

How do you learn best? The Chinese proverb “I hear, I forget; I see, I remember; I do, I understand” expresses the widely-held notion that many of us learn best when we “get our hands dirty” with the subject matter. However, recent research suggests that there is a wide variety of preferred methods for people to receive and process information. This quiz will assist you in determining how you learn best. The simple instructions at the end of the quiz will help you pinpoint the study aids in this course that will make statistics more understandable and enjoyable.

Circle the letter of the answer that best explains your preference. Circle more than one if a single answer does not match your perception.

-
1. You are about to give directions to a person who is standing with you. She is staying in a hotel in town and wants to visit your house later. She has a rental car. Would you:
 - a. draw a map on paper?
 - b. tell her the directions?
 - c. write down the directions (without a map)?
 - d. pick her up at the hotel in your car?
 2. You are not sure whether a word should be spelled “dependent” or “dependant.” Do you
 - c. look it up in the dictionary?
 - a. see the word in your mind and choose by the way it looks?
 - b. sound it out in your mind?
 - d. write both versions down on paper and choose one?
 3. You have just received a copy of your itinerary for a world trip. This is of interest to a friend. Would you
 - b. call her immediately and tell her about it?
 - c. send her a copy of the printed itinerary?
 - a. show her on a map of the world?
 - d. share what you plan to do at each place you visit?
 4. You are going to cook something as a special treat for your family. Do you
 - d. cook something familiar without the need for instructions?
 - a. thumb through the cookbook looking for ideas from the pictures?
 - c. refer to a specific cookbook where there is a good recipe?
 5. A group of tourists has been assigned to you to find out about wildlife preserves or parks. Would you
 - d. drive them to a wildlife preserve or park?
 - a. show them slides and photographs?
 - c. give them pamphlets or a book on wildlife preserves or parks?
 - b. give them a talk on wildlife preserves or parks?
 6. You are about to purchase a new CD player. Other than price, what would most influence your decision?
 - b. the salesperson telling you what you want to know.
 - c. reading details about it.
 - d. playing with the controls and listening to it.
 - a. its fashionable and upscale appearance.
 7. Recall a time in your life when you learned how to do something like playing a new board game. Try to avoid choosing a very physical skill, e.g., riding a bike. How did you learn best? By
 - a. visual clues—pictures, diagrams, charts?
 - c. written instructions?
 - b. listening to somebody explaining it?
 - d. doing it or trying it?
 8. You have an eye problem. Would you prefer that he doctor
 - b. tell you what is wrong?
 - a. show you a diagram of what is wrong?
 - d. use a model to show what is wrong?
 9. You are about to learn to use a new program on a computer. Would you
 - d. sit down at the keyboard and begin to experiment with the program features?
 - c. read the manual that comes with the program?
 - b. call a friend and ask questions about it?
 10. You are staying in a hotel and have a rental car. You would like to visit friends whose address/location you do not know. Would you like them to
 - a. draw you a map on paper?
 - b. tell you the directions?
 - c. write down the directions (without a map)?
 - d. pick you up at the hotel in their car?
 11. Apart from price, what would most influence your decision to buy a particular book?
 - d. You have used a copy before.
 - b. a friend talking about it.
 - c. quickly reading parts of it.
 - a. the appealing way it looks.
 12. A new movie has arrived in town. What would most influence your decision to go (or not go)?
 - b. you heard a radio review about it.
 - c. you read a review about it.
 - a. you saw a preview of it.
 13. Do you prefer a lecturer or teacher who likes to use
 - c. a textbook, handouts, readings?
 - a. flow diagrams, charts, graphs?
 - d. field trips, labs, practical sessions?
 - b. discussion, guest speakers?

Count your choices

a.
□
V

b.
□
A

c.
□
R

d.
□
K

Now match the letter or letters you have recorded most to the same letter or letters in the Learning Styles Chart below. You may have more than one learning style preference—many people do. Below each letter in the Learning Styles Chart below are suggestions that will refer you to different learning aids in this course.

LEARNING STYLES CHART

V VISUAL

This preference includes the depiction of information in charts, graphs, flow charts, and all the symbolic arrows, circles, hierarchies, and other devices that instructors use to represent what could have been presented in words. *Note:* This definition does not include the use of television, videos, and films. These media are primarily Aural (A) and Kinesthetic (K) because of their presentation of sound and reality (usually). They rarely use graphics.

What to do in class and lab	What to do when studying	Text-related features that may help you the most	What to do prior to and during exams
<ul style="list-style-type: none"> • Pay close attention to charts and graphical displays in coursepack, text, and ppt slides. • Underline • Use different colors • Use symbols and pictures in notes 	<p>Convert lecture notes into “page pictures”. To do this:</p> <ul style="list-style-type: none"> • Use the “in class” strategies • Reconstruct images • Redraw pages from memory • Replace words with symbols and initials • Look at your pages 	<p>Chapter objectives Worked problem in text and Solutions Manual Shaded definition boxes Excel instructions with screenshots in text Visual end-of-chapter summaries Chapter Outcomes (text) and in-chapter summary boxes (text). Applets</p>	<ul style="list-style-type: none"> • Recall your “page pictures” • Draw pictures and diagrams where appropriate • Practice turning your visuals back into words • Review graphics on ppt lecture slides available on course web site, CD, and text web site.

A AURAL

This perceptual mode describes a preference for information that is “spoken or heard.” Students with this modality report that they learn best from lectures, tutorials, labs and talking to other students.

What to do in class and lab	What to do when studying	Text-related features that may help you the most	What to do prior to and during exams
<ul style="list-style-type: none"> • Attend lectures and labs. • Discuss topics with classmates, friends, and instructors • Explain new ideas to other people • Use a tape recorder • Leave spaces in your lecture notes for later recall • Describe ppt slides, pictures, and other visuals to somebody who was not in class 	<p>You may take poor notes because you prefer to listen. Therefore:</p> <ul style="list-style-type: none"> • Expand your notes and with information from text and lecture slides • Tape record summarized notes and listen • Read summarized notes out loud • Explain your notes to another “aural” person 	<p>Solved examples in text Key Terms (text) Key Symbols (text) Chapter Summary (text) Chapter Notes in text</p>	<ul style="list-style-type: none"> • Make text features aural by explaining/talking about them to classmates, friends, and instructors. • Talk with your instructors • Spend time in quiet places recalling the ideas out loud • Talk through solutions to old exam questions in coursepack

R READING/WRITING

This preference is for information displayed as words.

What to do in class and lab	What to do when studying	Text-related features that may help you the most	What to do prior to and during exams
<ul style="list-style-type: none"> • Use coursepack • Use lists and headings • Read coursepack, text, handouts, and worksheets • Use lists and headings 	<ul style="list-style-type: none"> • Write out key words again and again • Reread notes silently • Rewrite ideas and principles into other words • Turn charts and graphical displays into statements 	Chapter Outcomes Worked examples in text Statistics in Action (text) "Hands-On" Activities (text) Shaded definition boxes Shaded formula boxes Excel instructions in text Chapter Summary Key Terms Case Studies Chapter Exercises	<ul style="list-style-type: none"> • Write attempts at solving old exam problems • Practice with multiple choice tests • Prepare first version of exam note card in outline form • Tutorial quizzes on text website

K KINESTHETIC

This is a preference for the use of experience and practice (simulated or real). Although such an experience may invoke other modalities, the key is that the individual is connected to reality, either through experience, example, practice, or simulation.

What to do in class and lab	What to do when studying	Text-related features that may help you the most	What to do prior to and during exams
<ul style="list-style-type: none"> • Use all your senses. • Do the worksheets. • Focus on real-life examples • Pay attention to applications • Use hands-on approaches • Use trial-and-error methods 	You may take poor notes because topics do not seem concrete or relevant. Therefore: <ul style="list-style-type: none"> • Put examples in your coursepack notes • Refer to case studies and applications to help with principles and abstract concepts • Use pictures and photographs to illustrate ideas 	Application boxes in text End-of-section exercises Chapter Summary Chapter Exercises Worked examples in text Critical Thinking Challenges at end of each chapter "Hands-On" Activities (text) Case Studies Statistics in Action Applets	<ul style="list-style-type: none"> • Review solved problems and additional examples on CD • Run excel simulations on CD • Take practice quizzes on CD • Use old exams in coursepack to rehearse taking the upcoming exam