

## Learning Styles Table

Learning Style Type	Characteristics	Teaching Strategies	Behaviors	Assessment/ Evaluation
<p><i>*treatment in traditional classroom setting</i></p> <p><b>Visual</b></p> <p><i>*less accommodated</i></p>	<ul style="list-style-type: none"> <li>• Need visual formats</li> <li>• Get nothing from merely hearing information</li> <li>• Learns holistically</li> <li>• Dependent learner/group-oriented</li> <li>• Needs to interact visually with new information</li> <li>• Respond well environmental influences or social cues</li> <li>• Creative</li> <li>• Prefers informal over formal learning situations</li> <li>• Relies heavily on their senses</li> </ul>	<ul style="list-style-type: none"> <li>• Visual formats</li> <li>• Group learning</li> <li>• Graphic organizers</li> <li>• Modeling</li> <li>• Role-playing</li> <li>• Student presentations</li> <li>• Open-ended questions</li> </ul>	<p><i>Appears unfocused/aloof</i></p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Failing to exhibit mastery</li> <li>• Visual imaging</li> <li>• Not paying attention</li> <li>• Wait time</li> <li>• Outlining/re-writing</li> </ul>	<p><i>Needs open-ended assessment</i></p> <ul style="list-style-type: none"> <li>• group problem</li> <li>• demonstration</li> <li>• projects</li> <li>• create materials</li> <li>• oral assignments</li> </ul>
<p><b>Auditory</b></p> <p><i>*most favored/rewarded</i></p>	<ul style="list-style-type: none"> <li>• Need to hear and speak</li> <li>• Analyzes in pieces</li> <li>• Focuses on task at hand</li> <li>• Independent learner</li> <li>• Competitive/achievement oriented</li> <li>• Memorizes well</li> <li>• Skill-oriented</li> <li>• More conceptual by nature</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Oral directions</li> <li>• Discussion</li> <li>• Independent tasks</li> <li>• Memorization</li> <li>• Sequential presentation</li> <li>• Thinking time</li> </ul>	<p><i>Talking/little note taking</i></p> <ul style="list-style-type: none"> <li>• Need ample process time</li> <li>• Interact with information orally</li> <li>• Request oral repetitions</li> <li>• Rephrase</li> <li>• Expand on topics</li> </ul>	<p><i>Need objective, specific questions</i></p> <ul style="list-style-type: none"> <li>• m/c, t/f, fill-ins, short answer</li> <li>• oral tests</li> <li>• independent research projects on precise topic</li> </ul>
<p><b>Kinesthetic</b> (tactile)</p> <p><i>*most neglected</i></p>	<ul style="list-style-type: none"> <li>• Need to be actively engaged</li> <li>• Need to interact with concrete materials</li> <li>• Both dependent and independent</li> <li>• Needs to be free to interact with stimuli</li> <li>• Participation/first-hand experience</li> </ul>	<ul style="list-style-type: none"> <li>• Lab</li> <li>• Field trip</li> <li>• Internship/practicum</li> <li>• Direct contact</li> <li>• Simulation</li> <li>• Demonstration</li> <li>• Experiential learning</li> </ul>	<p><i>Appears inattentive/unmotivated</i></p> <ul style="list-style-type: none"> <li>• Exploration/experimentation</li> <li>• Interaction with materials</li> <li>• Participation</li> <li>• Application of concept</li> </ul>	<p><i>Needs to demonstrate</i></p> <ul style="list-style-type: none"> <li>• role-playing</li> <li>• simulation (build replica, model, etc.)</li> </ul>

**Source:** Sarasin, L. C. (1999). *Learning Style Perspectives: Impact in the Classroom*, Madison, WI: Atwood Publishing. (ISBN: 1-891859-22-6)