



Task Title: Understanding Learning Styles

OALCF Cover Sheet – Learner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes ☐ No ☐

Goal Path: Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

Task Description: The learner will take an online quiz to assess their own style of learning, and explore how they could incorporate learning recommendations.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.2
- Use Digital Technology/D.2
- Manage Learning/E.2

Materials Required:

- Pen/pencil and paper and/or digital device
- Computer

Learner Information

People learn in many different ways. Understanding your own learning style can help you manage study and exam strategies in the classroom.

Work Sheet

Task 1: Complete the Learning Style Self-Assessment Quiz:

<https://www.educationplanner.org/students/self-assessments/learning-styles>

Write down your primary learning style(s).

Answer:

Task 2: Read the descriptions of auditory, visual, and tactile learning styles.

<https://www.educationplanner.org/students/self-assessments/learning-styles-styles>

List three learning suggestions you think could benefit you.

Answer:

Task 3: Read the example below. Complete the chart based on each of the three learning suggestions you listed in Task 2.

Example:

Learning Suggestion: Take frequent breaks during studying
Concrete step I can take to benefit from this suggestion: <ul style="list-style-type: none">• Set a timer on my phone to remind me to take a break every 30 minutes
Way(s) in which I will assess progress: <ul style="list-style-type: none">• I might ask myself if I feel like my studying is more productive when I take regular breaks• I might look at the total amount of time I am studying with scheduled breaks compared to the total study time without scheduled breaks• I might look at how quickly I work through material (e.g. chapter of a textbook) when taking breaks compared to without scheduled breaks• I might look at how much I feel I retain when taking scheduled breaks compared to studying without breaks
Potential barrier to using this learning suggestion: <ul style="list-style-type: none">• I could take long breaks or not return to studying at all• Breaks could extend my studying time by quite a lot; I may not have additional time to devote to studying
Way(s) in which I could address this barrier: <ul style="list-style-type: none">• I could be very structured about the length of my breaks (e.g. 5-minute break after 30 minutes of studying)• I could take breaks with a study partner and ask them to hold me accountable (e.g. ask my partner to remind me to return to studying after a 5-minute break)

Answer:

Learning Suggestion #1:
Concrete step I can take to benefit from this suggestion:
Way(s) in which I will assess progress:
Potential barrier to using this learning suggestion:
Way(s) in which I could address this barrier:

Learning Suggestion #2:

Concrete step I can take to benefit from this suggestion:

Way(s) in which I will assess progress:

Potential barrier to using this learning suggestion:

Way(s) in which I could address this barrier:

Learning Suggestion #3:
Concrete step I can take to benefit from this suggestion:
Way(s) in which I will assess progress:
Potential barrier to using this learning suggestion:
Way(s) in which I could address this barrier: