

ASSESSMENT GUIDE - LEARNING STYLE

[Click Here to take the Assessment](#)

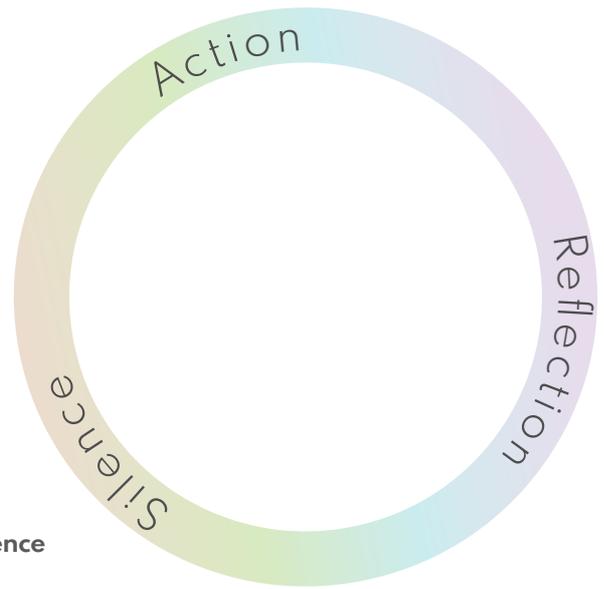
Take the assessment to view your report and understand your learning style

BACKGROUND & PURPOSE

Metacognition - or learning how one learns - is a key component of **self-driven learning**. Thus, this is a self-assessment to deepen one's awareness of one's own style of learning.

For adults, learning occurs when one identifies a learning need, and then consciously experiences all **learning activities** - taking in information, reflecting on it, applying it, sharing one's experience and being silent. The value of attention, engagement with one's learning materials and reflection to build the necessary neural networks for learning is also established in neuroscience. In addition to these activities, **exercise and sleep are crucial** for the neural development needed to complete the learning process .

Conscious learning is a practice - of reflection, action and silence
- Darshan Bhat



This assessment was created to reflect all aspects of the learning cycle. Its design draws inspiration from the dimensions of learning **developed** researched by Richard Felder, a chemical engineering professor and L. Linda Silverman, an educational psychologist at the University of Denver, in 1988.

DIMENSIONS

The dimensions of this assessment encourage reflection on and create awareness of one's preferred mode of taking in, processing and understanding new information. Together, these dimensions point to one's dominant style of learning. The assessment also delves into assessing one's ability to silence one's mind -which is a key element for completing the cycle of learning.

Input - Are you more visual or more verbal as a learner?

Visual Learners take in information and remember best by what they see - pictures/charts/films, etc. Verbal learners get more out of words: written and spoken explanations.

Processing - Are you Action first or Reflection first in your learning process?

Action-oriented learners prefer doing something in the external world with the information: discussing it or explaining it or testing it in some way.

Reflective learners examine and manipulate information introspectively.

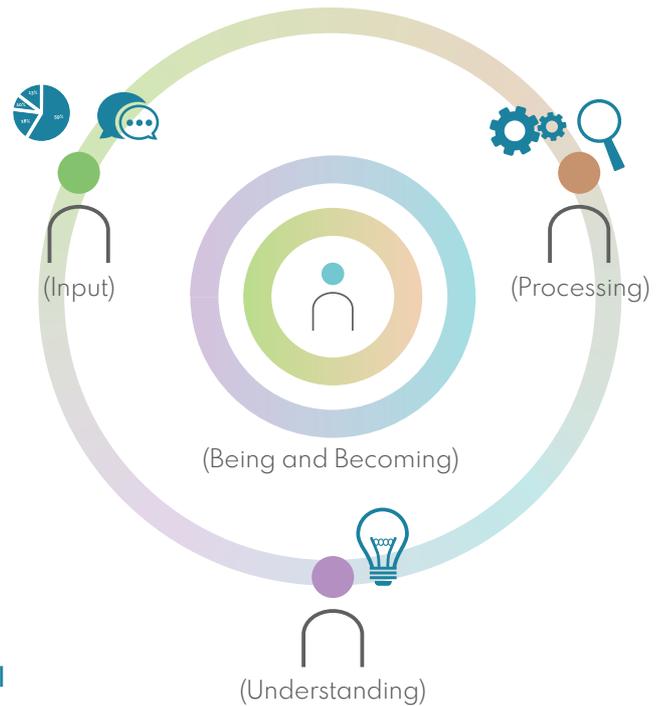
Understanding - Are you a part first learner or a Whole first learner?

Part first learners follow linear reasoning processes to understand While Whole first learners learn in large jumps understanding the whole first.

Observing the observer - Do you integrate silence as a part of your learning process?

Ability to observe oneself by being silent consciously and actively integrating it in one's process of learning.

Learners can prefer a mix of two or more modes of input, processing or understanding. For such learners, **experiential learning, simulations and practice** can be useful modes of input, processing and understanding.



REFLECTIVE QUESTIONS FOR FACILITATORS

1. What is your experience of these dimensions?
2. What is your preferential learning style?
3. How does your preferential learning style support or impede your facilitation practice?
4. How can awareness of learning styles of self/others support you?

REFLECTIVE QUESTIONS FOR PARTICIPANTS

Thank you for taking the exploring learning style assessment by Creatnet Learning. Please reflect on the following questions, to deepen your understanding of this further.

1. What is my preferential style of learning?
2. What can I do to leverage this understanding of my/others' learning styles?
3. What can I do differently to strengthen my learning(ensure Gunna(assimilation of learning) happens for me?)

Hope you have discovered something new for yourself today and we hope you are able to actualize your learnings and bring about change to the world around you.

By continuous engagement with the results, we can make this discovery more valuable for ourselves and our peers.

LEARNING RESOURCES

1. Learning and Mindfulness -David Kolb
2. Felder on Learning
3. How Neuroscience Is Changing What We Know about Learning, Barbara Oakley
4. Silence and attention are key to Learning

REFLECTIONS OF FACILITATORS

What kind of behaviors are displayed by visual/verbal learners?

Visual learners prefer things displayed pictographically or symbolic depictions of information. They are not too inclined towards written matter or listening to audio. Verbal learners prefer reading, writing, and audio.

What behaviors are displayed by action first learners?

Action first learners are likely to initiate their learning by doing first and then learning along the way, even from their mistakes. They reflect and take stock of their understanding of the information along the way. For such learners, being required to reflect before acting would cause a delay in the learning, as it would entail a lot more effort to reflect before having clarity on the course of action.

What behaviors are displayed by part first learners? What behaviors are displayed by whole first learners?

Part first learners are challenged, and likely to be overwhelmed when given the whole information at one go. On the other hand, whole first learners need to know why they are doing something, and how the parts relate to the whole. Without that conceptual clarity, whole first learners are likely to feel alienated by separate parts of the information. Some are likely to need a combination of both part and whole, to help them explore the connections of the part to each other as well as to the bigger picture.

How does silence link to learning?

Silence enables calm, and can help the learner attune to herself. This enables the learner's attention, which furthers learning. It also enables greater observation and conscious action and reflection.

What do silence and self-awareness do?

Silence helps in observing oneself, and noticing one's mental chatter with awareness and non judgmental acceptance. This process of self-observation can help the mind to notice new ideas and new information with acceptance, as well as help the mind construct new ideas and knowledge that may emerge from this reflection.

How to leverage our learning styles? How can we leverage our knowledge of participants' learning styles?

Awareness of one's learning preferences enables greater motivation, control, and efficiency in learning and creating new contextual knowledge.

Awareness of the learning styles of participants enables a facilitator to convey herself in a manner that is most suited to them. This assessment can be a fruitful tool to observe the dominant learning styles of a group that is being facilitated for the first time. The facilitator can then group the various learners by their preferred learning style and design the sessions so as to be inclusive and engaging for all members of the group.