students around you.
- The grown-ups in your family need to understand that you study better with friends.

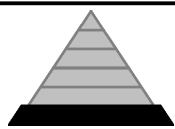
AUTHORITY - teacher: (flexibility)

- You are quite flexible when it comes to learning with a teacher.
- Whether you want a teacher close-by, or not, depends on your interest in the learning task.
- You probably like to have a teacher or grown-up to check-in with.
- Try to make sure you get enough feedback and supervision.

AUTHORITY - parent: (preference)

- You feel better when you can learn or do your homework with a parent or grown-up member of your family.
- Getting help and being told what to do gives you confidence.
- You learn best when you get lots of feedback.
- You don't like disagreements in your family and you always try to resolve them quickly.
- See that you can have regular study times with an adult.

ATTITUDES



MOTIVATION - self starting: (preference)

- You really like to learn!
- You enjoy learning new things and your motivation is always high.
- You like achieving at school and this keeps you going.
- It helps if you are allowed to say how you want to do your learning tasks.

PERSISTENCE - low: (flexibility)

- Whether you stay with a learning task and follow it through really depends on how interested you are.
- When you lose interest, or get bored, you often give up.
- When you are really excited about something, your persistence increases a lot.
- If you're interested, you can easily complete your study projects.

CONFORMITY - conforming: (preference)

- You learn best when you know what is expected of you.
- You like to follow instructions and learn best with clear rules.
- You like to know what teachers and the grown-ups in your family expect from you.
- You like long-term goals or study projects, clear directions and expected learning outcomes.



RESPONSIBILITY - low: (preference)

- You usually do what YOU believe is right, no matter what teachers or the grown-ups in your family think.
- Often you do not think about the consequences of your actions.
- School can seem boring and schoolwork is an unpleasant duty.
- You may be willing to do things and make promises, but you often leave things unfinished.
- You may lose interest or forget what you were supposed to do.
- Activities outside school are much more interesting and more important for you right now.
- You may get into trouble at school and at home.
- To increase your responsibility for learning and enjoy it more, begin to use your other preferences (as described in this LSA Profile).
- It is important that your teachers and the grown-ups in your family understand you.

STRUCTURE - self-directed: (preference)

- You may find it difficult to be told how to do your learning tasks.
- Your best schoolwork is with teachers who understand your independent style.
- Learning situations where you can rely on your own way of doing things are best for you.
- You need creative ways to grow and stretch your talents and abilities.
- You learn best with clear goals, but also when you have a choice of how to do it.
- Strict guidelines and instructions can be difficult for you.

VARIETY - routine: (preference)

- You don't like change and variety!
- You like pre-set learning patterns and daily study routines.
- You usually do things the same way and stick to the ways you know.
- You can put up with some change, but you are not comfortable with ever-changing school or home conditions.
- You learn best when there is not too much change.
- You may need to become more flexible as you go through school because you will experience change often.
- With the support of teachers and the grown-ups in your family, you should try out new strategies for learning.

John, 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!