

## DSPS 30: Academic Success Strategies Mathematics Support Sections Mathematics Learning Styles Questionnaire

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### Learning Style Preference Distribution

name: Gaeir Dietrich  
email: gdietrich@htctu.net

Style	Preference	Style
sequential	4----- ----1	global
visual	3----- -----2	verbal
vismem	4----- ----1	verbmem
factual	2----- -----3	abstract
active	1---- -----4	reflective
accepting	5-----	anxious

### Detailed Question Response

<p><u>Sequential Learning:</u> Learning in structured, logical steps</p> <p>12. With some math problems I don't know the answer until I do each step.</p> <p>13. When I try to follow a cooking recipe or the instructions to assemble something I do pretty well.</p> <p>26. When going through the steps of a long problem, I tend to focus on what I should do next.</p> <p>30. I learn a little more each time I work on my homework.</p>	<p><u>Global Learning:</u> Learning in overall, "big picture" and/or sudden leaps</p> <p>25. When learning how to solve a new kind of math problem, I tend to understand the general flow of what was done.</p>
<p><u>Visual Learning:</u> Learning from shape, color and arrangement</p> <p>2. I like math teachers who write everything on the board, even if they don't talk much.</p> <p>11. If I had a really good notetaker (someone who copies the board for me), I would still benefit from copying some things from the board.</p> <p>17. When I look for examples in my math</p>	<p><u>Verbal Learning:</u> Learning from words, whether written or spoken</p> <p>3. When I am correcting a mistake on a homework problem, I may look at the answer, and then I mostly talk: silently to myself, aloud to myself, or to others.</p> <p>9. When I get directions to a friend's house, I prefer a written list with street names and turns.</p>

<p>book, I usually pay more attention to pictures, charts, or colorful material.</p>	
<p><b>Visual Memory:</b> Remembering shape, color and arrangement</p>	<p><b>Verbal Memory:</b> Remembering words, whether written or spoken</p>
<p>1. When we've worked on a graph or a word problem chart in class, what I'm most likely to remember later is some of the shape, color or arrangement of it.</p> <p>4. When I'm stuck on a math problem during a test, if I don't blank out, I seem to mentally see examples from the board or my homework.</p> <p>8. When I'm really struggling to remember, I'm more likely to notice that I've closed my eyes, or looked upwards.</p> <p>18. In general, I find it easier to remember pictures, images or faces.</p>	<p>16. When trying to solve a difficult problem, what I remember from class is the logic of it, or I talk my way through it.</p>
<p><b>Factual Learning:</b> Learning from facts, procedures and routines</p>	<p><b>Abstract Learning:</b> Learning from concepts, processes and patterns</p>
<p>6. When doing several problems that are basically the same I work carefully. I don't mind the repetition.</p> <p>24. When I'm learning to solve new types of problems, I mostly focus on remembering the steps.</p>	<p>7. When I use an example in my math book to help me solve a problem, I tend to follow the example for the general idea. I can adjust it.</p> <p>14. When the teacher is introducing a new topic, I wish he or she would discuss how the problem builds from earlier work we did.</p> <p>28. I would rather learn how to solve a math problem different ways, so I can choose the one that works for me.</p>
<p><b>Active Learning:</b> Learning by doing, moving and talking</p>	<p><b>Reflective Learning:</b> Learning from thinking, watching and imagining</p>
<p>21. When I start a homework problem in math, I am more likely to first just get going on it.</p>	<p>15. When I'm stuck on a math problem, I first think about it, checking my notes or book for an example.</p> <p>19. In most other classes, I prefer tasks and projects where I can work alone.</p> <p>23. When I am learning a new math skill, it is most helpful for me to watch another student do it.</p> <p>29. When studying at the last minute for a math test, I look over my notes or prior tests without re-working the problems.</p>
<p><b>Accepting Attitude:</b> Attitude about math that is accepting of difficulties</p>	<p><b>Anxious Attitude:</b> Learning from shape, color and arrangement</p>
<p>5. My anxiety about math tests is about the same as for tests in other classes.</p> <p>10. When I choose a math teacher, it's more important that he or she teaches in a way that makes sense.</p> <p>20. When I think about the math</p>	<p>No preferences for this learning style.</p>

requirements to graduate or transfer, I feel it will be challenging.	
22. If I put off doing my math homework, I put it off about the same as for homework in other classes.	
27. My feelings about math are It's ok, I enjoy it, or I don't like it much.	

## Comments

Do you have difficulties remembering your multiplication tables, do any counting on your fingers, or write numbers wrong? Describe.

No response for this question.

Do you have memory difficulties? If so, do these problems affect you in many subjects or just in math?

No response for this question.

Do you have reading difficulties? If so, do these problems affect your reading of math instructions and/or word problems?

No response for this question.

Anything else you'd like to tell me?

Hi Christine! It's Gaeir at the HTCTU. We have a math accommodations training coming up, and I wanted to try out the learning styles quiz so that I can share it with other DSPS instructors. Thank you for the wonderful resources! ;-)

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Christine M. Tunstall  
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Revised: 08/17/08