



LSI Feedback Summary Report

Learning Styles Inventory

Susan Sample



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Learning Styles Inventory - Version IW

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Introduction

This report gives an indication of your style and preferences based on the answers you gave when completing the Learning Styles Indicator. The questionnaire is designed to identify fundamental differences in the way people think, communicate and learn.

Understanding more about your learning style might help you to

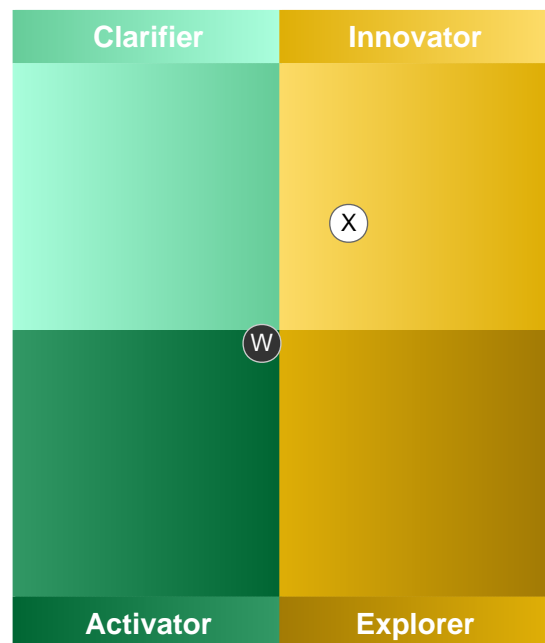
- choose topics, areas and qualifications which are more likely to interest you
- understand how you communicate, how this might come across and how you learn best
- select the teaching style and learning environment that most suits you and keeps you motivated
- judge which situations require you to adapt your style

Results

The diagram on the right shows your results. The X shows the Innovator as your most likely style in your current situation based on your answers to "the way it is". The W shows the Activator as your preferred or ideal style based on your answers to "the way I want". Differences between the two styles are worth careful consideration.

Sometimes we wish to be different because we are frustrated by life's opportunities to date and we have a natural inner style waiting to come out. Sometimes the difference reflects pressures and wishes from earlier in our life but which may no longer be relevant.

If you find the difference confusing you should talk it over with a friend, tutor, manager or the facilitator who asked you to complete the questionnaire. It can also be useful to consider whether your preferences are borderline, as explained on the following page.







Interpretation

If your 'X' or 'W' is near one of the outer corners you have indicated a clear preference and the identified style is more likely to be noticeable and characteristic. If they are near the borderline of two boxes it can indicate that you show greater flexibility in using the style from both boxes. Alternatively it may mean that you are less clear about your preferred learning style at this point in time.

Whatever the results, there is neither good nor bad. The results may be most useful if you use them to consider whether they truly reflect your style and preferences. This may help you clarify how you learn best, how you choose what to learn, why you make the choices you do, what environments suit you best and what you could do to improve and enjoy learning more. You may also like to consider how much the questionnaire reflects your natural or dominant style and under what circumstances you use the other three styles.

A summary of all four styles is shown below.

<p style="text-align: center;">Clarifier</p>  <ul style="list-style-type: none">• reflects on what is happening• learns by collecting facts and details• checks what is presented for accuracy and clarity• reduces ambiguity and uncertainty• gives practical examples• wants time and space to reflect, prepare and research• prefers details to be specific and related to own experience	<p style="text-align: center;">Innovator</p>  <ul style="list-style-type: none">• enjoys theories and models• learns best by considering the 'big picture'• sees links and inter-relationships• thrives on ideas, possibilities and considers 'what if'• has insights and turns up the unexpected• reflection can be more important than action• driven to create something novel or different
<p style="text-align: center;">Activator</p>  <ul style="list-style-type: none">• gets on with things – turns ideas into actions and outcomes• learns best by activity and 'doing'• works best with tangible ideas and practical activities• needs interaction• brings a sense of urgency and enjoys a fast pace• likes to create a buzz• jumps in when others hold back ('hands on' and 'have a go')	<p style="text-align: center;">Explorer</p>  <ul style="list-style-type: none">• enjoys exploration, flexibility and discovery• learns best by active discovery and trial & error• seeks stimulus from the outside• craves variety and options• seeks novelty through action• enjoys discussion, debate and experimentation• moves on to new topics quickly