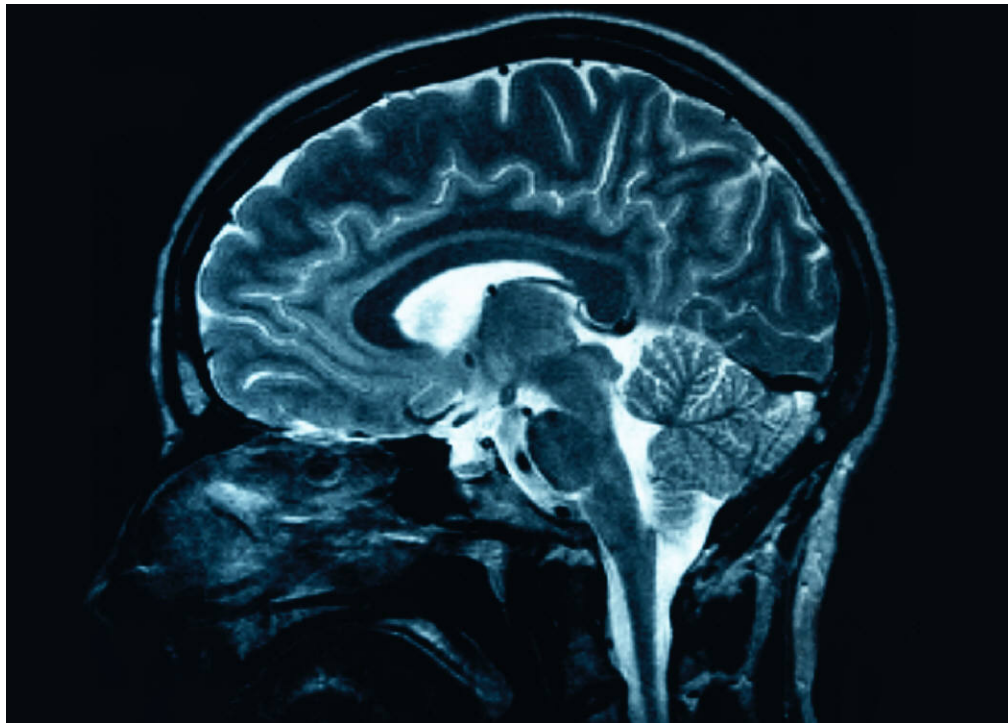


LEARNING STYLES



“Live as if you were to die tomorrow.
Learn as if you were to live forever.”

Mahatma Gandhi

Learning Styles & Multiple Intelligences In a Nutshell

Two Concepts for Enhancing Learning in the Classroom

Learning Styles have been a focus of theoretical exploration since 1927 when Carl Jung, a psychologist, began exploring the variety of ways people took in information and how they interacted with one another. The idea has been pushed even further in recent years (1980's to present) with learning styles theorists interpreting information in different ways. One main idea remains steady in these interpretations:

The process - Learning Styles focus on the process of learning, how a person takes in information, how the person thinks about the information and how the person critically evaluates the results of the information.

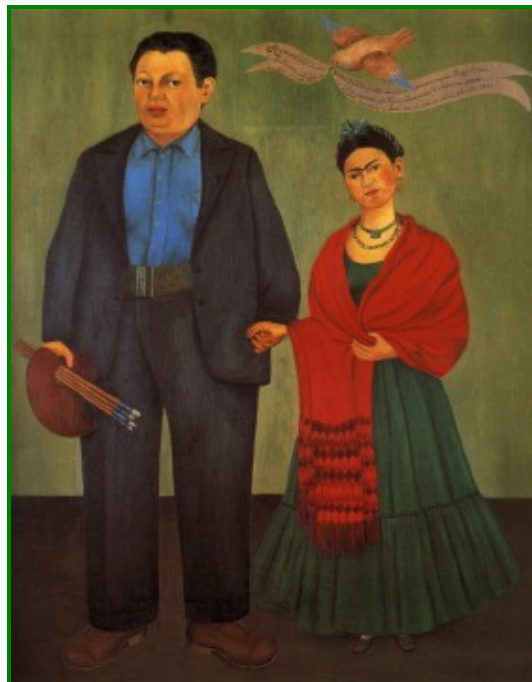
Learning Styles are not fixed throughout life and may change in preference as we get older. Many consider Learning Styles to be innate; we naturally select a manner of learning in the same way that we are right or left handed, it's just our inclination. While most people use a mixture of learning styles, we focus on certain styles that strengthen our learning while we tend to avoid those styles we feel less comfortable with.

Multiple Intelligence Theory

While Learning Styles focuses on how a person **takes in** information (input), *Multiple Intelligences* are how the person **expresses** the processed information (output).

This is more obvious when analyzing how people outwardly express themselves. The most evident characteristics of a person's Multiple Intelligence can be observed by their chosen interest, major, hobby and/or personal expressions through the arts, sciences, languages or vocation. Each person expresses this information in a unique and individualistic manner.

Combining Learning Styles (*how we take information in*) and Multiple Intelligence (*how we express that information*) can help you, as a student, form an integrated model of insight and understanding and give strong indications of preferences towards work and play. And learning to adjust to new and less-preferred styles will make you a more proficient student not only in college but throughout your life!



Perceptual Learning Style Inventory

Check those strategies or techniques that you think help you learn the best

1. ___ motion pictures
2. ___ lecture, information giving
3. ___ group discussion
4. ___ reading assignments
5. ___ participant in role-playing activities
6. ___ project construction
7. ___ odor discrimination
8. ___ television programs
9. ___ audiotapes
10. ___ participant in panel discussions
11. ___ written reports
12. ___ nonverbal body movements
13. ___ drawing, painting or sculpting
14. ___ tasting
15. ___ slides
16. ___ records
17. ___ question and answer sessions
18. ___ independent reading
19. ___ physical motion activities
20. ___ model building
21. ___ scented materials (scratch and sniff)
22. ___ graphs, tables and charts
23. ___ recitations by others
24. ___ interviews
25. ___ writing
26. ___ participant in physical games
27. ___ touching objects
28. ___ photographs

Interpretation of Learning Style Inventory

Circle the numbers you have checked. Then compare your numbers with the first column below. If a majority of numbers for a particular style are circled, you may have a learning style similar to the one listed in the second column. Identifying your learning style can help you find ways to expand your learning effectiveness.

Strategy Numbers

1, 8, 15, 22, 28

2, 9, 16, 23

3, 10, 17, 24

4, 11, 18, 25

5, 12, 19, 26

6, 13, 20, 27

7, 14, 21

Learning Style

Visual

Aural

Interactive

Print

Kinesthetic (using body movements)

Haptic (using the sense of touch)

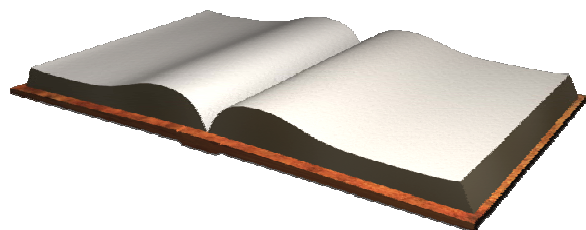
Olfactory (using the sense of smell)



GUIDE TO THE SEVEN LEARNING STYLES: PERCEPTUAL LEARNING STYLES INVENTORY

1. **Visual Learners** like to observe people and situations. A visual learner often has to see something, not just hear it, to learn. Slides, pictures, graphs, tables, demonstrations, and overhead transparencies are useful ways of helping these people learn. Research indicates that most people in their twenties and over use this perceptual style as their primary way of learning material.
2. **Interactive Learners** learn best when verbalizing their thoughts and feelings. Small group discussions, lively question-and-answer sessions, and debates are techniques that engage this type of learner. People over the age of fifty ranked this style of learning as second in terms of preference, and younger learners ranked it as third. Programs which place an emphasis on small-group learning are very successful.
3. **Haptic Learners** learn best through their sense of touch. They need to feel objects or to touch as many things as possible to learn something about them. By touching an object, these people often are able to form a visual image of it. "Hands on" experience is essential for them to learn. People who combine haptic and visual elements of perception learn best through demonstration that are followed by hands on practice.
4. **Aural Learners** learn best by listening. In fact, unless they learn by interacting as well as listening, these learners often are annoyed by interruptions to a lecture. In general, aural learners like to listen carefully, rarely speak out during lecture and easily remember what they hear. People who listen to books or speakers on tape are aural learners.
5. **Kinesthetic Learners** need to move in order to learn. You might find such people fidgeting, knitting, doodling, or wood carving during a lecture. Instead of distracting them, movement actually helps this type of person to concentrate. When they speak, kinesthetically oriented people often use hand motions to describe what they are saying. This kind of learner would probably volunteer to take part in a role-playing activity because it involves movement.
6. **Print-oriented Learners** often learn best by reading and writing. Reading books, magazines or journal articles helps these learners to easily retain information. When print types attend a lecture, you often find them jotting down notes. Being able to see and record what they hear helps them focus and learn better.
7. **Olfactory Learners** use their sense of smell or taste to learn. These are the people who associate what they learn with particular smells or tastes. They might walk into a room and smell an odor which immediately reminds them of a past learning experience. Recent research on the brain indicates that smell originates in the most primitive part of the brain and is, therefore, a powerful reminder of people or past events.

Source: James, Wayne B., & Galbraith, Michael W. (1985 January) Perceptual Learning styles: Implications and techniques for the practitioner. Lifelong Learning, 20-23



Tips to Adjust Your Learning Style

- ✎ Ask questions and clarify expectations
- ✎ Be flexible and willing to try new approaches
- ✎ Be an active participant in class and **go to every class**
- ✎ Get to know other students and form study teams
- ✎ Be interested in other points of view
- ✎ See exercises and class discussions as learning opportunities
- ✎ Be friendly yet respectful and visit your instructor during office hours
- ✎ Ask your instructor what you can do to improve
- ✎ Do all extra credit projects
- ✎ Try looking at the whole of a concept before breaking it into parts
- ✎ If the instructor jumps around a lot in a lecture, or digresses, ask for main points
- ✎ Find or ask for the theme or key points of each class
- ✎ Focus on the learning process, not just the final product
- ✎ Read the syllabus and know expectations
- ✎ Listen attentively and take notes
- ✎ Clarify the weight of each test, paper or project
- ✎ Make certain you know and meet each deadline
- ✎ Anticipate the lecture and be prepared
- ✎ Focus on the lecture and avoid talking to others during class
- ✎ Work in study teams, discuss lecture concepts and predict test questions
- ✎ Ask questions and ask for examples from the instructor and study team
- ✎ Take advantage of the logical sequences of material and take notes accordingly
- ✎ Add color, supporting examples and drawings to your notes
- ✎ Connect lectures, drawings, photographs and diagrams in the textbook
- ✎ Ask the instructor for visuals that help illustrate the points made in class
- ✎ Have your questions ready when talking to your instructor during office hours
- ✎ Be precise in definitions and descriptions



Use critical thinking to assess your performance and plan new ways to overcome discouragement and setbacks. Acknowledge and work on your shortcomings and focus on your successes. Realize that everyone gets off course sometimes, so don't dwell on mistakes. Focus on your strengths and positive habits to get back on track.

Connecting Your Learning Style with Your Instructor's Teaching Style

Having a sense of your own learning style and how it matches up with that of your instructor can help maximize your success in a course. It can give you insight into the kind of test questions your instructor may favor and help you strategize about what to pay particular attention to when you're reading course material.

For example, you should take the instructor's learning styles into account when studying. If your natural tendency is to stick to the facts and your instructor appears to prefer broad, conceptual views of the material, then be sure to consider the material from the instructor's broader view.

In contrast, if your instructor's learning preferences lean toward factual view of material, pay special attention to the details that your instructor will likely be more interested in. For example, an instructor who focuses on the broad view is not likely to ask you to repeat a detailed series of dates of particular events during the French Revolution. Yet this may be exactly what another instructor, more focused on the details, is interested in.

What if there is a total mismatch between you and your instructor's learning styles? Then keep in mind that there are benefits to the discomfort that you may experience when your instructor emphasizes activities that don't match your learning styles. Remember that real learning is often difficult and uncomfortable, and the practice you get with less-preferred learning styles in the end will make you a more accomplished

Multiple Intelligence Assessment

<p><u>Verbal/Linguistic Intelligence (“Word Smart”)</u></p> <p>___ I like to read for fun</p> <p>___ In an argument, I tend to use put-downs or sarcasm</p> <p>___ I like talking & writing about my ideas & thoughts</p> <p>___ If I have to memorize something, I create a rhyme or saying to help me remember</p> <p>___ If something breaks & won't work, I read the instructions first</p> <p>___ For a group presentation, I prefer to do the writing & library research</p> <p>___ I am good at negotiating & debating</p> <p>___ I like to discuss topics that interest me</p> <p>___ I enjoy crossword puzzles & word games like Scrabble</p> <p>___ I am a good speller</p> <p>___ I have a good memory for names, dates & other trivia</p> <p>___ I am a good storyteller & enjoy telling jokes</p>	<p><u>Logical/Mathematical Intelligence (“Number Smart”)</u></p> <p>___ I really enjoy math & science courses</p> <p>___ If I have to memorize something, I tend to place events in a logical order</p> <p>___ In an argument, I try to find a fair & logical solution</p> <p>___ If something breaks & won't work, I look at the pieces & try to figure out how it works</p> <p>___ For a group presentation, I prefer to create the charts & graphs</p> <p>___ I enjoy planning or designing something new</p> <p>___ I am able to fix things</p> <p>___ I have little or no trouble conceptualizing information or facts</p> <p>___ I am a very logical, orderly thinker & problem-solve well</p> <p>___ I learn better by asking a lot of questions</p> <p>___ I enjoy solving problems in math & chemistry & working with computer programming problems</p> <p>___ I enjoy games like Clue, Battleship, chess, Rubik's cube & brain teasers</p>
<p><u>Visual/Spatial Intelligence (“Art Smart”)</u></p> <p>___ I have to visualize directions when spoken to me</p> <p>___ I daydream a lot</p> <p>___ If I have to memorize something, drawing it out helps me remember</p> <p>___ I like to doodle on paper whenever I can</p> <p>___ In an argument, I try to keep my distance, keep silent or visualize some solution</p> <p>___ If something breaks & won't work, I tend to study the diagram of how it works</p> <p>___ For a group presentation, I prefer to draw all the pictures</p> <p>___ I use maps easily & prefer them over written or verbal directions</p> <p>___ I enjoy drawing or photography</p> <p>___ I like to draw pictures, graphs or charts to better understand information or when explaining to others</p> <p>___ I enjoy working jigsaw puzzles or mazes</p> <p>___ I enjoy & learn more when seeing movies, slides or videos in class</p>	<p><u>Bodily/Kinesthetic Intelligence (“Body Smart”)</u></p> <p>___ I have trouble sitting still for any length of time</p> <p>___ I use a lot of body movements & hand gestures when talking</p> <p>___ If I have to memorize something, I have to move (i.e. pacing, tapping finger or pen, repetitious writing, etc.)</p> <p>___ I tend to tap my fingers or play with my pencil during class</p> <p>___ In an argument, I tend to strike out & hit or run away</p> <p>___ If something breaks & won't work, I tend to play with the pieces to try to fit them together</p> <p>___ For a group presentation, I prefer to move the props around, hold things up or build a model</p> <p>___ I prefer to learn through doing & touching</p> <p>___ I like to pace when I'm thinking or studying</p> <p>___ I like to repair things that are broken such as toasters, small engines, bicycles & cars</p> <p>___ I enjoy playing competitive sports</p> <p>___ I enjoy physical activities such as bicycling, dancing, snowboarding, skateboarding or swimming</p>
<p><u>Musical/Rhythmic Intelligence (“Music Smart”)</u></p> <p>___ I play a musical instrument quite well</p> <p>___ I like to have music playing when doing homework or studying</p> <p>___ If I have to memorize something, I try to create a rhyme about the event</p> <p>___ In an argument, I tend to shout, punch or move in some sort of rhythm</p> <p>___ If something breaks & won't work, I tend to tap my fingers to a beat while I figure it out</p> <p>___ For a group presentation, I prefer to put new words to a popular tune or use music</p> <p>___ I enjoy dancing & can keep up with the beat of the music</p> <p>___ I enjoy listening to music</p> <p>___ I like to express my ideas through music</p> <p>___ I often sing or hum to myself in the shower, car, while walking or just sitting</p> <p>___ When I hear music I “get into it” by moving, humming, tapping or even singing</p> <p>___ I can easily remember the words & melodies of songs</p>	<p><u>Interpersonal Intelligence (“People Smart”)</u></p> <p>___ I get along well with others & am good at making others feel comfortable</p> <p>___ I have several very close friends & enjoy spending time with them</p> <p>___ If I have to memorize something, I ask someone to quiz me to see if I know it</p> <p>___ In an argument, I tend to ask a friend or some person in authority for help</p> <p>___ If something breaks & won't work, I try to find someone who can help me</p> <p>___ For a group presentation, I like to help organize the group's efforts</p> <p>___ I like doing a project with other people</p> <p>___ People come to me to help settle conflicts</p> <p>___ I am good at understanding & empathizing with people</p> <p>___ I enjoy helping others</p> <p>___ I enjoy leadership & club activities on campus & in the community</p> <p>___ I communicate very well with other people</p>

Intrapersonal Intelligence ("Me Smart")

- ___ I like to work & study alone without anyone bothering me
- ___ I like to keep a diary
- ___ I find that I am strong-willed, independent & don't follow the crowd
- ___ If I have to memorize something, I tend to close my eyes & feel the situation
- ___ In an argument, I will usually walk away until I calm down
- ___ If something breaks & won't work, I wonder if it's worth fixing up
- ___ For a group presentation, I like to contribute something that is uniquely mine, often based on how I feel
- ___ I think about issues before I want to talk
- ___ I am interested in self-improvement
- ___ I understand my thoughts & feelings & can easily recognize my strengths & weaknesses
- ___ I know what I want & I set goals to accomplish it
- ___ I have to have time alone to think about new information in order to remember it

Naturalist Intelligence ("Nature Smart")

- ___ I love to go walking in the woods & other outdoor activities such as gardening
- ___ I like to collect things (e.g. rocks, sports cards, stamps, etc)
- ___ If I have to memorize something, I tend to organize it into categories
- ___ I enjoy learning the names of living things in our environment, such as flowers & trees & can recall them easily
- ___ In an argument, I tend to compare my opponent to someone or something I have read or heard about
- ___ If something breaks & won't work, I look around me to try & see what I can find to fix the problem
- ___ For a group presentation, I prefer to organize & classify the information into categories so it makes sense
- ___ When I feel stressed I want to be out in nature
- ___ I enjoy studying & working with nature
- ___ I have some interest in herbal remedies & natural medicine
- ___ I would rather be outside around nature than inside around people & equipment
- ___ I enjoy sorting & organizing information, objects & collectables

TOTAL SCORE

- ___ **Verbal/Linguistic**
- ___ **Logical/Mathematical**
- ___ **Visual/Spatial**
- ___ **Bodily/Kinesthetic**

- ___ **Musical/Rhythmic**
- ___ **Interpersonal**
- ___ **Intrapersonal**
- ___ **Naturalist**

Adapted from G. Gay, J. Ivanco, 1998, Joyce Bishop Ph.D. Keys to College Studying 2nd Ed.2007, and R.M. Sherfield Ph.D., 1999, 2002, 2005, 2008.

"I didn't have a good experience through many of my school years because of struggling in certain classes. School is based very strongly on verbal-linguistic learning which is my weakest intelligence. Lectures, especially, were a real struggle. Students who have strong verbal-linguistic and logical-mathematical intelligences are usually more successful in school, while those of us who are strong in the other six intelligence areas have a harder time. What's important to learn is that there are tools that can help us work around our learning-style problems and that having another type of intelligence defines us as an individual in the most positive way."

**Joyce Bishop, Professor of Psychology,
Golden State College**



Study Skills for Learning Styles & Multiple Intelligences

Bodily-Kinesthetic (Also Haptic/Hands-on)

- Trace words as you study them or move fingers under words while reading
- Act out scripts of material, use games such as chess, Monopoly, Twister or Clue when studying or design your own
- Don't confine your study area to a desk or chair; move around, explore, go outside
- Study in a group of people & change groups often
- Use charts, posters, flash cards & chalkboards to study
- When appropriate or possible, build models using the information studied
- Verbalize the information to others
- Use repetition to learn facts; write them many times

Musical-Rhythmic

- Create rhythms out of words
- Beat out rhythms with hand or stick
- Listen to music while studying (if it does not distract you)
- Write a song or rap about the chapter or information
- Take short breaks from studying to listen to music
- Commit the information being studied to the music of your favorite song

Interpersonal/"People Smart" (Also Interactive)

- Study in a group
- Discuss or have a debate with others about the information
- Share or teach the information to others; use flash cards
- Interview outside sources to learn more about material at hand

Intrapersonal/"Me Smart"

- Keep a journal
- Study in a quiet setting by yourself
- Imagine experiments or visualize information
- Allow time for reflection & meditation about the subject matter
- Study in short time blocks & then spend some time absorbing the information
- Work at your own pace

Olfactory (Smell)

- Use aromatherapy, incense, potpourri or scented candles while you study
- Choose a specific scent to coincide with the subject you are studying (i.e. rose while studying math, sandalwood with speech, and so forth)
- Place small pouch around your neck during exam time containing the scent you used while studying
- Use scents when giving a presentation (but make sure it's okay with your instructor first)

Verbal-Linguistic (Also Print, Aural & Interactive)

- Read text & highlight no more than 10 percent
- Rewrite, summarize & recite your notes aloud
- Teach someone else
- Establish study groups so that you will have the opportunity to talk about the information
- Using the information you studied, create a story, script, debate or skit
- Read as much information about related areas as possible
- As you read chapters, outline them in your own words

Visual-Spatial (Also Print)

- Develop graphic organizers for new material
- Use colored markers to make associations or to group items together
- Use mind-mapping or webbing so that your main points are easily recognized
- When taking notes, draw pictures such as timelines, charts, graphs & geometric shapes in the margins to illustrate the main points
- Visualize the information in your head; create a mental or visual picture of the information at hand

Naturalistic

- Form study groups of people with like interests
- Study outside or connect with nature whenever possible
- Relate the information to its effect on the environment whenever possible
- When given the opportunity to choose your own topics or research projects, choose something related to nature
- Collect your own study data & resources
- Organize & label your information
- Keep separate notebooks on individual topics so that you can add new information to each topic as it becomes available to you

Logical-Mathematical

- Organize material logically
- Explain material sequentially to someone
- Develop systems & find patterns; strive to make connections between subjects
- Write outlines & create analyzing charts & graphs; draw a line down the center of the page, put the information at hand in the left column & analyze, discuss, relate & synthesize it in the right column
- Allow yourself some time to reflect after studying; analyze information;
- Don't just memorize the facts; apply them to real life situations, think of problems in society & how this information could solve those problems

Multiple Intelligence...	Consider Majoring In...	Think About An Internship At A(n)...	Look Into A Career As A(n)...
Verbal-Linguistic ("word smart")	English/Literature Journalism Communications Marketing Law Advertising/PR Political Science Speech Foreign Languages Humanities Library Technology Cultural Anthropology Education Linguistic Theory	Newspaper/Magazine Network TV Affiliate Publishing House Law Firm PR/Marketing Firm Speech Therapist Ad Agency Training Company Human Resources Agency Customer Service Museum Library	Writer Public Speaker Lawyer Teacher Journalist Librarian Talk Show Host Tour Guide Author Playwright TV/Radio Producer Speech Pathologist Business Executive Copywriter or Editor
Logical-Mathematical ("number smart")	Accounting Drafting Astronomy Business Chemistry Physics Computer Sciences Economics Electronics Engineering Mathematics Medicine Pharmacology Banking/Finance Systems Theory Law	Law Firm Health Care Office Real Estate Brokerage Accounting Firm Animal Hospital Science Lab Consulting Firm Pharmaceutical Firm Bank	Mathematician Banker Investment Broker Accountant Doctor Engineer Dentist Veterinarian Pharmacist Chemist Physicist Systems Analyst Financial Analyst Computer Scientist
Visual-Spatial ("art smart")	Visual Art Multimedia Design Architectural Drafting Photography Physical Geography Anatomy Art History Planning & Public Works Advertising Website Design Interior Design Film	Art Gallery Museum Photography Studio Design Firm Advertising Agency Theater Shop Multimedia Firm Architecture Firm Film Studio	Sculptor Painter Art Teacher Anatomy Teacher Architect Photographer Graphic Artist Film Director Interior Designer Cinematographer Fashion Designer Art Therapist Cartoonist/Illustrator Art Museum Curator
Bodily-Kinesthetic ("body smart")	Esthetician Biology Kinesiology Dance EMT Physical Education Fitness Health Sciences Theatre Arts Drama Massage Therapy Physical Therapy Construction Engineering Chiropractics Sports Medicine Anatomy Physiology	Sports Physician's Office Athletic Club Physical Therapy Center Chiropractor's Office Construction Company Surveying Company Dance Studio Athletic Facility Drafting Firm Theater Company	Athlete Actor Dancer Trainer Gymnast Thespian Massage Therapist Model Nutritionist Carpenter Draftsman Recreational Therapist Mechanical Engineer Exercise Physiologist Acrobat

Multiple Intelligence...	Consider Majoring In...	Think About An Internship At A(n)...	Look Into A Career As A(n)...
Musical ("music smart")	Dance Music Musical History Musical Theory Recording Technology Theatre Arts Performing Arts Composition Voice Liberal Arts Entertainment Law Journalism Communications	Performance Hall Radio Station Record Label Ballet or Theater Company Recording Studio Children's Music Camp Orchestra or Opera Company Musical Talent Agency Entertainment Law Firm	Musician Dancer Music Critic Music Instructor Singer Record Producer Lyricist/Composer Voice Coach Record Executive Conductor Radio DJ Sound Engineer Entertainment Lawyer
Interpersonal ("people smart")	Administrative Justice Anthropology Child Development Psychology Sociology Business Real Estate Political Science History Health Occupations Ethnic Studies Humanities Education Public Relations Hotel/Restaurant Management Communications	Hotel or Restaurant Travel Agency Real Estate Agency Public Relations Firm Human Resources Customer Service School Marketing/Sales Counseling Office Social Service Office	Teacher Politician Salesperson Arbitrator Manager Human Resources Executive Psychologist Social Worker Counselor Coach PR Rep/Media Liaison Travel Agent Sociologist Anthropologist Therapist Nurse
Intrapersonal ("me smart")	Philosophy Religious Studies Psychology Sociology Humanities English/Literature Finance Liberal Arts Biology Computer Science Economics Theology	Research & Development Firm Accounting Firm Computer Company Publishing House Pharmaceutical Company Engineering Firm Biology Lab Seminary	Independent-type work Lifestyle Coach Energy Healer Clergy Philosopher Author Research Scientist Motivational Speaker Engineer Physicist Sociologist Computer Scientist Economist Psychologist
Naturalistic ("nature smart")	Botany Zoology Ecology Forestry Physical Anthropology Geology Physical Geography Natural History Biology Archaeology Veterinarian Sciences Agricultural Sciences Oceanography Animal Sciences Meteorology Astronomy Environmental Law Physics	Museum National/State/City Park Oil Company Botanical Gardens Environmental Law Firm Outward Bound Adventure Travel Agency Zoo Camp Biological Research Firm Wildlife Rehabilitation Center Animal Rescue Group	Botanist Zoologist Archaeologist Meteorologist Environmentalist Animal Trainer Veterinarian Herbalist Forest Ranger Geologist Ecologist Marine Biologist Astronomer Adventure Travel Agent Wildlife Tour Guide Landscape Architect Anthropologist

ACTIVE LEARNING vs. PASSIVE LEARNING

Read the statements below & check all those that apply to you.

- I'm usually comfortable asking a question in class.
- I'm also comfortable making a comment in class.
- Whether the class has 15 students or 150, it's okay to say something.
- I have participated in study teams.
- I go to the library with classmates so that we can help one another with our research.
- I try to sit as close to the front as possible in every class so I can focus on the topic,, the instructor and the board.
- If I can't tolerate the instructor, I try to get out of that class as soon as possible. If I can, I try to register for another class with a different instructor.

The more items you left blank, the more you need to learn how to become an active learner.

What is the Difference Between an Active Learner and a Passive Learner?

Active Learners...

- ...read to understand & remember.
- ...make connections between what they already know & new information in texts, lectures & from studying with peers.
- ...are engaged during lectures & take organized notes.
- ...put in quality study time.
- ...realize when they need help & seek it early.
- ...understand they are responsible for their own learning, analyze weak performance if it occurs & change the way they study accordingly.
- ...question new information that doesn't "fit in" with what they already know.

Passive Learners...

- ...read but may not understand or remember.
- ...don't think about & process information that they read & hear.
- ...do not pay attention during lecture & take unorganized or incomplete notes.
- ...may put in a lot of study time but it isn't quality time.
- ...seek too little help too late.
- ...blame others for poor performance, approach every course in the same way & fail to learn from their mistakes.
- ...accept what they read & hear in lectures as true & don't question.

In terms of academic payoffs, active learning leads to higher grades, increased time to pursue extracurricular and social activities, and most importantly, gained knowledge. Active learners tend to earn higher grade point averages, seek more involvement with their professors and like to learn new things. And while active learners certainly all don't believe that they are studying simply for the "love of learning," they are more apt to find learning new things more of a challenge than a chore or bore.

Adapted from A. Gardner and J. Jewler, *Your College Experience: Strategies for College Success*, 5th Ed., 2003 and S. Nist & J.P. Holschuh, *College Success Strategies*, 2003