



Learning Styles Course

Learning Styles Course

1: Introduction to the Learning Style Profile

Welcome to the Learning Styles Course!



A. Purpose of this Course

1. Make learning easier.
2. Make learning more effective.

Did you know that everyone learns differently? In schools everyone is taught the same way, so most people think that the ways they learned in school are the only ways to learn!

Actually, there are many, many different ways a person can learn.

For example, some people need to *move* in order to learn and others need to *doodle*.

Other ways of learning include:



see pictures
listen to a tape
keep strict schedule
have open-ended time
talk out loud
write things out
have music in the background
have total quiet

These are just a few examples...

Your combination of learning styles is your **Personal Blueprint for LearningSuccess!**

This blueprint can be used to help you:

learn, study, memorize
communicate, organize, manage your time
get clearer about your interests, passions, and career possibilities

Your blueprint goes with you into adulthood and can continue to help you be your best as you venture forth into

- new learning experiences
- new relationships
- new careers.

We are excited to share this information with you...So, let's begin!

Learning Styles Course

B. Print the Profile results

When you enrolled in the LearningSuccess™ Institute you received a Learning Style Profile so that you could discover **your Personal Blueprint for LearningSuccess™**.

This course will take you through the results of your Profile.

It is a step-by-step guide to putting the Profile recommendations - **your personal toolbox for LearningSuccess™** - into action!

1. **Print** the **Results** page for easy reference - this is your **LearningSuccess™ Blueprint**.
2. **Click** on all the **Learn More** sections and **print** out this information for easy reference.
3. **Put all the printouts** into a binder - this is your **LearningSuccess™ Toolbox**.

Learning Styles Course

2: Dispositions

Your **Dispositions** tell the world who you are!

Most people have a **Primary and a Secondary Disposition**—their two highest scoring Dispositions.



However, since everyone is different, the combination of scores is different for everyone.

There is no “right” or “wrong” way to score. There are no scores that are “better” or “worse” than someone else’s scores.

Whatever your scores are, they are **your** scores; they are a picture of you!

It is possible to score very high in one Disposition and score much lower and about the same in the other four. Or, you could score quite high on three Dispositions, or score high on your Primary Disposition and have two Secondary Dispositions.

As you work through the activities below, notice what your scoring pattern is.

Knowing your Disposition will help you understand what your overall learning and working styles are so that you can choose materials and activities that will enhance your learning and school experience.

A. Results

1. **Refer** to your Learning Style Profile Results printout, **Section A Disposition**.
2. **Notice** your 2 highest scoring Dispositions. These are your Primary and Secondary Dispositions.

Learning Styles Course

B. Characteristics

1. **Refer** to the **Characteristics** printouts for your Primary and Secondary Dispositions.

2. **Read** the **Characteristics** and **answer** the following:

- Do these characteristics describe you?
- Is there any part of the descriptions that do not sound like you?
- How do you feel when you read these descriptions of your Dispositions?

3. **Think about:**

- According to your Disposition descriptions, what do you need to do your best work?

Learning Styles Course

C. Applications

1. **Refer** to the **Applications for LearningSuccess™** printouts for your Primary and Secondary Dispositions.

2. **Read Homework Helps.**

- Which of these ideas do you think would help you do your school work?
- Discuss the ones you would like to try with your parents/teachers.

3. **Read Ideas for Assignments.**

- Which of these ideas appeals to you?
- Ask your parents/teachers if you can substitute your usual assignments with ideas from this list.

4. **Read Career Opportunities.**

- Do any of these careers sound interesting to you?
- Are there any that you would like to find out more about?

Learning Styles Course

D. Relationships

1. **Refer** to the **Family Portraits** printouts for your Primary and Secondary Dispositions.

2. **Read Positive Contributions.**

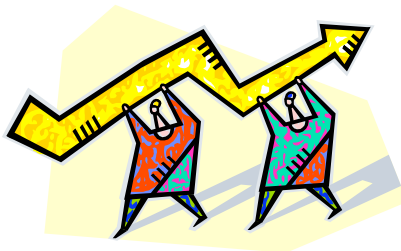
- Do you see yourself making these kinds of contributions to your family, group, or community?

3. **Think about:**

- If you were to take a guess about your parents and other family members, would you say that they probably have the same Dispositions as you, or different Dispositions?

4. **Think about:**

- Now that you know more about your Dispositions, what would you like other people to know about you?



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3: Modality

Your **Modality Preferences** determine how you best process incoming information.

What are some ways of processing information? Here are some examples: *reading, watching movies, sketching, writing, listening, doing something.*

It is very important to get to know your Modality Preferences.

Once you become aware of them and learn how to use them to your best advantage, you will find that learning new information, memorizing, and even doing assignments will become so much easier.

You will learn more, better, and faster, because you will be using materials and techniques that work for you!

A. Results

1. **Refer** to your Learning Style Profile Results printout, **Section B Modality**.
2. **Notice** your 3 Modality Preferences.



Learning Styles Course

B. Applications

1. **Refer** to the **Applications for LearningSuccess™** printouts for your Modalities.
2. **Read** these pages and **answer** the following: (in writing or discuss)
 - Do you think you would learn better or easier if you could use the techniques listed?
 - Which techniques do you think would help you the most?
3. **Discuss** the techniques you would like to try with your parents/teachers.



Learning Styles Course

C. Relationships

1. Think about:

- If you were to take a guess about your parents and other family members, would you say that they probably have the same Modality Preferences as you, or different ones?

2. Think about:

- What would you like other people to know about your Modality Preferences?



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4: Environment

Your **Environment** is everything that surrounds you and can affect your learning and working time positively or negatively.

Some people are more affected by certain aspects of the environment than other people.

For example, some people have a really hard time concentrating when it is cold, others have trouble when it is hot, and others are not bothered at all by the temperature.

This section will help you become more aware of the things in your environment that affect you, enabling you to make changes, when possible, that allow you to do your best when learning and working.

A. Results

1. **Refer** to your Learning Style Profile Results printout, **Section C Environment**.
2. **Note** your Environment Preferences



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B. Applications

1. **Refer** to the **Best Work Environment** printout. **Read** these pages.
2. **Refer** back to the Environment Results page, **read** it again and **answer** the following:
 - Do you think you would learn better or easier if you could change your environment?
 - Which changes do you think would help you the most?
3. **Discuss** the changes you would like to make with your parents/teachers.

Learning Styles Course

C. Relationships

1. Think about:

If you were to take a guess about your parents and other family members, would you say that they probably have the same Environmental Preferences as you, or different ones?

2. Think about:

What would you like other people to know about your Environmental needs?

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5: Interests **?**

Your **Interests** are your greatest motivators!

What do you love? That is the topic of this section.

You do your best learning when you are interested in and excited about what you are learning.

The more you can integrate your interests and passions into your school work, the better you will do!

A. Results

1. **Refer** to your Learning Style Profile Results printout, **Section D Interests**.
2. **Read** through the Interests you chose.



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B. Applications

1. **Refer** to the Interests printout. **Read** this page.

2. **Refer** go back to the Interests Results page, **read** it again, and **answer** the following:
 - Do you think there are enough opportunities for you to pursue your Interests?
 - What would you like to do more of? When, where, and how?

3. **Discuss** the Interests you would like to pursue with your parents/teachers.
 - Is there a way to incorporate more of your Interests into your school subjects and electives?

Learning Styles Course

C. Relationships

1. Think about:

If you were to take a guess about your parents and other family members, would you say that they probably have the same Interests as you, or different ones?

2. Think about:

What would you like other people to know about your Interests?

Learning Styles Course

6: Talents

Your **Talents** are the natural abilities that you were born with.

Often, a person's Talents point to career opportunities.

However, *you might not be interested in pursuing a Talent as a career.*

On the other hand, you might have a Talent that you would love to pursue, but people have discouraged you.

Whether you are interested in pursuing a Talent or not, *you can learn to put it to good use, to make your learning and working easier and more efficient.*

In this section you will explore how to do this.

A. Results

1. **Refer** to your Learning Style Profile Results printout, **Section E Talents**.
2. **Notice** the Talents that are listed. These are your highest scoring Talents.



Learning Styles Course

B. Applications

1. **Refer** to the Applications for LearningSuccess™ printouts for your **Talents**.

2. **Read Skill Areas.**

- Do you agree that you have skills in these areas?

3. **Read Strategies for LearningSuccess™**

- Which of these ideas appeals to you?
- Ask your parents/teachers if you can substitute your usual assignments with ideas from this list.

4. **Read Career Opportunities.**

- Do any of these careers sound interesting to you?
- Are there any that you would like to find out more about?

5. **Discuss:**

- Which of your Talents are you currently pursuing?

6. **Discuss:**

- Are there Talents that you are interesting in pursuing that you are not pursuing at this time?
- Discuss with your parents/teachers how you might pursue these Talents.

7. **Discuss:**

- Do you have Talents that you are not interested in pursuing?

Learning Styles Course

C. Relationships

1. Think about:

- If you were to take a guess about your parents and other family members, would you say that they probably have the same Talents as you, or different Talents?

2. Think about:

- What would you like other people to know about your Talents?

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7: Putting It All Together

Design a curriculum.

1. **Choose** one of your subjects and **design** it completely with your learning styles in mind.
2. **Discuss** your plan with your parents and teachers. Discuss the possibility of learning this subject in this new way.



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8: Putting It All Together

Design your ideal day.

1. **Plan** the whole day: what time would you get up, eat, exercise, do school work, rest, work on a hobby, take breaks, meet a friend, play a game, etc. Include everything you would like to do.

As you design your day, **notice** how you are planning your time.

Is this easy or hard for you to do?

If you have difficulty planning your time, can you think of anything you learned about your learning styles that could help with this?

See the next page for time management hints.



2. **Discuss** your plan with your parents and teachers.

- If you need help, ask for their ideas.
- If you have come up with a plan that you think would really work for you, ask if you can try it out.

Learning Styles Course

9: Learning Style Hints for Time Management

A. First, look at your **Dispositions**.

If you are high in Producing, chances are you are a natural at organizing and managing your time. Producing people are born with this ability. They are good at it and they love it!

If you are not high in Producing, you are probably struggling to one degree or another with organization and time management. However, you can look to your highest Dispositions for help!

Performing people: figure out a way to have fun while you are organizing/planning, or make a game out of the whole thing and give yourself “rewards” for getting things done, finishing faster, etc.

Inventing and Thinking/Creating people: invent or create your own system, one that will really work for you!

Relating/Inspiring people: find a partner to work with; check in with each other regularly; discuss accomplishments and give each other support.

Learning Styles Course

B. Next, look at your **Modality** preferences for more help.

Picture or Sketching learners: design your own calendars, charts, or planners, using stickers, computer graphics, or your own drawings. This will make your “schedules” more interesting to look at and might give you that extra push to get motivated about time management.

Auditory or Verbal learners: try audio taping your plan if you would prefer listening to it over reading it.

Hands-On and Whole Body learners: be sure to include in your plan lots of short breaks to stretch, run, dance, or do hands-on activities.

BIG HINT: the more you incorporate movement into your actual learning activities (like acting out something from history, building a model, dancing around while memorizing) the more appealing your plan will be!



Congratulations on completing the Learning Styles Course!

We hope that you will refer to your Learning Style results often and that you will use your LearningSuccess™ Blueprint and LearningSuccess™ Toolbox to enhance every part of your life!