Learning Objectives

Read to answer these key questions:

- What is my learning style?
- What is the best learning environment for me?
- What are some specific learning strategies that match my learning style?
- How is learning style connected to personality type?
- What are some specific learning strategies that are based on personality type?
- How can I understand and adapt to my professor’s personality type (or “psych out” the professor)?
- What kinds of intelligence do I have?
- How can I create my success?
Knowing about your learning style can help you to choose effective strategies for learning in school and on the job. Knowing about your preferred learning environment can help you increase productivity. Discovering your multiple intelligences will help you to gain an appreciation of your gifts and talents that can be used to develop your self-confidence and choose the career that is right for you.

What Is Learning Style?

Just as each individual has a unique personality, each individual has a unique learning style. It is important to remember that there are no good or bad learning styles. Learning style is simply your preferred way of learning. It is how you like to learn and how you learn best. By understanding your learning style, you can maximize your potential by choosing the learning techniques that work best for you. This chapter explores the many factors that determine how you learn best. Each individual also has a preferred learning environment. Knowing about your preferred learning environment and learning style helps you be more productive, increase achievement, be more creative, improve problem solving, make good decisions, and learn effectively. Personality type also influences how we learn. Another way to think about learning style is through an awareness of the many kinds of intelligences that we possess. Knowing about how you learn best helps to reduce frustration and increase your confidence in learning.

Gary Price has developed the Productivity Environmental Preference Survey (PEPS), which is included with your textbook. It identifies 20 different elements of learning style and environment, including the immediate environment, emotional factors, sociological needs, and physical needs. As you read the description of each of these elements, think about your preferences.

1. Sound. Some students need a quiet environment for study, whereas others find it distracting if it is too quiet.
   - If you prefer quiet, use the library or find another quiet place. If you cannot find a quiet place, sound-blocking earphones or earplugs may be helpful. Remember that not all people need a quiet environment for study.
   - If you study better with sound, play soft music or study in open areas. Use headphones for your music if you are studying with those who prefer quiet.

2. Light. Some students prefer bright light to see what they are studying, whereas others find bright light uncomfortable or irritating.
   - If you prefer bright light, study near a window with light shining over your shoulder or invest in a good study lamp.
   - If you prefer dim lights, sit away from direct sunlight or use a shaded light.

3. Temperature. Some students perform better in cool temperatures and others prefer warmer temperatures.
   - If you prefer a warm environment, remember to bring your sweater or jacket. Sit near a window or other source of heat.
   - If you prefer a cooler environment, study in a well-ventilated environment or even outside in the shade.

4. Design. Some students study best in a more formal environment or less formal environment.
   - If you prefer a formal environment, sit in a straight chair and use a desk.
   - If you prefer an informal environment, sit on the sofa or a soft chair or on some pillows on the floor.
5. **Motivation.** Some students are self-motivated to learn, and others lack motivation.

- If you are self-motivated, you usually like school and enjoy learning on your own.
- If you lack motivation, think about your reasons for attending college and review the material in the motivation chapter of this book.

6. **Persistence.** Some students finish what they start, whereas others have many things going on at once and may not finish what they have started.

- If you are persistent, you generally finish what you start.
- If you lack persistence, you may get bored or distracted easily. You may find it easier to break tasks into small steps and work steadily toward completing assignments on time. Think about your college and career goals to increase motivation and persistence.

7. **Responsibility (conforming).** This element has a unique meaning in the area of learning style.

- Some students like to please others by doing what is asked of them. They complete assignments to please the professor.
- Other students are less likely to conform. They prefer to complete assignments because they want to rather than because someone else wants the assignment done. These students may need to look for something interesting and personally meaningful in school assignments.

8. **Structure.** Students prefer more or less structure.

- Students who prefer structure want the teacher to give details about how to complete the assignment. They need clear directions before completing an assignment.
- Students who prefer less structure want the teacher to give assignments in which the students can choose the topic and organize the material on their own.

9. **Alone/peer.** Some students prefer to study alone, and others prefer to study with others.

- You may find other people distracting and prefer to study alone. You need to study in a private area.
- You may enjoy working in a group because talking with others helps you to learn.

10. **Authority figures present.** Some students are more or less independent learners.

- Some students prefer to have the professor available to guide learning. In the college environment, students may prefer traditional face-to-face classes.
- Others prefer to work on their own. In the college environment, students may prefer online classes or independent study.

11. **Several ways.** Some students learn in several ways, and others have definite preferences.

- Some students like variety and can learn either on their own or with others.
- Some students definitely prefer learning on their own or prefer learning with others.

12. **Auditory.** Some students prefer to learn through listening and talking.

- Those who prefer auditory learning find it easier to learn through lectures, audio materials, discussion, and oral directions.
- Those who do not prefer auditory learning may find their minds wandering during classes and become confused by oral directions. They do not learn through others.
Talking about the topic. These students should read the material before the lecture and take notes during the lecture. Review the notes periodically to remember the material.

13. Visual. Some students learn through reading or seeing things.

- Those who prefer visual learning benefit from pictures and reading.
- Those who are not visual learners may dislike reading. If auditory learning is preferred, attend the lecture first to hear the lecturer talk about the subject and then do the reading. It is important to do the reading because not all the material is covered in the lecture.

14. Tactile. Some students prefer to touch the material as they learn.

- Students who prefer tactile learning prefer manipulative and three-dimensional materials. They learn from working with models and writing. Taking notes is one of the best tactile learning strategies.
- Students who are not tactile learners can focus on visual or auditory strategies for learning.

15. Kinesthetic. Kinesthetic learning is related to tactile learning. Students learn best by acting out material to be learned or moving around while learning.

- Students who prefer kinesthetic learning enjoy field trips, drama, and becoming physically involved with learning. For example, they can learn fractions by slicing an apple into parts or manipulating blocks. It is important to be actively involved in learning.
- Students who are not kinesthetic learners will use another preferred method of learning such as auditory or visual.

16. Intake. Some students need to chew or drink something while learning.

- If you prefer intake while learning, drink water and have nutritious snacks such as fruits and vegetables.
- Some students do not need intake to study and find food items distracting.

17. Evening/morning. Some students are more awake in the morning and prefer to go to bed early at night. If this is your preference, schedule your most challenging studying in the morning and do your routine tasks later.

18. Late morning. Some students are more awake from 10:00 A.M. until noon. If this is your preference, use this time for studying. Use other times for more routine tasks.

19. Afternoon. Some students are most productive in the afternoon. If this is your preference, schedule your study time in the afternoon. Do your routine tasks at other times.

20. Mobility. Some students like to move around while studying.

- If you prefer mobility, you may find it difficult to sit still for a long time. Take a break every 15 or 20 minutes to move around. When choosing an occupation, consider one that requires you to move around.
- If you don’t need to move around while studying, a stationary desk and chair are sufficient to help you concentrate on learning.
Learning Techniques

It is important to connect specific learning strategies to your preferred learning style. Even if you have definite preferences, you can experiment with other styles to improve your learning. If you become frustrated with a learning task, first try a familiar technique that you have used successfully in the past. If that does not work, experiment with different ways of learning. If one technique does not work, try another. It is powerful to combine techniques. For example, it is a good idea to make pictures of what you want to remember (visual), recite the ideas you want to remember (auditory), and take notes (tactile).

The following are specific techniques for each type of learner. Underline or highlight techniques that are useful to you.

**Visual Learning Techniques**

- Make a mental photograph or mental video of what you want to remember. Put action and color in the picture.
- Use flash cards and look at them frequently.
- Use different colors to highlight or underline your reading and lecture notes.
- Draw pictures to remember what you are learning.
- Use symbols or pictures in the margin to emphasize important points.
- Draw a map or outline of important points.

**Auditory Learning Techniques**

- Discuss what you have learned with others.
- Participate in study groups.
- Teach others what you want to learn.
- Use music to study if it does not distract you or break your concentration.
- Use music as a study break.
- Add rhythm or music to the items you are trying to remember.
- Recite aloud or silently in your mind while you are reading.
- Use flash cards and say the items on the cards.
- Use a tape recorder to recite and review important points from the reading or lecture.
Kinesthetic and Tactile Learning Techniques

- Read while walking or pacing.
- Study outside when practical.
- Take notes on lectures.
- Highlight or underline your reading material and lecture notes.
- Write summaries of the material to be learned.
- Outline chapters.
- Think of practical applications for abstract material.
- Act out the material as in a play.
- Use puzzles, games, and computers.
- Make a game out of flash cards. Count the number of answers you get correct. Set a time limit and see if you can get through the cards in the time allowed.
- Take something apart and put it together again.

Journal Entry #2

List five useful learning strategies based on your visual, auditory, or kinesthetic and tactile learning preferences. For example, the physical act of writing or taking notes helps kinesthetic and tactile learners remember what they are trying to learn.

Developing Your E-Learning Style

There are many opportunities for learning online, including online courses, professional development, or learning for your personal life. Students who are independent learners or introverts who enjoy individual learning in a quiet place may prefer online learning. Students who prefer having a professor to guide learning with immediate feedback and extraverts who are energized by social interaction may prefer traditional classroom education. Because of work, family, and time constraints, online learning might be a convenient way to access education. No matter what your learning style, you are likely to be in situations where you may want to take advantage of online learning.

If you have never taken an online course, be aware of some of the myths of online learning. One of the most popular myths is that online courses are easier than traditional courses. Online courses cover the same content and are just as rigorous as traditional face-to-face courses. It is likely that your online course will require more writing; instead of responding verbally in discussions, you will have to write your answer. Online courses generally require the same amount of time as traditional courses. However, you will save time in commuting to class and have the added convenience of working on your class at any time or place where you can access the Internet.

Here are some suggestions for a successful e-learning experience.

- The most important factor in online learning is to log in regularly and complete the work in a systematic way. Set goals for what you need to accomplish each week and do the work a step at a time. Get in the habit of regularly doing your online study, just as you would attend a traditional course each week.
• It is important to **carefully read the instructions** for the assignments and **ask for help** if you need it. Your online professor will not know when you need help.

• Begin your online work by getting familiar with the requirements and components of the course. Generally online courses have reading material, quizzes, discussion boards, chat rooms, assignments, and multimedia presentations. Make sure that you **understand all the resources, components, and requirements** of the course.

• **Have a backup plan** if your computer crashes or your Internet connection is interrupted. Colleges generally have computer labs where you can do your work if you have technical problems at home.

• Remember to **participate** in the online discussions or chats. It is usually part of your grade and a good way to learn from other students and apply what you have learned. The advantage of online communication is that you have time to think about your responses.

• **Check your grades** online to make sure you are completing all the requirements. Celebrate your success as you complete your online studies. Online learning becomes easier with experience.

### Personality and Learning Preferences

Learning preferences are also connected to personality type. As a review, according to the work of Carl Jung, Katherine Briggs, and Isabel Myers, personality has four dimensions:

1. **Extraversion or Introversion**
2. **Sensing or Intuition**
3. **Thinking or Feeling**
4. **Judging or Perceiving**

What is your personality type? To review, read the following brief descriptions and think about your preferences:

**Extraverts** focus their energy on the world outside themselves. They enjoy interaction with others and get to know a lot of different people. They enjoy and are usually good at communication. They are energized by social interaction and prefer being active. These types are often described as talkative and social.

**Introverts** focus their energy on the world inside of themselves. They enjoy spending time alone and think about the world in order to understand it. Introverts like more limited social contacts, preferring smaller groups or one-on-one relationships. These types are often described as quiet or reserved.

**Sensing** persons prefer to use the senses to take in information (what they see, hear, taste, touch, smell). They focus on “what is” and trust information that is concrete and observable. They learn through experience.

**Intuitive** persons rely on instincts and focus on “what could be.” While we all use our five senses to perceive the world, the intuitive person is interested in relationships, possibilities, meanings, and implications. They value inspiration and trust their “sixth sense” or hunches. We all use our senses and intuition in our daily lives, but we usually have a preference for one mode or another.

**Thinking** individuals make decisions based on logic. They are objective and analytical. They look at all the evidence and reach an impersonal conclusion. They are concerned with what they think is right.

**Feeling** individuals make decisions based on what is important to them and matches their personal values. They are concerned about what they feel is right.
Judging types like to live in a structured, orderly, and planned way. They are happy when their lives are structured and matters are settled. They like to have control over their lives. Judging does not mean to judge others. Think of this type as orderly and organized.

Perceptive types like to live in a spontaneous and flexible way. They are happy when their lives are open to possibilities. They try to understand life rather than control it. Think of this type as spontaneous and flexible.

### ACTIVITY

**Your Personality Style**

Circle your personality type.

<table>
<thead>
<tr>
<th>Extravert</th>
<th>Introvert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensing</td>
<td>Intuitive</td>
</tr>
<tr>
<td>Thinking</td>
<td>Feeling</td>
</tr>
<tr>
<td>Judging</td>
<td>Perceptive</td>
</tr>
</tbody>
</table>

Each personality type has a natural preference for how to learn. When learning something new, it may be easiest and most efficient to use the style that matches your personality type. It is also a good idea to experiment with using new techniques commonly used by other types. There is no learning style that works best in all situations. You may need to adapt your learning style based on the learning activity. As you look at the chart below, think about your personality type and learning preferences:

**Learning Preferences Associated with Personality Types**

<table>
<thead>
<tr>
<th><strong>Extraversion</strong></th>
<th><strong>Introversion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn best when in action</td>
<td>Learn best by pausing to think</td>
</tr>
<tr>
<td>Value physical activity</td>
<td>Value reading</td>
</tr>
<tr>
<td>Like to study with others</td>
<td>Prefer to study individually</td>
</tr>
<tr>
<td>Say they’re above average in verbal and interpersonal skills</td>
<td>Say they’re below average in verbal expression</td>
</tr>
<tr>
<td>Say they need training in reading and writing papers</td>
<td>Say they need training in public speaking</td>
</tr>
<tr>
<td>Background sounds help them study</td>
<td>Need quiet for concentration</td>
</tr>
<tr>
<td>Want faculty who encourage discussion</td>
<td>Want faculty who give clear lectures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sensing</strong></th>
<th><strong>INtuition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek specific information</td>
<td>Seek quick insights</td>
</tr>
<tr>
<td>Memorize facts</td>
<td>Use imagination to go beyond facts</td>
</tr>
<tr>
<td>Value what is practical</td>
<td>Value what is original</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>Create their own directions</td>
</tr>
<tr>
<td>Like hands-on experience</td>
<td>Like theories to give perspective</td>
</tr>
<tr>
<td>Trust material as presented</td>
<td>Read between the lines</td>
</tr>
<tr>
<td>Want faculty who give clear assignments</td>
<td>Want faculty who encourage independent thinking</td>
</tr>
</tbody>
</table>
Learning Strategies for Different Personality Types

Based on the above descriptions of learning preferences, the following learning strategies are suggested along with some cautions for each type. As you read these descriptions, think about those suggestions and cautions that apply to you.

**Extravert**

1. Since extraverts learn best when talking, discuss what you have learned with others. Form a study group.
2. Extraverts like variety and action. Take frequent breaks and do something active during your break such as walking around.
3. *Caution!* You may become so distracted by activity and socialization that your studying does not get done.

**Introvert**

1. Since introverts like quiet for concentration, find a quiet place to study by yourself.
2. Plan to study for longer periods of time and in a way that minimizes interruptions. Unplug the phone or study in the library.
3. *Caution!* You may miss out on sharing ideas and the fun social life of college.

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Learning Style and Intelligence
Chapter 3
**Sensing**

1. Sensing types are good at mastering facts and details.
2. Think about practical applications in order to motivate yourself to learn. Ask, “How can I use this information?”
3. **Caution!** You may miss the big picture or general outline by focusing too much on the facts and details. Make a general outline to see the relationship and meaning of the facts.

**Intuitive**

1. Intuitive types are good at learning concepts and theories.
2. As you are reading, ask yourself, “What is the main point?”
3. **Caution!** Because this type focuses on general concepts and theories, they are likely to miss details and facts. To learn details, organize them into broad categories that have meaning for you.

**Thinking**

1. Thinking types are good at logic.
2. As you are reading, ask yourself, “What do I think of these ideas?” Discuss or debate your ideas with others.
3. Allow time to think and reflect on your studies.
4. If possible, pick instructors whom you respect and who are intellectually challenging.
5. **Caution!** Others may be offended by your logic and love of debate. Learn to respect the ideas of others.

**Feeling**

1. Feeling types need a comfortable environment in order to concentrate.
2. For motivation, search for personal meaning in your studies. Ask how the material affects you or others. Look for a supportive environment or study group.
3. Help others to learn.
4. When possible, choose classes that relate to your personal interests.
5. If possible, select instructors who get to know the students and establish a positive learning environment.
6. **Caution!** You may neglect studying because of time spent helping others or may find it difficult to pay attention to material that is not personally meaningful.

**Judging**

1. Judging types are orderly and organized. Find ways to organize the material to learn it more easily.
2. If possible, select instructors who present material in an organized way.

3. Set goals and use a schedule to motivate yourself. This type is naturally good at time management.

4. Use a daily planner, calendar, or to-do list.

5. Caution! Being too structured and controlled may limit your creativity and cause conflict with others who are different. Judging types are sometimes overachievers who get stressed easily.

**Perceptive**

1. Perceptive students are good at looking at all the possibilities and keeping options open.

2. Allow enough time to be thorough and complete your work.


4. Study in groups that have some perceptive types and some judging types. In this way, you can explore possibilities, have fun, and be organized.

5. Caution! Work on managing your time to meet deadlines. Be careful not to overextend yourself by working on too many projects at once.

**Journal Entry #3**

Write a paragraph about your personality type and how it affects your learning style. Begin your paragraph by listing the four letters of your personality type. Tell how these personal characteristics affect your learning style. Include at least four learning strategies that match your personality type. For example:

My personality type is ISFJ. Being an introvert, I like quiet for concentration and prefer to study quietly in the library. I am also a sensing type . . .

**Understanding Your Professor’s Personality**

Different personality types have different expectations of teachers.

- Extraverts want faculty who encourage class discussion.
- Introverts want faculty who give clear lectures.
- Sensing types want faculty who give clear assignments.
- Intuitive types want faculty who encourage independent thinking.
- Thinking types want faculty who make logical presentations.
- Feeling types want faculty who establish personal rapport with students.
- Judging types want faculty to be organized.
- Perceptive types want faculty to be entertaining and inspiring.

“Tell me and I forget.
Teach me and I remember.
Involve me and I learn.”

Benjamin Franklin
What can you do if your personality and the professor’s personality are different? This is often the case. In a study reported by Consulting Psychologist Press, college faculty were twice as likely as students to be introverted intuitive types interested in abstractions and learning for its own sake. College students are twice as likely as faculty to be extraverted sensing types who are interested in practical learning. There are three times more sensing and perceptive students than faculty. Faculty tend to be intuitive and judging types. Students expect faculty to be practical, fun, and flexible. Faculty tend to be theoretical and organized. In summary:

<table>
<thead>
<tr>
<th>College faculty tend to be</th>
<th>College students tend to be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introverted</td>
<td>Extraverted</td>
</tr>
<tr>
<td>Intuitive</td>
<td>Sensing</td>
</tr>
<tr>
<td>Judging</td>
<td>Perceptive</td>
</tr>
</tbody>
</table>

Of course, the above is not always true, but there is a good probability that you will have college professors who are very different from you. First, try to understand the professor’s personality. This has been called “psyching out the professor.” You can usually tell the professor’s personality type on the first day of class by examining class materials and observing his or her manner of presentation. If you understand the professor’s personality type, you will know what to expect. Next, try to appreciate what the professor has to offer. You may need to adapt your style to fit. If you are a perceptive type, be careful to meet the due dates of your assignments. Experiment with different study techniques so that you can learn the material presented.
Multiple Intelligences

In 1904, the French psychologist Alfred Binet developed the IQ test, which provided a single score to measure intelligence. This once widely used and accepted test came into question because it measured the intelligence of individuals in schools in a particular culture. In different cultures and different situations, the test was less valid. As an alternative to traditional IQ tests, Harvard professor Howard Gardner developed the theory of multiple intelligences. He looked at intelligence in a broader and more inclusive way than people had done in the past.

Howard Gardner observed famous musicians, artists, athletes, scientists, inventors, naturalists, and others who were recognized contributors to society to formulate a more meaningful definition of intelligence. He defined intelligence as the human ability to solve problems or design or compose something valued in at least one culture. His definition broadens the scope of human potential. He identified eight different intelligences: musical, interpersonal, logical-mathematical, spatial, bodily-kinesthetic, linguistic, intrapersonal, and naturalist. He selected these intelligences because they are all represented by an area in the brain and are valued in different cultures. Howard Gardner has proposed adding existential intelligence to the list. He defines existential intelligence as the capacity to ask profound questions about the meaning of life and death. This intelligence is the cornerstone of art, religion, and philosophy. His theory can help us to understand and use many different kinds of talents.

Within the theory of multiple intelligences, learning style is defined as intelligences put to work. These intelligences are measured by looking at performance in activities associated with each intelligence. A key idea in this theory is that most people can develop all of their intelligences and become relatively competent in each area. Another key idea is that these intelligences work together in complex ways to make us unique.
example, an athlete uses bodily-kinesthetic intelligence to run, kick, or jump. They use spatial intelligence to keep their eye on the ball and hit it. They also need linguistic and interpersonal skills to be good members of a team.

Developing intelligences is a product of three factors:

1. Biological endowment based on heredity and genetics
2. Personal life history
3. Cultural and historical background

For example, Wolfgang Amadeus Mozart was born with musical talent (biological endowment). Members of his family were musicians who encouraged Mozart in music (personal life history). Mozart lived in Europe during a time when music flourished and wealthy patrons were willing to pay composers (cultural and historical background).

Each individual’s life history contains crystallizers that promote the development of the intelligences and paralyzers that inhibit the development of the intelligences. These crystallizers and paralyzers often take place in early childhood. For example, Einstein was given a magnetic compass when he was four years old. He became so interested in the compass that he started on his journey of exploring the universe. An example of a paralyzer is being embarrassed or feeling humiliated about your math skills in elementary school so that you begin to lose confidence in your ability to do math. Paralyzers involve shame, guilt, fear, and anger and prevent intelligence from being developed.

“I have no special talent. I am only passionately curious.”

Albert Einstein
ACTIVITY

Describing Your Multiple Intelligences

Below are some definitions and examples of the different intelligences. As you read each section, think positively about your intelligence in this area. Place a checkmark in front of each item that is true for you.

Musical
Musical intelligence involves hearing and remembering musical patterns and manipulating patterns in music. Some occupations connected with this intelligence include musician, performer, composer, and music critic. Place a checkmark next to each skill that you possess in this area.

- I enjoy singing, humming, or whistling.
- One of my interests is playing recorded music.
- I have collections of recorded music.
- I play or used to play a musical instrument.
- I can play the drums or tap out rhythms.
- I appreciate music.
- Music affects how I feel.
- I enjoy having music on while working or studying.
- I can clap my hands and keep time to music.
- I can tell when a musical note is off key.
- I remember melodies and the words to songs.
- I have participated in a band, chorus, or other musical group.

Look at the items you have checked above and summarize your musical intelligence.

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Interpersonal
Interpersonal intelligence is defined as understanding people. Occupations connected with this intelligence involve working with people and helping them, as in education or health care. Place a checkmark next to each skill that you possess in this area.

- I enjoy being around people.
- I am sensitive to other people’s feelings.
- I am a good listener.
- I understand how others feel.
- I have many friends.
### Interpersonal

- I enjoy parties and social gatherings.
- I enjoy participating in groups.
- I can get people to cooperate and work together.
- I am involved in clubs or community activities.
- People come to me for advice.
- I am a peacemaker.
- I enjoy helping others.

Look at the items you have checked above and summarize your interpersonal intelligence.

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### Logical-Mathematical

Logical-mathematical intelligence involves understanding abstract principles and manipulating numbers, quantities, and operations. Some examples of occupations associated with logical-mathematical intelligence are mathematician, tax accountant, scientist, and computer programmer. Place a checkmark next to each skill that you possess. Keep an open mind. People usually either love or hate this area.

- I can do arithmetic problems quickly.
- I enjoy math.
- I enjoy doing puzzles.
- I enjoy working with computers.
- I am interested in computer programming.
- I enjoy science classes.
- I enjoy doing the experiments in lab science courses.
- I can look at information and outline it easily.
- I understand charts and diagrams.
- I enjoy playing chess or checkers.
- I use logic to solve problems.
- I can organize things and keep them in order.

Look at the items you have checked above and summarize your logical-mathematical intelligence.

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Spatial

Spatial intelligence involves the ability to manipulate objects in space. For example, a baseball player uses spatial intelligence to hit a ball. Occupations associated with spatial intelligence include pilot, painter, sculptor, architect, inventor, and surgeon. This intelligence is often used in athletics, the arts, or the sciences. Place a checkmark next to each skill that you possess in this area.

____ I can appreciate a good photograph or piece of art.
____ I think in pictures and images.
____ I can use visualization to remember.
____ I can easily read maps, charts, and diagrams.
____ I participate in artistic activities (art, drawing, painting, photography).
____ I know which way is north, south, east, and west.
____ I can put things together.
____ I enjoy jigsaw puzzles or mazes.
____ I enjoy seeing movies, slides, or photographs.
____ I can appreciate good design.
____ I enjoy using telescopes, microscopes, or binoculars.
____ I understand color, line, shape, and form.

Look at the items you have checked above and summarize your spatial intelligence.

____________________________________________________________________________________

____________________________________________________________________________________

Bodily-Kinesthetic

Bodily-kinesthetic intelligence is defined as being able to use your body to solve problems. People with bodily-kinesthetic intelligence make or invent objects or perform. They learn by doing, touching, and handling. Occupations connected to this type of intelligence include athlete, performer (dancer, actor), craftsperson, sculptor, mechanic, and surgeon. Place a checkmark next to each skill that you possess in this area.

____ I am good at using my hands.
____ I have good coordination and balance.
____ I learn best by moving around and touching things.
____ I participate in physical activities or sports.
____ I learn new sports easily.
____ I enjoy watching sports events.
____ I am skilled in a craft such as woodworking, sewing, art, or fixing machines.
____ I have good manual dexterity.
____ I find it difficult to sit still for a long time.
____ I prefer to be up and moving.
____ I am good at dancing and remember dance steps easily.
____ It was easy for me to learn to ride a bike or skateboard.
Look at the items you checked above and describe your bodily-kinesthetic intelligence.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**Linguistic**

People with linguistic intelligence are good with language and words. They have good reading, writing, and speaking skills. Linguistic intelligence is an asset in any occupation. Specific related careers include writing, education, and politics. Place a checkmark next to each skill that you possess in this area.

- ___ I am a good writer.
- ___ I am a good reader.
- ___ I enjoy word games and crossword puzzles.
- ___ I can tell jokes and stories.
- ___ I am good at explaining.
- ___ I can remember names, places, facts, and trivia.
- ___ I'm generally good at spelling.
- ___ I have a good vocabulary.
- ___ I read for fun and relaxation.
- ___ I am good at memorizing.
- ___ I enjoy group discussions.
- ___ I have a journal or diary.

Look at the items you have checked above and summarize your linguistic intelligence.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**Intrapersonal**

Intrapersonal intelligence is the ability to understand yourself and how to best use your natural talents and abilities. Examples of careers associated with this intelligence include novelist, psychologist, or being self-employed. Place a checkmark next to each skill that you possess in this area.

- ___ I understand and accept my strengths and weaknesses.
- ___ I am very independent.
- ___ I am self-motivated.
- ___ I have definite opinions on controversial issues.
- ___ I enjoy quiet time alone to pursue a hobby or work on a project.
- ___ I am self-confident.
- ___ I can work independently.
- ___ I can help others with self-understanding.

by Marsha Fralick
www.kendallhunt.com/fralick
I appreciate quiet time for concentration.
I am aware of my own feelings and sensitive to others.
I am self-directed.
I enjoy reflecting on ideas and concepts.

Look at the items you have checked above and summarize your intrapersonal intelligence.

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**Naturalist**

The naturalist is able to recognize, classify, and analyze plants, animals, and cultural artifacts. Occupations associated with this intelligence include botanist, horticulturist, biologist, archeologist, and environmental occupations. Place a checkmark next to each skill you possess in this area.

____ I know the names of minerals, plants, trees, and animals.
____ I think it is important to preserve our natural environment.
____ I enjoy taking classes in the natural sciences such as biology.
____ I enjoy the outdoors.
____ I take care of flowers, plants, trees, or animals.
____ I am interested in archeology or geology.
____ I would enjoy a career involved in protecting the environment.
____ I have or used to have a collection of rocks, shells, or insects.
____ I belong to organizations interested in protecting the environment.
____ I think it is important to protect endangered species.
____ I enjoy camping or hiking.
____ I appreciate natural beauty.

Look at the items you have checked above and describe your naturalist intelligence.

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**Journal Entry #5**

According to Gardner’s theory, what are your most developed intelligences? Are there any you need to improve?
Multiple Intelligences

Test what you have learned by selecting the correct answers to the following questions.

1. Multiple intelligences are defined as  
   a. the many parts of intelligence as measured by an IQ test.  
   b. the ability to design something valued in at least one culture.  
   c. the ability to read, write, and do mathematical computations.

2. The concept of multiple intelligences is significant because  
   a. it measures the intelligence of students in schools.  
   b. it does not use culture in measuring intelligence.  
   c. it broadens the scope of human potential and includes all cultures.

3. Intelligences are measured by  
   a. IQ tests.  
   b. performance in activities related to the intelligence.  
   c. performance in the classroom.

4. Each individual’s life history contains crystallizers that  
   a. promote the development of the intelligences.  
   b. inhibit the development of the intelligences.  
   c. cause the individual to be set in their ways.

5. Multiple intelligences include  
   a. getting good grades in college.  
   b. bodily kinesthetic skills.  
   c. good test-taking skills.

How did you do on the quiz? Check your answers: 1. b, 2. c, 3. b, 4. a, 5. b
We are responsible for what happens in our lives. We make decisions and choices that create the future. Our behavior leads to success or failure. Too often we believe that we are victims of circumstance. When looking at our lives, we often look for others to blame for how our lives are going:

- My grandparents did it to me. I inherited these genes.
- My parents did it to me. My childhood experiences shaped who I am.
- My teacher did it to me. He gave me a poor grade.
- My boss did it to me. She gave me a poor evaluation.
- The government did it to me. All my money goes to taxes.
- Society did it to me. I have no opportunity.

These factors are powerful influences in our lives, but we are still left with choices. Concentration camp survivor Viktor Frankl wrote a book, *Man’s Search for Meaning*, in which he describes his experiences and how he survived his ordeal. His parents, brother, and wife died in the camps. He suffered starvation and torture. Through all of his sufferings and imprisonment, he still maintained that he was a free man because he could make choices.

We who lived in concentration camps can remember the men who walked through the huts comforting others, giving away their last piece of bread. They may have been few in number, but they offer sufficient proof that everything can be taken from a man but one thing: the last of the human freedoms—to choose one’s attitude in any given set of circumstances, to choose one’s own way. . . . Fundamentally, therefore, any man can, even under such circumstances, decide what shall become of him—mentally and spiritually. He may retain his human dignity even in a concentration camp.

Viktor Frankl could not choose his circumstances at that time, but he did choose his attitude. He decided how he would respond to the situation. He realized that he still had the freedom to make choices. He used his memory and imagination to exercise his freedom. When times were the most difficult, he would imagine that he was in the classroom lecturing to his students about psychology. He eventually did get out of the concentration camp and became a famous psychiatrist.

Christopher Reeve is another example of a person who maintained his freedom to make choices in difficult circumstances. Reeve, who once played the character Superman, was paralyzed from the neck down as the result of an accident he suffered when he was thrown from his horse. When he first awoke after the accident, he saw little reason for living. With the help of his family, he made the decision to keep fighting and do as much as he could to promote research on spinal cord injuries. He succeeded in raising awareness and money for this cause. As a result, there have been many advancements in the study and treatment of spinal cord injuries. Reeve believed that he and others in similar circumstances would walk again some day. Sadly, Reeve passed away in 2004. However, his advocacy for the cause of finding a cure for spinal injuries has led to research that will help others in the future.

Hopefully none of you will ever have to experience the circumstances faced by Viktor Frankl or Christopher Reeve, but we all face challenging situations. It is empowering to think that our behavior is more a function of our decisions than of our circumstances. It is not productive to look around and find someone to blame for your problems. Psychologist Abraham Maslow says that instead of blaming, we should see how we can make the best of the situation.

One can spend a lifetime assigning blame, finding a cause, “out there” for all the troubles that exist. Contrast this with the responsible attitude of confronting the situation, bad or good, and instead of asking, “What caused the trouble? Who was to blame?” asking, “How can I handle the present situation to make the best of it?”

Author Stephen Covey suggests that we look at the word responsibility as “response-ability.” It is the ability to choose responses and make decisions about the future. When you are dealing with...
At times, you may ask, “How did I create this?” and find that the answer is that you did not create the situation. We certainly do not create earthquakes or hurricanes, for example. But we do create or at least contribute to many of the things that happen to us. Even if you did not create your circumstances, you can create your reaction to the situation. In the case of an earthquake, you can decide to panic or find the best course of action at the moment.

Stephen Covey believes that we can use our resourcefulness and initiative in dealing with most problems. When his children were growing up and they asked him how to solve a certain problem, he would say, “Use your R and I!” He meant resourcefulness and initiative. He notes that adults can use this R and I to get good jobs.

But the people who end up with the good jobs are the proactive ones who are solutions to problems, not problems themselves, who seize the initiative to do whatever is necessary, consistent with correct principles, to get the job done.

Use your resourcefulness and initiative to create the future that you want.
Notes


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9. Ibid., 75.
Learning Style Quiz

Name ____________________________________________ Date ____________

Read the following questions and circle the letter of the best answer for each in your opinion. There are no right or wrong answers in this quiz. Just circle what you usually prefer.

1. When learning how to use my computer, I prefer to
   a. read the manual first.
   b. have someone explain how to do it first.
   c. just start using the computer and get help if I need it.

2. When getting directions to a new location, it is easier to
   a. look at a map.
   b. have someone tell me how to get there.
   c. follow someone or have him or her take me there.

3. To remember a phone number, I
   a. look at the number and dial it several times.
   b. repeat it silently or out loud to myself several times.
   c. remember the number by the pattern pressed on the keypad, the tones of each number, or writing it down.

4. For relaxation, I prefer to
   a. read a book or magazine.
   b. listen to or play music.
   c. go for a walk or do something physical.

5. I am better at
   a. reading.
   b. talking.
   c. physical activities.

6. In school, I learn best by
   a. reading.
   b. listening.
   c. hands-on activities.

7. I tend to be a
   a. thinker.
   b. talker.
   c. doer.

8. When I study for a test, it works best when I
   a. read and picture the information in my head.
   b. read and say the ideas out loud or silently.
   c. highlight, write notes, and outline.

9. It is easier for me to remember
   a. faces.
   b. names.
   c. events.

From "College & Career Success: Concise Version," 5th ed. by Marsha Fralick
10. On a Saturday, I would prefer to
   a. see a movie.
   b. go to a concert.
   c. participate in athletics or be outside.

11. In a college class, it is most important to have
   a. a good textbook with pictures, graphs, and diagrams.
   b. a good teacher who gives interesting lectures.
   c. hands-on activities.

12. It is easier for me to study by
   a. reading and reviewing the material.
   b. discussing the subject with others.
   c. writing notes or outlines.

13. When I get lost, I prefer to
   a. look at the map.
   b. call or ask for directions.
   c. drive around the area until I recognize familiar landmarks.

14. When cooking, I often
   a. look for new recipes.
   b. talk to others to get new ideas.
   c. just put things together and it generally comes out okay.

15. When assembling a new toy or piece of furniture, I usually
   a. read the instructions first.
   b. talk myself through each step.
   c. start putting it together and read the directions if I get stuck.

16. When solving a problem, it is more useful to
   a. read a bestselling book on the topic.
   b. talk over the options with a trusted friend.
   c. do something about it.

17. Which statement do you like the best?
   a. A picture is worth a thousand words.
   b. Talk to me and I can understand.
   c. Just do it.

18. When I was a child, my mother said I
   a. spent a lot of time reading, taking photos, or drawing.
   b. had lots of friends and was always talking to someone on the phone.
   c. was always taking things apart to see how they worked.

Score your quiz:
Number of A answers _______ Visual Learner
Number of B answers _______ Auditory Learner
Number of C answers _______ Kinesthetic/Tactile Learner

What did you discover as a result of taking this quiz?
How would you use the knowledge of your learning style to deal with the following college situations? Your instructor may use this exercise for a group activity and class discussion.

1. You have just been assigned a 10-page term paper.

2. You have to study for a challenging math test.

3. You have to write up a lab report for a biology class. It includes drawings of a frog you have dissected.

4. You are taking a required course for your major and it is taught by only one professor. You dislike this professor.
5. You are taking a business class and have been assigned a group project to design a small business. It is worth 50 percent of your grade.

6. You have signed up for an economics course and find it difficult to stay awake during the lecture.

7. You signed up for a philosophy course to meet a humanities requirement. The vocabulary in this course is unfamiliar.

8. As part of the final exam, you have to prepare a five-minute presentation for your art history class.
Name ___________________________________________ Date ____________

Complete the “Describing Your Multiple Intelligences” activity in this chapter before doing this exercise.

Each individual’s life history contains crystallizers that promote the development of intelligences. Look at your highest scores on the multiple intelligences activity. List your highest scores below. Write down at least two crystallizers you experienced that may have helped you to develop these intelligences. For example, you may have been praised for your athletic skills and developed your bodily-kinesthetic intelligence.

My highest scores:

Crystallizers:

Each individual’s life history also contains paralyzers that inhibit the development of intelligences. Look at your lowest scores on the multiple intelligences activity. Write down two paralyzers that may have discouraged you from developing this intelligence. For example, you may have been corrected many times during your piano lessons and given up learning the piano. Paralyzers often involve shame, guilt, fear, or anger.

My lowest scores:

Paralyzers:
How can you overcome some of your paralyzers if they are interfering with your success?

Are there some scores that you need to improve to accomplish your career and educational goals?

Based on the above analysis, write a discovery statement about what you have learned. I discovered that I . . . .