

Student Name _____ Date _____

Score	Learning Style
	<p>Visual-Language: This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He/she may write words down that are given orally in order to learn by seeing them on paper. He/she remembers and uses information better if it has been read.</p>
	<p>Visual-Numerical: This student has to see numbers on the board, in a book or on paper in order to work with them. He/she is more likely to remember and understand math facts if he/she has seen them. He/she does not seem to need as much oral explanation.</p>
	<p>Auditory-Language: This student learns from hearing words spoken. You may hear him/her vocalize or see lips or throat move as he/she reads particularly when striving to understand new material. He/she will be more capable of understanding and remembering words or facts that have been learned by hearing.</p>
	<p>Auditory-Numerical: This student learns from hearing numbers and oral explanations. He/she may remember phone and locker numbers with ease and be successful with oral numbers, games and puzzles. He/she may do just about as well without a math book, for written materials are not as important. He/she can probably work problems in his/her head. You may hear this student saying the numbers aloud or see the lips move as the problem is read.</p>
	<p>Auditory-Visual-Kinesthetic: The AVK student learns best by experience and self-involvement. He/she definitely needs a combination of stimuli. The manipulation of material along with the accompanying sights and sounds (words and numbers seen and spoken) will make a big difference to him/her. This student may not seem able to understand, or keep his/her mind on work unless he/she is totally involved. He/she seeks to handle, touch and work with what is being learned. Sometimes just writing or symbolic wiggling of fingers is a symptom of the AVK learner.</p>
	<p>Social-Individual: This student gets more work done alone. He/she thinks best and remembers more when he/she learned alone. He/she cares more for his/her own opinions than for the ideas of others. You will not have much trouble keeping this student from over-socializing during class.</p>
	<p>Social-Group: This student strives to study with at least one other student and he/she will not get as much done alone. He/she values others' ideas and preferences. Group interaction increases his/her learning and later recognition of facts. Socializing is important to this student.</p>
	<p>Expressive Oral: This student prefers to tell what he/she knows. He/she talks fluently, comfortably, and clearly. The teacher may find that this learner knows more than written tests show. He/she is probably less shy than other about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.</p>
	<p>Expressiveness-Written: This student can write fluent essays and good answers on tests to show what he/she knows. He/she feels less comfortable, perhaps even stupid when oral answers are required. His/her thoughts are better organized on paper than they are given orally.</p>

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The C.I.T.E. Instrument (Babich, Burdine, Albright, and Randol, 1976) was formulated at the Murdoch Teachers Center in Wichita, Kansas to help teachers determine the learning styles preferred by their students. It is divided into three main areas:

Information gathering includes auditory language, visual language, auditory numerical, visual numerical and auditory-visual language, and auditory numerical, visual numerical and auditory-visual-kinesthetic combination.

Work conditions focus on whether a student works better alone or in a group.

Expressiveness considers if a student is better at oral or written communication.

Scores on the Learning Styles Inventory fall into one of three categories: major, minor, and negligible. These categories defined as follows:

A) Major: The student prefers this mode of learning, feels comfortable with it, and uses it for important (to the student) learning. A student does not necessarily have one and only one preferred style.

B) Minor: The student uses this mode but usually as a second choice or in conjunction with other learning styles.

C) Negligible: The student prefers not to use this if other choices are available. The student does not feel comfortable with this style

Please see the back of this page for your personal breakdown. You will see your score with a number 1, 2 or 3 denoting major, minor or negligible. Depending on the subject your learning style may differ, that is normal.

If you have any questions please see the instructor.