

### LEARNING STYLES ACTIVITY

We all learn in different ways. The more we understand about our own learning styles and those of our colleagues the better equipped we will be to provide a rich and multi-sensory learning experience for the users of museums, archives and libraries.

This self-perception questionnaire is based on Howard Gardner's theory of *Multiple Intelligences*. It will help you assess the balance of your learning styles, as you perceive them at this point in time. These preferences are not fixed. Your response will vary according to your mood and the learning context, and you are likely to have 3 or 4 preferences. It is important to remember that the more that we learn to use the full range of intelligences the more effective we become as learners.

Please complete the questionnaire following the instructions. On the following pages transfer your scores to the multiple intelligences listing and then total these to find out your preferred learning style.

## CHECK OUT YOUR OWN LEARNING STYLE PREFERENCES BASED ON GARDNER'S MULTIPLE INTELLIGENCES MODEL

*Score between 0 and 3 for each of these statements*

0 = This does not represent me at all

3 = This statement strongly represents me

1. I am able to explain topics which are difficult and make them clear
2. I have a good sense of direction
3. Charts, diagrams, visual displays are important for my learning
4. I always do things one step at a time
5. I am sensitive to the moods and feelings of those around me
6. I have a good sense of balance and enjoy physical movement
7. I keep or like pets or other domestic animals
8. I need to see something in it for me before I want to learn something
9. I am enjoy being outdoors and am comfortable there
10. I learn well from talks, lectures and listening to others
11. I learn best when I have to get up and do it for myself
12. I can pick out individual instruments in complex musical pieces
13. I enjoy crosswords and logical problems
14. I have a natural ability to sort out arguments between friends
15. I remember things like telephone numbers
16. I enjoy working or learning independently

# Inspiring Learning

IMPROVEMENT TOOLKIT FOR MUSEUMS, LIBRARIES AND ARCHIVES

## SCORING

Transfer the outcomes (i.e. how many points you scored for each statement listed against each intelligence) to the eight intelligences listed and then complete the sectional wheel.

Intelligence	Statements	Total score
Interpersonal	5, 14	
Intrapersonal	8,16	
Linguistic	1, 10	
Mathematical and logical	4, 13	
Visual and Spatial	2, 3	
Kinaesthetic	6, 11	
Musical	12,15	
Naturalist	7, 9	

This will give you an indication of your perceived learning styles at a particular point in time. See below for description of each.

## LOOK AT YOUR TOP THREE PREFERENCES

- Does this fit with your own feelings about your learning preferences?
- How might an understanding difference learning styles be helpful in your workplace?
- To what extent are the learning opportunities in your museum/library/archive reflecting this range of learning styles?
- Where are the gaps?

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## **Visual and spatial learners**

You have very good visual recall and will be able to remember scenes, objects or faces for many years. You like visually presented information such as charts, pictures, images, keywords display, memory and concept mapping. In a museum, archive or library you will probably respond well to visually stimulating displays, to video, photography and film, and to the use of colour.

## **Musical learners**

You have good auditory recall and will be able to rehearse or anticipate situations by “hearing” them played out in your head. You respond well to a variety of sounds including environmental sounds, music and the human voice. You will enjoy sound effects, storytelling, and music in a museum, gallery or archive.

## **Kinesthetic learners**

You can use your body in highly differentiated and skilled ways. You will learn best by doing, where physical movement aids memory. Many boys are kinaesthetic learners and respond well to interactive exhibits and opportunities to feel, touch and handle, use computers and make things. You may be restless and like to move about during learning activities.

## **Interpersonal learners**

You are able to understand and work with others. You respond quickly to changes in mood and adjust your behaviour accordingly. You enjoy discussions and group work. You are good at giving and receiving feedback. You are likely to respond well to discussion and group activities in a museum, archive or library.

## **Intrapersonal Learners**

You are self-motivated and have a high degree of self-knowledge. You like time for quiet reflection and the opportunity to develop your thoughts and express these. You will enjoy spending time alone in a museum, archive or library, researching, thinking and reflecting on the experience before talking about this to others.

## **Linguistic learners**

You are sensitive to the meaning of words, to their order, their sounds, rhythm and inflection, and to their capacity to change mood, persuade or convey information. Many of the learning opportunities in museums, archives and libraries will appeal to your particular learning intelligence. Many of the people who are attracted to work in museums, libraries and archives will be linguistic learners.

## **Mathematical/Logical learners**

You are a problem solver and can construct solutions non-verbally. You readily see patterns and relationships in the world around you. You like information to be sequenced in a logical order and to make strong connections between concepts. In a museum exhibition, for example, you respond well to logical progression through a set of themes or ideas. Your particular learning style responds well to traditional teaching methods.

## **Naturalist learners**

You enjoy being outside and notice patterns and rhythms in nature. You will have a strong sense what is fair and want to think through the impact of your actions on those around you. In a museum, archive or library you will enjoy spaces that are airy with natural light, and will appreciate the opportunity to spend some time outside the building as part of a visit.