



Learning Style Analysis™

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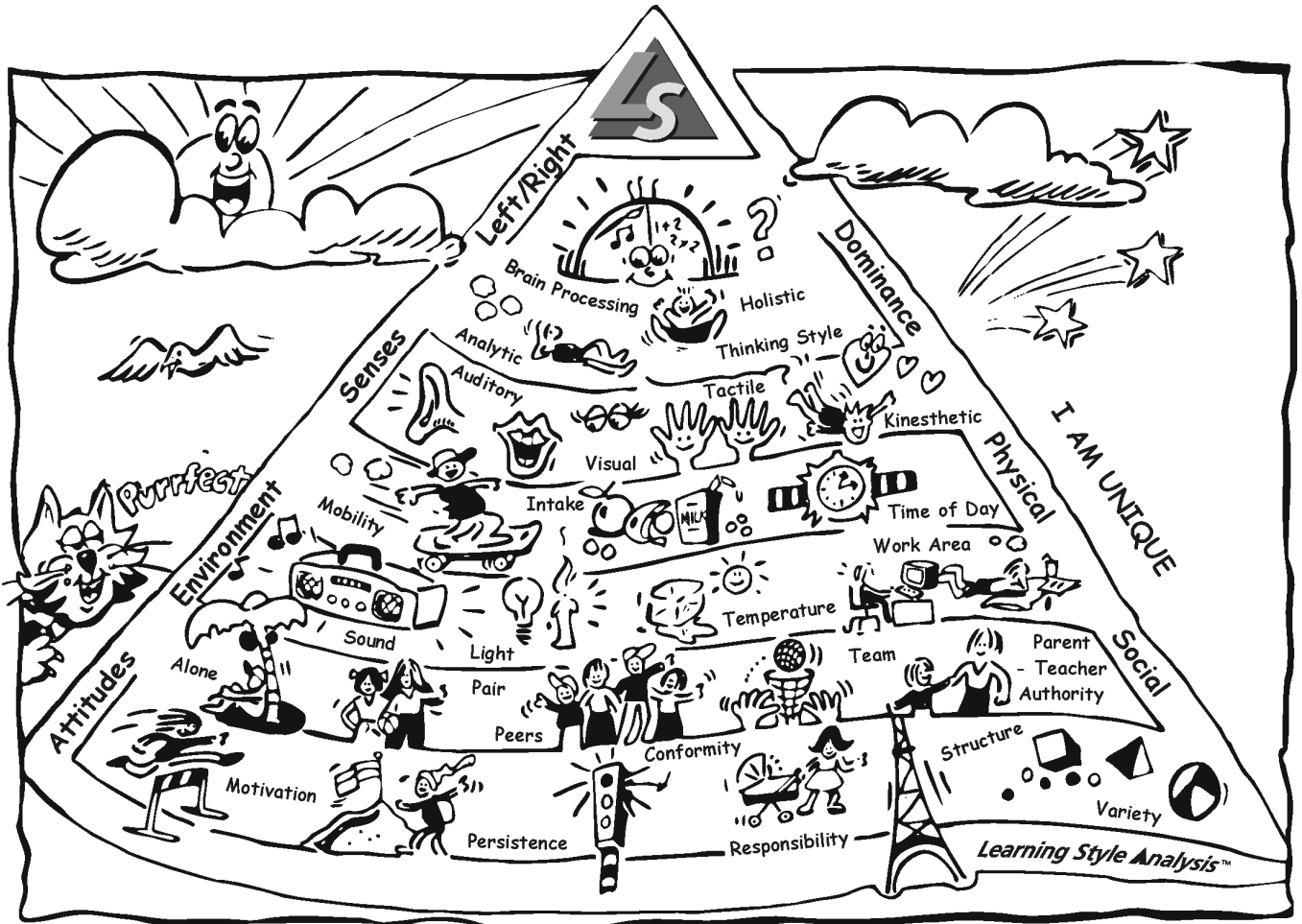
LSA-Senior

Personal Profile

for

Murray Sample 2

Entered: Monday, 30 August 2004



How to make the best use of your LSA results:

1

Highlight in the Learning Style Pyramid above your preferences, cross out your non-preferences and/or mark 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; always look for things you CAN do to make learning easier and more successful for you.

For more information please contact:






Technology Based Solutions www.askTBS.com 888.783.2283

Profile Summary






Murray, your preferences are your strengths when you can use them in difficult learning situations, and your non-preferences become your weaknesses when you have to use them over longer periods of time. This can lead to frustration, concentration problems, low motivation, and learning difficulties. When you are allowed to learn YOUR way, you will enjoy studying more and your academic performance will improve.

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

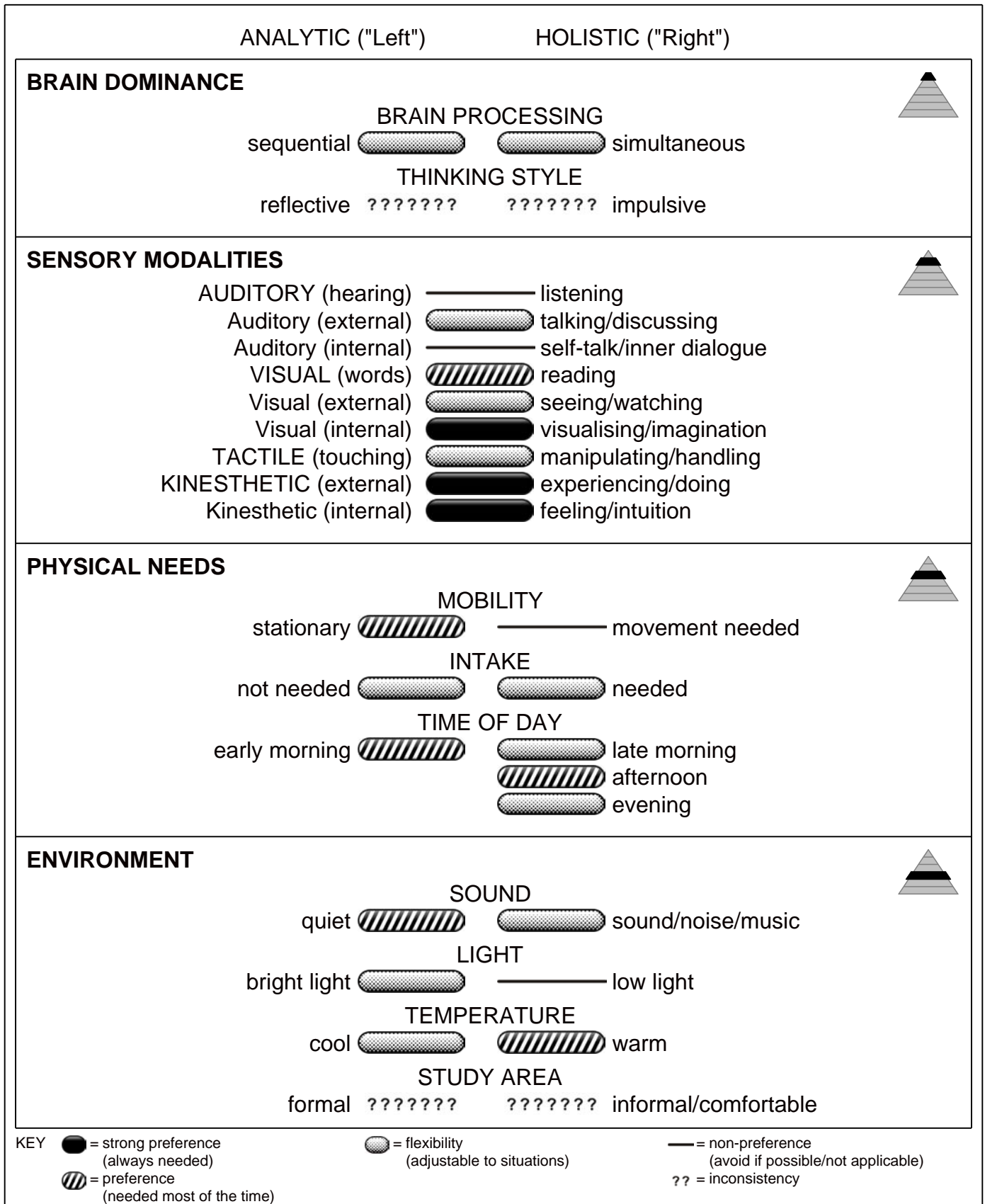
My Preferences: (how I learn best)

BRAIN DOMINANCE:	none
SENSORY MODALITIES: visual (words), visual (internal), kinesthetic (external), kinesthetic (internal)	
PHYSICAL NEEDS: stationary, early morning, afternoon	
ENVIRONMENT: quiet, warm	
SOCIAL: pair	
ATTITUDES: low persistence, conforming, other-directed	

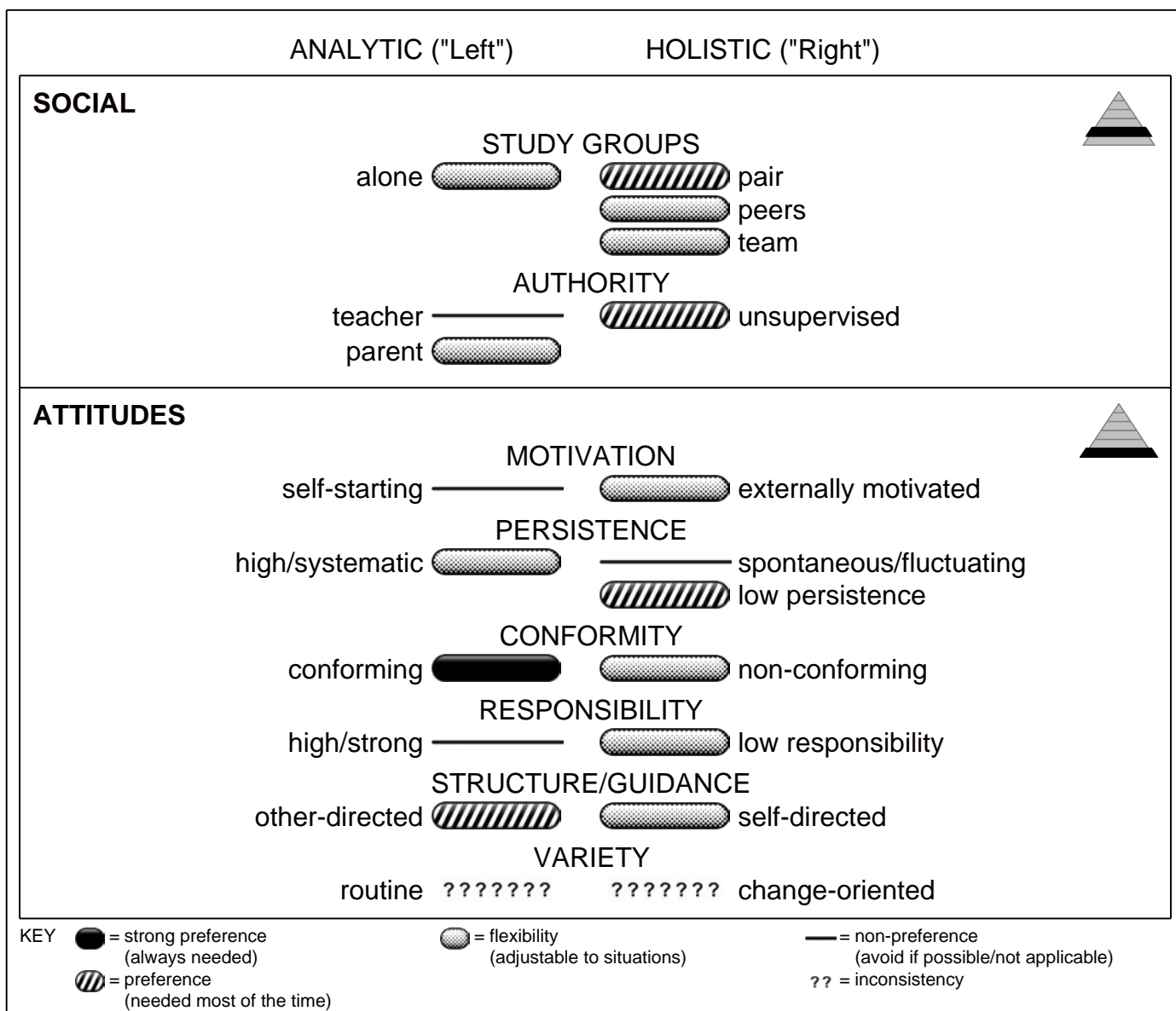
My Non-Preferences: (what I need to avoid when learning something difficult)

BRAIN DOMINANCE:	none
SENSORY MODALITIES: auditory (hearing), auditory (internal)	
PHYSICAL NEEDS: movement needed	
ENVIRONMENT: low light	
SOCIAL: teacher authority	
ATTITUDES: self-starting, spontaneous/fluctuating persistence, high/strong responsibility	

Graph 1. Biologically Based Elements



Graph 2. Conditioned/Learned Elements

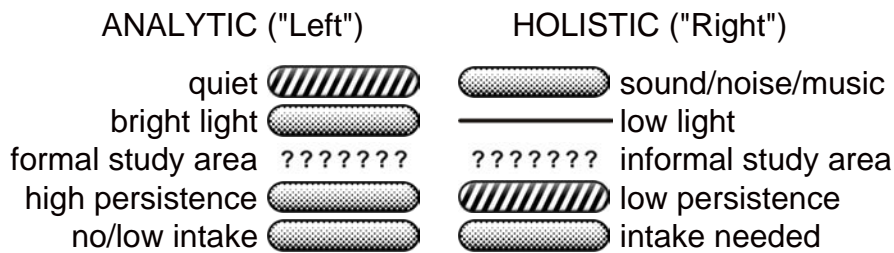


DIFFERENCES BETWEEN BIOLOGICAL & LEARNED ELEMENTS:

The results on page 3 represent your biological needs when concentrating, reading a study text or learning something new and difficult. Preferences and non-preferences in these areas are usually hard to change and remain mostly stable over a life time. When they are mismatched over a longer period of time they will influence learning motivation, persistence and responsibility in a negative way. For lasting learning success, make sure that your strong preferences are being matched most of the time. The results on page 4 reveal your conditioning, and show with whom you learn best and what your attitudes are when it comes to learning something new and difficult. These elements are not stable in your profile and can change quite rapidly. This usually happens when there are changes going on inside you or in the world around you. To be successful at school it is very important that you develop positive attitudes and always attempt the best you can do 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



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

Recommendations

FOR YOURSELF:

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

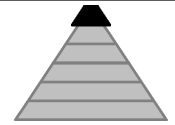
Pay particular attention to [his/her] preferences and non-preferences when [s/he] has to learn something new and/or difficult.

Whenever possible, provide the necessary learning environment at home, accept [his/her] unique style, and support Murray'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 Report, you will not only enhance your learning abilities and problem solving skills, but also improve your academic achievement.

BRAIN DOMINANCE



BRAIN PROCESSING:

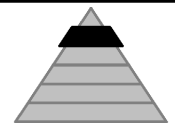
You have the ability to flex between simultaneous (more right-brain) and sequential (more left-brain) approaches in problem solving and learning. In more emotional situations you tend to think creatively, consider various aspects at the same time, create the big picture and might not think logically, but rather follow your feelings. Whereas in more rational situations you will think logically, proceed step by step, analyse and concentrate more on details. You are lucky to be able to quickly adjust your brain processing style either to the big picture or to the necessary details. This high flexibility allows you to respond to complex situations appropriately and should make you more effective in handling logical and/or emotional problems.

THINKING STYLE:

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 only thinking about new and/or difficult learning situations; or
- there might be changes going on around you which you cannot control; or
- you could be going through a difficult period yourself which often leads to some form of inner confusion and to contradictions in answering the questions.

SENSORY MODALITIES



AUDITORY (hearing):

You find it really difficult to listen for longer periods of time, and often have problems remembering what was said. During lectures you usually "tune out", frequently think of other things and have to concentrate hard to "stay with" the speaker. In this case, use your other sensory modalities (visual, tactile, kinesthetic and feeling) that are your strengths. Learn new and difficult information first by using the strongest of your senses, and reinforce by using the others. If you have no single strongest preference you must use multisensory learning techniques (combining writing, manipulating or moving with listening) for better understanding and longer recall.

SENSORY MODALITY FLEXIBILITIES - auditory (external), visual (external), tactile (touching):

You have quite a lot of flexibility in using these senses. This means you must use a multi-sensory technique whenever you learn something new and difficult, combining listening, talking, watching, reading, doing, actively experiencing and feeling good about what you are doing. When you are interested in the subject or learning task you find it much easier to concentrate and remember. This also helps you to feel good and stay motivated for learning.

AUDITORY (internal):

You do not like to talk to yourself and you probably find it much easier to concentrate, learn or remember when you can use your other modalities - visual, tactile, kinesthetic - or when you can talk to other people. For memory improvement and for increasing your understanding you don't need to have inner discussions going on.

VISUAL (words):

You prefer seeing words written or printed when you learn something new. You remember well what you read, and you probably like reading a lot. Your understanding is enhanced when you can read about the study topic or subject content. You will often take notes while listening so you can read them later. You can work well on written assignments or projects with clear written instructions and precise text passages.

VISUAL (internal):

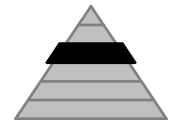
You have a vivid imagination and visualising helps you definitely to remember. Your understanding increases considerably when you visualise what you have seen, heard, read or done. Often you might picture difficult situations and 'see' the outcome clearly in your mind. To enhance your learning, improve your memory and reduce learning stress, make sure you take time out for visualising, maybe daydreaming (but not during class or study time!). As you tend to worry through negative images in your mind, see that you can change them into more positive ones. Practise seeing positive outcomes, particularly when you encounter learning difficulties.

KINESTHETIC (external):

You learn best through physical experiences, and you like learning situations and class work which require practical involvement. You probably like sports activities and usually have high energy levels although your movements might not always be very fast. When your whole body is involved you find even difficult tasks more enjoyable. Your understanding improves and your memory is greatly enhanced by participating and "doing". To achieve real study success you need to be actively involved in projects, physical activities, visits, field trips and real situations. If you can't have any of those, at least move your body, or pace up and down while learning, concentrating or thinking, even reading. For your future career planning, consider jobs which require a lot of physical involvement, possibly outdoors.

KINESTHETIC (internal):

You are a true feeling person! You strongly rely on your "gut" feeling in school and/or home situations. Your intuition is much stronger than your logic when you make decisions or solve problems. You tend to trust your instincts more than your rational thinking. If you don't feel good about a learning task or your studies in general, your motivation usually goes down and your interest disappears. In learning situations it is very important for you to feel positive, otherwise you will find it difficult to remember. Whether you like a teacher or not influences your learning attitudes and school performance considerably. To improve your study skills and to keep up your spirits, make sure you like what you are doing and the way you go about it.

PHYSICAL NEEDS**MOBILITY:**

You prefer to sit quite still when you concentrate, study, read or write. As you don't like to move your body much, see that you can do your learning tasks without having to move around. It is also important for you, that you work or study in an environment where there is not a lot of movement going on which will distract you and probably make you nervous. For health reasons, however, make sure you get enough physical exercise - your brain will work better!

NEED FOR INTAKE:

Whether or not you eat, nibble, drink while reading, learning or concentrating depends on the overall situation, on your personal interest and often on what's in the fridge or handy to get. If you are very absorbed in your learning activities you might go without intake but if you are bored or frustrated you might eat, nibble, chew or drink a lot more. Your flexibility in this area helps you to go without eating or drinking if you are immersed in a task or if food is not available.

(Attention: If you are already smoking, or have tried smoking, you might be in danger of getting addicted to this potentially lethal habit due to your strong flexibility for intake!)

TIME OF DAY: early morning

You are an early bird! The early morning hours are a very good time for you to learn, read and study. That's when you are most alert, concentrate best and can think clearly. For improving your academic performance you should do all your difficult learning tasks before 11 a.m. if possible and a study session before breakfast will help you remember difficult content.

TIME OF DAY: late morning

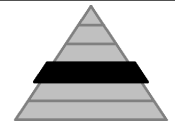
This time of day does not really make any difference to your school performance. You can function and concentrate quite well during these hours and if you are interested in the subject or learning task. More important than time of day for you is what you do, why, with whom, and under which conditions.

TIME OF DAY: afternoon

You rather prefer afternoon hours for working on difficult learning tasks and you can learn, read and concentrate well between 2.00 and 6.00 pm. See that you can have your study time during the afternoon hours and that you do your homework immediately after you come home from school.

TIME OF DAY: evening

This time of day is neither the best nor the worst for you. What is important for your study success is what you do, why, with whom and under which conditions. When you are interested, you can read, learn and/or concentrate in the evening quite well. This flexibility allows you to adjust well to changing time conditions in your study scheme at school or at home.

ENVIRONMENT

SOUND:

Your need for sound while concentrating or learning is dependent on what you do but you prefer your environment to be more quiet than noisy. Although you don't always need to have it quiet during your reading or study time, you don't really like ongoing background music or constant noises in your environment either.

LIGHT:

Your need for light while concentrating, reading or learning is dependent on what you do but you prefer your environment to be more brightly lit than dim. Although you don't always need bright light in your classroom or study area, you don't really like low light all the time in your environment either.

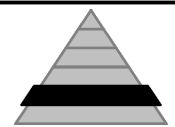
TEMPERATURE:

Your need for warmth while concentrating or learning is dependent on what you do but you prefer your environment to be more warm than cool. Although you don't always need warm temperatures in classrooms or at home, you don't really like it cool all the time either.

WORK AREA:

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

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- c. there might be changes going on around you which you cannot control; or
- d. you could be going through a difficult period yourself which often leads to some form of inner confusion and to contradictions in answering the questions.

SOCIAL

PAIR:

You prefer learning, problem-solving, even reading, with someone else and you get more done, if you have one other student to work with. You like to exchange ideas and discuss what you are learning with a fellow student. Sharing the workload with a friend or classmate helps you better understand difficult learning concepts, and gives you more confidence.

TEAM:

You are quite flexible when it comes to working with people, but you don't really like to solve problems, work nor study with a team of students all the time. When you are interested, you quite like to learn in a team. To be most effective, make sure you have the right people mix and that your other preferences concerning social groupings are met.

PEERS:

You are quite flexible when it comes to working with other students, but you don't really like to solve problems, work or study with a group of like-minded classmates all the time. Sometimes you need your peers, and other times you don't. For real study success, make sure you are interested in the learning task, have the right people mix and that your other learning preferences are met.

AUTHORITY:

You don't like being controlled and prefer to do your school and homework unsupervised. You find it easier to learn well when nobody is checking up on you and that teachers, coaches, team leaders and/or parents treat you collegially. You need freedom to carry out your learning tasks with very little supervision but you also need to convince your superiors that you work better without constant control. Better school results will speak for themselves! If you are about to leave or finish school, it is important to consider this preference for freedom from control when you do your future career planning.

AUTHORITY - TEACHER:

You really don't like teachers checking up on you when you learn. Often you do the opposite of what they want you to do and you'd rather stay away from teachers whenever you can. In class you don't like to talk to them and always sit as far away from a teacher as possible. Find out why you don't like to have teachers around, why you don't trust them or why you might be afraid of them. They are actually there to help you with your learning and support you when you need it. Maybe you can discuss this problem with a teacher you trust, find out the reason and slowly begin to co-operate a bit more. It will certainly help that teachers understand your style, and school work will be easier for you in future when you accept your teachers' authority and learn to work together.

AUTHORITY - PARENT:

You are quite flexible when it comes to learning with someone in authority, but you probably prefer to have a parent or grown-up family member to rely on, especially when you have to study something new and difficult. Whether you need an adult close by, or want to go about your learning without supervision, also depends on your level of interest in your homework or learning task. When you trust the person, you actually quite like being supervised. To be most effective make sure you get sufficient feed-back, or just the amount of supervision you need.

ATTITUDES**LEARNING MOTIVATION:**

Your motivation often depends on what you are supposed to learn, with whom and under which conditions. You rarely "turn on" to projects or learning with enthusiasm and often lose interest very quickly. When you are not interested, your motivation disappears fast and you usually find it hard to motivate yourself again. To achieve consistent motivation make sure that you find sense in what you have to learn, that you keep your interest high and that other people can help you stay on task.

PERSISTENCE:

You always seem to have trouble finishing your homework or completing your learning tasks, especially when they are long and difficult. Therefore you will work better with short-term assignments, clearly defined learning goals and little rewards for jobs well done. To avoid procrastination, you could have someone check your progress often. Have fun while learning! Periodic breaks will help you get through difficult jobs more easily but make it a rule to return to your work or study without delay.

CONFORMITY:

You work and learn best when you know what is expected of you, and you are eager to follow instructions and guidelines set by your teachers and/or parents. Your readiness to follow rules and regulations, to respect other people's opinions is an expression of your willingness to conform. You need clearly defined school and home rules, and like to know what teachers and parents expect from you. For school success you need long-term goals or study projects, clear directions, little change and predictable learning outcomes.

RESPONSIBILITY:

Your responsibility for carrying out tasks and keeping promises often depends on 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 follow through, you break your promises and use excuses for not doing your school work or home duties. This often disappoints your teachers and/or parents because they have seen that you can do it when you are interested. You need to be reminded of your obligations, especially when you have lost interest in a learning task or consider it no longer important. To keep your responsibility high, make sure you enjoy what you are doing and that the learning task makes sense to you.

STRUCTURE:

Your need for guidance and direction while studying, solving problems or handling difficult learning tasks is dependent on what you do, with whom and why. You are usually influenced by your interest and the conditions of your school work or study assignments. Although you prefer to learn something new and difficult by following directions in a well structured framework, your flexibility also allows you to study in a self-directed way when required.

VARIETY:

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- c. there might be changes going on around you which you cannot control; or
- d. you could be going through a difficult period yourself which often leads to some form of inner confusion and to contradictions in answering the questions.

Murray, 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!