

This report displays your learning and productivity preferences. The preferences are grouped into categories. Each category requires a slightly different approach to improve your learning and productivity. Read the introductions carefully so that you understand these different approaches before you choose and apply the recommendations in the report.

Sensory Preferences



You learn with four senses. You may like to learn with only one or two, but research has shown that you benefit most when learning through multiple sensory modes. So it will help to use more than just your preferred senses.

To get started, try learning new and difficult topics by using the modes for which you have a higher preference. As you become more comfortable with a topic, begin to use your less-preferred preferences as well. Over time, you will adjust to using **all** of the sensory modes and your learning will become easier and more effective.

For example, if you prefer visual learning, you can start learning a topic through reading, pictures and diagrams. As you become more familiar with the topic, discuss it (auditory) and get involved in activities related to it (tactile and kinesthetic).



Auditory Learning



Auditory learning refers to what you can hear.

You have a high preference for auditory learning. This means you usually like to learn by listening. You can probably focus on and remember most of the information you hear. Use the recommendations below to take advantage of this ability.

Recommendations

When you have to learn by listening, use the following recommendations. These will help you use other modes of learning at the same time, assisting your overall ability to learn.

During Instruction or Activities

- ☐ Ask for written instructions and outlines whenever possible. Keep these written materials in front of you and follow along when listening to spoken instruction.
- ☐ Read about upcoming topics for class discussion before the class. Reading ahead of time makes listening easier because you have some understanding of the topic.
- ☐ Take notes and re-read them soon after class. You can often write them on the handouts provided by the teacher.

Working on Assignments or Independent Tasks

- ☐ Read important points and your own writing aloud to yourself. This helps combine visual information with auditory information.
- ☐ For videos, turn on closed captioning or try to find transcripts of the audio.

Preparing for Tests or Presentations

- ☐ Use memory devices such as rhymes or repeating things aloud to yourself.
- ☐ Write out cue cards or speaking notes, even when you will not use them. Writing the words combines visual and tactile information with the auditory information.
- ☐ Have someone else quiz you on test or presentation topics and answer the questions verbally.

Low Kinesthetic



High Kinesthetic

Kinesthetic Learning



Kinesthetic learning involves movement and physical activity.

You have a moderate preference for kinesthetic learning. This means you are OK with learning through movement and physical activity. Your ability to learn new sports, trades and other physically involved activities is about the same as most of your peers. You can develop this ability further through practice. Use the recommendations below.

Recommendations

During activity-based learning, use the following recommendations. These will help you use other modes of learning at the same time, assisting your overall ability to learn.

During Instruction or Activities

- ☐ When learning physical skills, try to view demonstrations or videos or watch others practice the skill in addition to trying it yourself.
- ☐ Ask others who are skilled in the activity for advice. Even if you are already skilled in your own way, listen to them describe what helps *them* to be successful.
- ☐ When doing a classroom-based activity, ask questions or request a handout that describes the goals of the activity.

Working on Assignments or Independent Tasks

- ☐ If you have difficulty with a physical skill, try dividing the skill into smaller steps. Practice the first part until you feel comfortable. Add more steps, one at a time, to build the skill gradually.
- ☐ Work with another person who has a high kinesthetic preference. Discuss the activity and provide visual and verbal feedback to each other to improve your performance.

Preparing for Tests or Presentations

- ☐ For presentations, practice with someone you trust. Have them give you feedback on posture, voice and eye contact.
- ☐ Use a mirror or take video of yourself practicing the activity. There are many apps that can help with video analysis, such as slow-motion, split screen and drawing tools.



Tactile Learning

Tactile learning involves touching and handling objects related to what you are learning. Examples include measuring objects in math or dissecting a specimen in science.

You have a high preference for tactile learning — learning through touch. Lessons that use models and other physical objects usually help you to learn a concept. You can take advantage of this ability and develop it further through practice. Use the recommendations below.

Recommendations

Use the following recommendations during situations that involve tactile learning. These will help you use other modes of learning at the same time, assisting your overall ability to learn.

During Instruction or Activities

- ☐ Take notes in class. The physical act of writing will help you remember the important points.
- ☐ Look for opportunities to "do" things in your classes — like science experiments, writing, using math-related objects, working with materials, and so on.

Working on Assignments or Independent Tasks

- ☐ When reading, highlight the key ideas and then write a summary of them. Engaging your hands in the reading process will help you remember what you've read.
- ☐ Use real objects to help you learn. For example, if you're studying levers in physics, find a simple one and try using it in different ways. For geography, use a globe or map to aid in studying.

Preparing for Tests or Presentations

- ☐ Keep your desk clear of distracting objects. Your tactile sense should be focused on what you are learning, not unrelated things.
 - ☐ Don't forget to review notes from labs and activities that involved tactile learning. Try to remember what it was like to use your hands and what you felt with your sense of touch in those activities.
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Visual Learning

Visual learning involves seeing what you are learning. Examples include reading text and viewing pictures and diagrams.

You have a low preference for visual learning. This means you do not like to learn through reading and looking at pictures. However, you can develop this ability through practice. Use the recommendations below.

Recommendations

Use the following recommendations during situations that involve visual learning. These will help you use other modes of learning at the same time, assisting your overall ability to learn.

During Instruction or Activities

- ☐ Learn about and take notes in visual formats such as mind maps, sketches and diagrams. Use underlining and color to highlight important points.
- ☐ Ask for written instructions and outlines whenever possible. Keep these written materials in front of you and follow along during spoken instruction.

Working on Assignments or Independent Tasks

- ☐ Read about upcoming topics for class discussion before the class. When you find it difficult to visualize the ideas discussed, ask for pictures, diagrams or other visual aids for those topics.
- ☐ Organize your work area to avoid visual distractions. Any visual cues should be directly related to what you are learning.

Preparing for Tests or Presentations

- ☐ Rewrite and review notes. Create flash cards to prepare for tests.
- ☐ Visualize the test or presentation environment as you prepare. Think of visual cues in that environment to help you remember key concepts.
- ☐ Look for opportunities to complete assignments that are visual, such as posters or computer slide presentations.

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Environmental Preferences



These are simple preferences that don't require further development. For these, simply adjust your learning environment, when reasonable, to suit your strongest preferences.



Intake

Intake refers to eating and drinking while learning or working. Some people learn better if they're able to eat or drink something. Other people find it distracting to eat or drink while learning.

You have a low preference for intake. You prefer **not** to eat or drink while learning or studying.

Recommendations

According to your results, you do not need any recommendations for this preference.



Light

The amount of light in your learning environment can affect your achievement. Some people study and learn better in a brightly lit area, while others achieve more in dimly lit surroundings.

You have a very high preference for light. You prefer bright light for learning or studying. It helps you be productive.

Recommendations

Based on your results, you should try to learn and work in bright light when possible. Read the following recommendations and select the ones you think would work best for you.

During Instruction or Activities

- ☐ If you're in a place that is too dimly lit, try sitting closer to a window.

Working on Assignments or Independent Tasks

- ☐ Take care to avoid shadows on your reading material.

Preparing for Tests or Presentations

- ☐ Make sure you have enough overhead lighting or lamps and windows available in your study area.
- ☐ Let your family members know that you need bright light for studying and learning.



Temperature

Research has shown that people work differently in a warm or cool environment. By making sure you are warm or cool enough, you can improve your success in learning and studying.

You strongly prefer to study and learn in a warm environment. You often feel uncomfortable in a cool environment. Ensuring you are warm enough can help you focus and be more productive.

Recommendations

Based on your results, you should try to make sure you are comfortably warm when studying and learning. Read the following recommendations and select the ones you think would work best for you.

During Instruction or Activities

- ☐ Always have a jacket, fleece or sweater with you, so that you can add a layer of warmth if you start to feel cold.
- ☐ Don't be afraid to ask for the heating to be turned up in the classroom.

Working on Assignments or Independent Tasks

- ☐ Try sitting near a window in the sunshine or near another source of heat.

Preparing for Tests or Presentations

- ☐ Make sure you have a heater in your study environment if it gets too cold for you.



Mobility

People with a preference for mobility need to move around to learn most effectively. It's difficult for them to sit in one place for a long time. People who prefer stillness find it easy to concentrate while sitting still for a long time.

You moderately prefer to remain still while learning. You can concentrate quite well when sitting in one place for a long time.

Recommendations

According to your results, you do not need any recommendations for this preference.



Sound

Some people find silence distracting and can concentrate better when there's sound in the background. Other people require a quiet environment in which to work and learn.

You have no strong preference for sound or silence in your learning environment. You are able to study and learn successfully regardless of whether there is sound in the background or not. Because you have no strong preference, you do not need to follow any specific recommendations.

Recommendations

According to your results, you do not need any recommendations for this preference.

Casual Setting



Traditional Setting

Physical Setting



Studies have shown that the physical setting of your learning environment has a direct effect on achievement. The traditional academic setting of straight-backed chair and formal desk doesn't work well for everyone. For some people, a casual setting with softer furnishings is more beneficial.

You have a moderate preference for a casual setting while learning. You like to recline on a comfortable chair or sofa, or even on the floor, when you learn. You may even like to study while lying in bed. This helps you to concentrate and achieve better results.

Recommendations

Based on your results, you should try to study and learn in a casual setting with soft furnishings. Read the following recommendations and select the ones you think would work best for you.

During Instruction or Activities

- ☐ If you can't avoid formal seating, sit on the floor while leaning against a wall.

Working on Assignments or Independent Tasks

- ☐ Sit on comfortable, soft seating or try reading while reclining on a bed or cushions.
- ☐ Use a laptop or other mobile device instead of a desktop computer.

Preparing for Tests or Presentations

- ☐ Avoid sitting on a straight-backed chair and working at a desk or table.

Late in the Day



Early in the Day

Time of Day



Research has proven that success in learning can be affected by the time of day in which you study.

You have no strong preference for learning at a particular time of day. You are able to study and work equally well at any time, regardless of whether it is early or late. Because you have no strong preference, you do not need to follow any specific recommendations.

Recommendations

According to your results, you do not need any recommendations for this preference.

Rate your profile:

How well does it match you?



Mindset Preferences



These preferences indicate your attitude toward learning and working, and *how* you function best. Mindset includes motivation, focus, how you complete tasks and how you work with others. For some of these preferences, developing your mindset toward one side of the scale is beneficial. For others, developing both sides of the scale is more helpful.

Low Teacher Motivation



High Teacher Motivation

Teacher Motivation



Teacher motivation indicates how much you are motivated by people like your teachers, counselors and other educators. Some students work hard because they know their teachers want them to. These students are helped when they can ask a lot of questions and get regular feedback. They also work better when their teachers are close by. Other students work better with less contact from their teachers.

You have low teacher motivation. You are not usually motivated by teachers or other educators. You may not actively ask questions or try to get feedback from your teachers. You sometimes find it better to work away from your teachers.

Recommendations

These recommendations are based on your results. Read them and select the ones you think would work best for you.

During Instruction or Activities

- ☐ While you may not rely on them for motivation, your teachers are an important source of information. During the next lesson, write down any questions you may have. After the lesson, pick your best question and ask it when you feel comfortable. Remember that most teachers like it when students ask good questions. If you prefer, gather some other students and ask the question together.
- ☐ When a teacher says something that sounds negative or critical, remember that all feedback can help you improve. The best way to react is to *calmly* ask a few questions about what to do next time, so that the feedback becomes positive.

Working on Assignments or Independent Tasks

- ☐ The next time you are given instructions, verbal or written, for a large assignment, think carefully about what you are going to do. Write down your plans in point form if it helps. Then describe or show your plans to the teacher well before the assignment is due. The feedback you get will help with ideas and with getting the best grade possible.

Preparing for Tests or Presentations

- ☐ Pick a class that is the biggest challenge for you. Find a time to talk to the teacher of that class, a counselor or another teacher with whom you are more comfortable. Describe why the class is a challenge. Compare it to a class in which you do well. Teachers are not just experts on class topics, they can help with the best ways to learn and study and make a class easier for you.

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Collaborative or Independent

Being collaborative means working well with others. Being independent means working well on your own. If you prefer to work collaboratively, you tend to work harder and learn more with others, especially other collaborative people. If you prefer to work independently, you learn more and get more done on your own.

You have a high preference for collaboration. You are usually able to learn better and get work done with other people around and prefer not to work independently. Being able to work well under both conditions is important. Sometimes you need to collaborate and sometimes you need to be independent. This is true for school, work and your personal life.

Recommendations

Because it is important to be able to work both collaboratively and independently, there are recommendations for both. Read them and select the ones you think would work best for you in different situations.

During Instruction or Activities

- ☐ If you prefer independence, try to sit in a part of the classroom where others are also independent and less likely to interact with you. However, some class activities will require you to collaborate with others. Be ready for those times.
- ☐ If you have to work independently for long periods, take a break and use it to spend time with other people.

Working on Assignments or Independent Tasks

- ☐ If you prefer to work independently, plan to do your more difficult work when you're alone. However, you can learn important things from others. You may want to check in with others occasionally to talk about your work.
- ☐ If you prefer collaboration, organize a group to work together on projects.
- ☐ In choosing a career or other activities outside of school, choose those that fit best with your preference for working with others or independently.

Preparing for Tests or Presentations

- ☐ When you want to study independently, find a quiet area where you can study, such as the library.
 - ☐ To study in a collaborative way, study in places where there are people around to discuss ideas. Test each other on your knowledge.
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Structure

Students who prefer more structure like to learn with step-by-step instructions for how to complete tasks. They want to know details of what resources to use and to have specific guidelines and examples of what their completed work should look like.

Student who prefer less structure like to learn through exploration. They prefer to make their own choices about what steps to take, what resources to use and what sequence to follow. They don't need examples of what their work should look like because they like to imagine their own way of doing things.

You have a moderate preference for structure. You like to have some guidelines for your assignments, but you also want to work out a few details yourself. You probably like to be given a plan for the topics you are learning, but have some room to explore a little as well. That kind of independence is good, as long as you cover everything that is required.

Recommendations

These recommendations are based on your results. Read them and select the ones you think would work best for you.

During Instruction or Activities

- ☐ If you need more detail, ask your instructor to clarify directions and expectations.
- ☐ Ask for, or try to create, an organized outline of lessons that you receive in class.

Working on Assignments or Independent Tasks

- ☐ Talk to your classmates. Find out their understanding of assignment details.
- ☐ If your instructor wants you to figure out the details, review your notes and other materials and make your best guess. This is good practice for future learning or working situations.

Preparing for Tests or Presentations

- ☐ When studying, organize your material in a logical order that makes sense to you.
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Focus

Focus refers to whether a person tends to complete all the work or tasks they need to do before doing other things. People with low focus may have many unfinished activities going on at the same time, while people with high focus complete a task before moving on to the next one. Focus is also related to whether you remain on-task and get things done on time or you tend to get distracted and procrastinate.

Your current results show that you have a somewhat low level of focus. You may get distracted and not finish your tasks or assignments on time, or you may rush to finish them at the last minute. You also may not prepare properly for tests. However, you *can* increase your level of focus and improve your chances of success at school, in your career and in your personal life. Follow the recommendations below as a start.

Recommendations

These recommendations are based on your results. Read them and select the ones you think would work best for you.

During Instruction or Activities

- ☐ Remove any distracting objects or materials from your desk. If you get distracted by other people, try to sit away from those people during times that you need to focus.

Working on Assignments or Independent Tasks

- ☐ Write down your goals and tasks. Keep that list close by and visible so that it is hard to forget.
- ☐ Use reminder features on your mobile device or computer to regularly remind you of your current tasks.
- ☐ Divide tasks into steps. Start assignments as soon as you get them — don't wait. You can take breaks, but make sure that you stay on track for completing assignments on time.
- ☐ Don't work on too many projects at once. Prioritize the tasks from most to least important. Complete the most important one first and then move on to the next.

Preparing for Tests or Presentations

- ☐ For important tests, make a study schedule. Figure out how much study time you will need based on the test. Then think of how much time each day you will have available to study. Work backwards from the test day to figure out how long before the test you will need to start studying.
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Self-Motivation

Self-motivation is important for doing well in school and in your career. Students with high self-motivation look for and find interesting things in their studies. It is easier for them to spend the time necessary to learn what they need to learn. They motivate *themselves* to learn. Students with low self-motivation usually need rewards or other people to help motivate them.

Your results put you in the moderate self-motivation range, for now. You have an average amount of interest in the topics taught at school. This means that sometimes learning is easy and fun and sometimes it isn't. However, it is possible to make more of it easy and fun — your self-motivation can be improved! Follow the recommendations below as a start.

Recommendations

These recommendations are based on your results. Read them and select the ones you think would work best for you.

During Instruction or Activities

- ☐ Talk with a counselor or teacher to find out what motivates you outside of school. Together, find the connections between those motivators and things you do in school. There may be specific classes, school clubs or teams that are a better fit with what motivates you.
- ☐ Look at this chart to see how your education affects employment and pay. Notice how unemployment goes down and pay goes up as you gain more education.

Working on Assignments or Independent Tasks

- ☐ Divide assignments and learning material into small parts and reward yourself for completing each piece. Take frequent breaks if it helps.
- ☐ When given an assignment, talk to your teacher about how you could modify the assignment to fit with what motivates you. For example, if you like movies, you may be able to create a movie that covers the topics of your assignment.

Preparing for Tests or Presentations

- ☐ Talk to a peer tutor. Peer tutors can be very helpful in pointing out what might be interesting or meaningful in school because they, as peers, are more likely to share your interests and values.
- ☐ Everybody's motivation can be affected by challenges sometimes. If this happens to you, talk to a school counselor who is trained to help with this. You can also talk to others who have experienced similar challenges. Pick someone who was successful in overcoming that challenge and seems more motivated now.

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