

Learning Styles: A Guide to Resources on the World Wide Web

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February 2005

Note: This listing was designed by the author to accompany a faculty workshop entitled "Recognizing and Responding to Student Learning Style Differences: Strategies for Enhancing Learning." It is a highly selective and illustrative guide rather than a comprehensive compendium of Web resources.

General Articles and/or Resources on Learning Styles

<http://www.ntlf.com/html/pi/9511/article1.htm> - At this publicly accessible section of the National Teaching and Learning Forum, readers can find Bill McKeachie's (1995) interesting article *Learning Styles can Become Learning Strategies*.

http://www.crlt.umich.edu/publinks/CRLT_no10.pdf - An interesting Occasional Paper (Number 10) of the University of Michigan's Center for Research on Learning and Teaching entitled "*Students Learning Styles and their Implications for Teaching*" that was prepared by Susan Montgomery and Linda Groat (1998)

<http://www.lsrc.ac.uk> - Two extremely comprehensive analytic reviews of the learning styles literature compiled by a team of investigators at The Learning and Skills Research Centre are available in PDF format at this site. Look for (1) Coffield, F., Moseley, D. Hall, E., & Ecclestone, K. (2004a), *Should we be using learning styles? What research has to say to practice*, and (2) Coffield, F., Moseley, D. Hall, E., & Ecclestone, K. (2004b), *Learning styles and pedagogy in post-16 learning: A systematic and critical review*.

Kolb's Experiential Learning Model and Learning Style Inventory

<http://www.learningfromexperience.com/> - Experience Based Learning Systems Incorporated is a company founded by David and Alice Kolb "to provide ongoing quality research and practice on experiential learning. The purpose of this site is to host a space where scholars, practitioners and students of experiential learning can join together to share their research and practice." This site clearly is the definitive place to look for all Kolb resources including such things as (a) a link to the distributor of the LSI (Hay Resources Direct), (b) a very informative FAQ section, (c) access to several full-text article reprints and an extensive bibliographic listing of resources on experiential learning theory that was updated in April 2004, etc.

Grasha-Reichmann Student Learning Style Survey

<http://library.cuesta.edu/distance/lrnstyle.htm> - The Grasha-Reichmann Student Learning Style Survey, is a sixty item inventory assessing the following six learning style preferences: independent; dependent; competitive; collaborative; participant; avoidant. Students can complete the Grasha-Reichmann Student Learning Style Survey online and at no charge at this site.

http://www.ltseries.com/LTS/sitepgs/GRSLSS/ls_invent.htm - This is a second site that offers free online access to the Grasha-Reichmann Student Learning Style Survey.

VARK

<http://www.vark-learn.com> - VARK, developed initially by Neil Fleming, is an extremely popular and instructionally useful thirteen-item questionnaire to assess student preferences for learning via Visual, Auditory, Read/Write, and Kinesthetic processes. According to its developer, these preferences are about the ways that students want to take-in and give-out information whilst learning; unlike many other learning style surveys, with VARK respondents can indicate a multi-modal. Students can complete the VARK online and at no charge at this site; in addition, helpful study skills guidance, based upon each of these preferences, is also provided.

MBTI and the Keirse

<http://www.capt.org/> - The extremely influential, extensively researched, and widely known Myers-Briggs Type Indicator (MBTI) is commercially available in both paper and online formats from the Center for Applications of Psychological Type; over two million people reportedly take this instrument each year. This inventory, created by Isabell-Briggs Myers, is derived from the theory of psychological types described by C. G. Jung. Sixteen different types are identified based upon the following four pairs of opposing traits: (1) Extraversion-Introversion (i.e., While the perception and judgment of extraverts are oriented primarily toward the outer world of people and objects, introverts are oriented primarily toward the inner world of concepts and ideas; (2) Sensing-Intuition (i.e., While the sensing person gathers observable facts or happenings through one or more of the five senses, the intuitive person relies upon the less obvious process of intuition that occurs outside the reach of the conscious mind); (3) Thinking-Feeling (i.e., While the thinking person will decide impersonally on the basis of logical consequences, the feeling person will rely primarily on feelings); and Judgment-Perception (i.e., While the person who prefers has a preference for using a judgment process (either thinking or feeling) for dealing with the outer world, a person who prefers perception has a preference for using a perceptive process (either S or N) for dealing with the outer world.

<http://www2.gsu.edu/~dschjb/wwwmbti.html> - Harvey J. Brightman, has authored a helpful paper on learning styles for Georgia State University's Master Teacher Program. This paper both describes briefly the four dimensions underlying the Myers-Briggs Type Indicator (MBTI), and explores several teaching approaches that will appeal to different MBTI profiles.

<http://keirse.com> - The Keirse Temperament Sorter is based initially upon the work of Isabel Myers and the Myers-Briggs Type Indicator. Keirse labeled the four temperaments Artisans, Guardians, Idealists, and Rationals; these temperments correspond closely to Myers descriptions of SPs, SJs, NFs, and NTs. While the Keirse Temperament Sorter reveals very similar scores to the MBTI (the correlation between them is approximately .75) there are some noteworthy differences between the two instruments; these differences are summarized at <http://users.viawest.net/~keirse/difference.html>

Felder & Silverman

http://www.ncsu.edu/felder-public/Learning_Styles.html - In 1988 Richard Felder, a chemical engineering, and Linda K. Silverman, an educational psychologist, developed an *Index learning Styles* primarily for use with students in technical disciplines; some significant revisions were later made in 2002. The *Index of Learning Styles* assesses preferences on four dimensions - active/reflective, sensing/intuitive, visual/verbal, and sequential/global. It is available at no charge, in both paper and web-based formats, and can be accessed from this page along with a rich collection of other valuable article reprints including a 2005 article Richard Felder coauthored with his wife Rebecca Brent, entitled "Understanding Student Differences" and published in the *Journal of Engineering Education*, 94(1), 57-72.