**12 Learning Styles Help Sheet**

**Visual:** Seeing a diagram, web or flow chart; Seeing an image; Seeing a movie or video

**Auditory:** Listening to a lecture; Listening to a debate; Listening to a story or audiobook; Listening to a podcast

**Tactile:** Touching and manipulating objects or artifacts; Conducting a hands-on experiment; Copying or tracing diagrams or tables; Making dioramas

**Kinesthetic:** Moving or employing body movements; Role-playing scenarios or doing skits

Participating in field trips; Conducting interactive experiments

**Sequential:** Breaking down information into a series of steps; Making flow charts; Placing events in sequence on a timeline

**Simultaneous:** Producing summaries; Explaining the overall meaning; Creating concept maps or webs; Looking at a timeline to gleam the overall reasoning skills to solve problems and ponder complex issues

**Reflective/Logical:** Use reasoning skills to solve problems and ponder complex issues; Brainstorming solutions to dilemmas; Analyzing material or lab work; Offering reflective writing opportunities; Conducting discussions that explore a deeper meaning

**Verbal:** Learns information by talking about it; Breaking into discussion groups; Verbally rehearse understanding of information; Think aloud; Meeting with instructor to answer questions about the material

**Interactive:** Group debate; Small group activities; Question and answer session; Instructor answers questions as student completes assignments

**Indirect Experience/Vicarious Learning:** Learning from other’s experience; Reading a biography; Watching demonstrations

Direct Experience/Personal Experience: Conducting lab experiments; Going on field trips; Taking part in an apprenticeship program

Once the student’s learning style is identified, instruction and activities can be geared to meet the student’s needs. These strategies should be imbedded in instruction.

Identifying factors can be based on teacher observation as well as asking the student for input.