

Learning Styles Manual for Adult Learners

Delaware Department of Education
Adult Education and Workforce Development

**LEARNING STYLES MANUAL
FOR ADULT LEARNERS**

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Learning Styles Manual For Adult Learners

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LEARNING STYLES MANUAL FOR ADULT LEARNERS

Introduction

Section I

Section I of this manual contains an overview of Learning Styles.

Section II

Section II explains how to take the Learning Styles Inventory. The actual survey is also included in this section. The program in which you are enrolled may give other learning style inventories. The information in this manual will be useful no matter which inventory you are given.

Section III

Section III shows how to use your learning style effectively. It lists the challenges experienced by each style. Section III also includes information on:

- Identifying characteristics of a learning style
- Identifying famous people and their learning style
- Using problem solving skills to help perform activities
- Using learning strategies
- Developing ways to improve study skills
- Learning Strategies for Teaching Children

Section IV

Section IV is a glossary of definitions of some of the words used in the manual.

Section V

Section V lists references used in the development of this manual.

Section I

Overview of Learning Styles

In an ever-changing world, there are new things to learn each day. Recognizing how we approach learning new things can be the difference between success and failure. This manual identifies three different approaches to learning information. These different approaches are called learning styles. A learning style is the way a person takes-in, processes, and organizes information. Since learning styles are distinct ways of learning or knowing, it is important to know the learning style that works best for each of us. It is important to know your learning style in order to understand how to meet your own learning needs. Educational research has shown that when students know their learning style and adapt that style to their learning, their success in the classroom improves. The information in this manual can help you in the classroom, by preparing for tests resulting in higher grades. Also, it can help you know the learning styles of others.

Knowledge of your learning style is useful in the workplace. Your learning style affects how you approach new information. The way information is taken-in, processed, and organized may influence career choice and job performance. For example, you may like working with your hands. If so, you may want to consider a more "hands on" career. You could apply your kinesthetic learning style in the automotive or computer repair industry. If hearing or auditory learning is your learning style, then a career in music may suit you.

Identifying learning styles can be important for your children as well. Recognizing a child's learning style could make learning easier for him or her in the classroom and when doing homework.

Communicating with others, whether at church, on the little league field or at a town hall meeting, can sometimes be difficult. Recognizing that individuals have different learning styles and process information differently can help you communicate more effectively with them.

The most often discussed learning styles are sensory learning styles. They involve our senses of hearing, seeing, and touching. Most people learn through these three learning styles:

- **Auditory** is a learning style through which information is processed by thinking out-loud and listening to what is being said.
- **Visual** is a learning style through which information is processed by seeing or viewing pictures, watching demonstrations or reading.
- **Kinesthetic/Tactile** is a learning style through which information is processed through practice, touch, expressions of feelings and through whole body movement.

When learning new information, we often use a combination of these styles. These combinations are called a multi-sensory learning style. However, we usually use one learning style more than another. This is similar to having a preferred hand when performing tasks. If a person is right handed, that person

usually does not feel comfortable doing things left handed and vice versa. While we can use either hand, one is preferred over the other.

By using this manual as a resource, you will explore the three learning styles and discover your preferred learning style. You will also complete a learning styles inventory in order to identify your preferred learning style.

Section II

Learning Style Inventory

Identifying Your Learning Style

The first step in identifying a preferred learning style is to take a Learning Styles Inventory/Survey. The recommended survey is located on the website of Diablo Valley Community College. The inventory will be scored automatically and information will be available for you to understand your specific style or styles.

You can identify your learning style by following the directions listed below:

1. Log-on to this website:

www.metamath.com/multiple/multiple_choice_questions.html

2. Select and complete this inventory:

[DVC Learning Style Survey for College](#)

The DVC online guide includes a learning style survey that will help you identify your learning style. It also includes learning strategies that will help you learn effectively.

The DVC Learning Styles Survey is on the next two pages. Take it online as directed to receive a score and information on your specific style or styles. After completing the learning styles inventory, numbers will appear for each of the three styles. Select the highest number. This is your preferred learning style. Visual verbal and visual non-verbal styles are to be treated as one style. In either case, use the "visual" list for learning strategies. If two styles have the

same high score, then you can use ideas from both lists found in Section III in this manual. The program in which you are enrolled may use a different learning style inventory. The information in this manual will be useful no matter which inventory you are given.

A Learning Style Survey for College

written by Catherine Jester
Learning Disability Specialist
Diablo Valley College

Please enter your

First Name:

Last Name:

Age:

Sex: Male Female

Click on the most appropriate button after each statement.
Use the Tab key to move to the next question.

1. I would rather read material in a textbook than listen to a lecture. Often Sometimes Seldom
2. I benefit from studying with a partner or study group. Often Sometimes Seldom
3. In my spare time, I like to do projects that involve using my hands (e.g. painting, constructing, using tools, etc.). Often Sometimes Seldom
4. I find graphs and diagrams useful in clarifying concepts. Often Sometimes Seldom
5. I benefit more from lab classes than lecture classes. Often Sometimes Seldom
6. I find it useful to read out loud when reading a textbook. Often Sometimes Seldom
7. Reviewing information on flashcards helps me remember it.. Often Sometimes Seldom
8. I like solving mazes or jigsaw puzzles. Often Sometimes Seldom
9. I can find the mistakes in my written work. Often Sometimes Seldom
10. I find myself talking out loud when studying by myself. Often Sometimes Seldom
11. As a child, I liked to engage in physical activities during my free time. Often Sometimes Seldom
12. I would rather listen to a book on tape than read it Often Sometimes Seldom
13. I like solving crossword or word search puzzles. Often Sometimes Seldom
14. I tend to doodle" during lecture by drawing on my notebook pages. Often Sometimes Seldom

http://www.metamath.com/multiple/multiple_choice_questions.html

15. When trying to remember a phone number, I "let my fingers do the walking," i.e. my fingers seem to remember the number on their own. Often Sometimes Seldom
16. As a child, I liked to read books during my free time. Often Sometimes Seldom
17. I would rather listen to a lecture than read the material in a book. Often Sometimes Seldom
18. I can use a map effectively to get myself to a new location. Often Sometimes Seldom
19. As a child, I liked to listen to stories told to me, or stories on tape, record player, or radio. Often Sometimes Seldom
20. When learning a new skill, I would rather watch someone demonstrate the skill than listen to someone tell me how to do it. Often Sometimes Seldom
21. When trying to remember a phone number, I can "see" the number sequence in my head, or I "see" the way the numbers look on the phone. Often Sometimes Seldom
22. When trying to remember how to spell a word, I spell the letters with my finger in the air or on a table top. Often Sometimes Seldom
23. If I have to learn how to assemble something, I would rather look at a diagram than listen to someone tell me how to put it together. Often Sometimes Seldom
24. When trying to remember how to spell a word, I write down the word using alternative spellings until I see the spelling sequence I think is correct. Often Sometimes Seldom
25. When trying to remember a phone number, I "hear" the number sequence in my head in the way someone told me the number, or in the way I previously recited the number out loud. Often Sometimes Seldom
26. I like "hands on" learning better than learning from lecture or textbook. Often Sometimes Seldom
27. I would rather have written directions than oral directions. Often Sometimes Seldom
28. When trying to remember how to spell a word, I say the letters or sounds out loud until I think I've got the spelling right. Often Sometimes Seldom
29. I learn better by doing than observing. Often Sometimes Seldom
30. As a child, I liked to play with puzzles in my free time. Often Sometimes Seldom
31. When taking a test, I can "see" the answer in my head as it appeared in my notes or textbook when I studied. Often Sometimes Seldom

32. I learn best when physical activity is involved.

Often Sometimes Seldom

Section III

Learning Styles

How to Use your Learning Style Effectively

This part of the manual contains descriptions of the three learning styles: Visual, Auditory and Kinesthetic/Tactile. After reviewing these three sections, you will have a better understanding of each learning style.

Section A

This section provides information about:

- Characteristics of each learning style and how information is processed and applied.
- Study characteristics which shows the learner how to approach and to prepare to study new information.
- Famous people with that specific learning style and their career choices.

Section B

This section describes some challenges associated with a specific learning style. For example, if a student's kinesthetic style does not match a teacher's or co-worker's auditory style, it can be difficult to learn what is being presented. Different approaches, or strategies, are provided to help you to improve communication with others who have different learning styles.

Section C

This section provides learning strategies for studying and preparing for exams, presentations, and lectures. In addition to learning strategies, this section provides a short list of learning strategies to help children learn using their learning styles.

VISUAL LEARNING STYLE

Seeing or Visual Learners

Learners with this preferred style like to visualize or see what they are learning.

These learners learn best when information is presented to them using visual aids.

Section A

Visual Learner Characteristics

Visual learners:

- Learn by watching a video or a demonstration
- Enjoy seeing the written word and reading
- Prefer written instructions over verbal instructions
- Notice details
- Recognize a need for neatness and organization
- Prefer quiet moments to study and gather thoughts
- Need pictures, posters, slides, graphs, diagrams, flowcharts, timelines, demonstrations, and videos to understand and organize ideas

How Visual Learners Solve Problems

Visual learners:

- Read information and list problems on a 'to do list'
- Use timelines
- Develop flowcharts
- See if a solution works graphically or concretely on paper or visualize it
- Draw diagrams
- Draw graphs
- Use highlighters
- Map information with legends

- Use political cartoons to demonstrate a current or past cultural or political concept
- Take good written notes along with diagrams

Study Characteristics of Visual Learners

Study techniques for visual learners include:

- Spending quiet periods of time reviewing new information
- Reading rapidly or scanning a chapter or document to search important information
- Using symbols for words.

Famous Individuals with a Visual Learning Style

- Tommy Hilfiger (men's fashion designer)
- Liz Claiborne (women's fashion designer)
- Frank Lloyd Wright (architect)
- Claude Monet (artist)

Section B

Challenges to the Visual Style

Learners with a visual learning style will most likely face challenges to learning when:

- Working in an environment with too much visual stimulation
- Listening to lectures without visual pictures or graphics
- Working in an environment with too much noise or movement
- Forced to take action before either seeing or reading about what needs to be done

Section C

Learning Strategies for Visual Learners

There are ways to overcome challenges faced by visual learners that include:

- Color-coding notes and charts for organization and emphasis
- Taking extensive notes
- Making 'stick it' notes containing key words and concepts and placing them on a mirror, dash board, or within your class notes
- Writing explanations to diagrams to understand a concept
- Practicing turning visuals back into words
- Using symbols for words; practice writing the definitions
- Using highlighters of varying colors to contrast information on notes
- Developing and using flash cards to understand concepts
- Translating words into symbols, pictures, or diagrams
- Using Excel software or graph paper to make graphs or diagrams
- Organizing diagrams and graphs into statements, e.g., "The idea is to..."
- Writing possible exam answers by using timelines, charts, or diagrams for easy recall on a test
- Re-writing ideas and principles into diagrams, charts, etc.
- Arranging words into hierarchies and points
- Making word lists
- Making crossword puzzles to solve
- Making a map -- setting, time, place, problem, characters, and solution(s)
- Making and using models to understand a concept
- Using graphic organizers
- Using computer graphics to describe a concept
- Developing survey questions on a topic to use in a group discussion
- Using demonstrations to convey a concept

Learning Strategies for Teaching Children with a Visual Learning Style*

These strategies are:

- Show or draw cartoons
- Create simple maps

- Make simple graphs or charts
- Draw simple diagrams
- Play games using new words
- Give coloring books
- Make drawings or illustrations
- Create crossword puzzles for the older child
- Create instructional bulletin boards
- Make posters
- Create slide shows with PowerPoint
- Make collages that are not too cluttered using pictures from books or magazines that explain a topic
- Match pictures with words

*Go to this websites for a learning style inventory for children:

www.berghuis.conz/abiator

<http://parentcenter.babycenter.com>

<http://www.lesstutor.com>

<http://learningstyles.net>

AUDITORY LEARNING STYLE

Hearing or Auditory Learners

Learners with this preferred style learning style learn best when they can hear new information presented through audiotapes, group discussion, speaking, and talking things through with another person.

Section A

Characteristics of Auditory Learners

Auditory learners:

- Learn best by hearing information
- Prefer verbal instruction
- Talk or whisper to themselves while reading or learning
- Enjoy being read to aloud
- Distract easily by sounds in the work environment
- Prefer to study while listening to soft music
- Enjoy speaking on the spur of the moment
- Remember names of people met, but forget their faces
- Tune into the rise and fall of the pitch of high and low sounds
- Work naturally with words and languages

How Auditory Learners Solve Problems

Auditory learners:

- Talk about pros and cons of a situation
- Sort ideas
- Ask others what they would do in a situation
- Verbalize or brainstorm with others until one solution sounds right
- Re-work a problem by talking it through until all possible solutions are discussed

Study Characteristics of Auditory Learners

Auditory learners:

- Learn from tutorials that are read or explained to them
- Speak out-loud for comprehension when reading directions
- Discuss concepts to understand them

Famous Individuals \with an Auditory Learning Style

- Winston Churchill (Prime Minister of England during World War II)
- Garrison Keillor (radio show host)
- Katie Couric (TV news host)
- Joan Rivers (comedian)
- Cher (singer)

Section B

Challenges to the Auditory Style

Learners with an auditory learning style will most likely face challenges to learning when:

- Reading too quickly when not allowed to say words out-loud
- Reading silently for long periods of time
- Following written directions
- Focusing only on illustrations without having an explanation
- Taking a timed-test that must be read silently and responded to in writing
- Concentrating when distracting sounds are present
- Refraining from expressing emotions verbally when not permitted to do so

Section C

Learning Strategies for Auditory Learners

There are ways to overcome challenges faced by auditory learners that include:

- Reading aloud from your notes

- Explaining your notes aloud to another person for comprehension
- Asking others to listen to your explanation and understanding of a topic
- Imagining a discussion with the examiner as you prepare and practice for a test
- Practicing writing answers to old exam questions and repeating the answers aloud
- Expanding notes while talking with another and consulting the textbook
- Spending time in quiet places to recall information or to collect your thoughts
- Describing visuals to another person or to yourself while pretending that someone is listening
- Setting information to music
- Teaching a small group a concept you just learned
- Debating the newly learned information with a group
- Setting music or rhythms to a poem
- Using an **MP3** player or other recorder in class
- Writing words electronically
- Discussing ideas within a group
- Making and frequently listening to audiotapes of lectures
- Making oral presentations or speeches
- Encouraging the use of mnemonics e.g. B for Buck
- Encourage the use of Acrostics e.g. **Please Excuse My Dear Aunt Sally** or PEMDAS
- Sounding out new words phonetically
- Reading dialogues and plays

Learning Strategies for Teaching Children with an Auditory Learning Style*

These strategies are:

- Set new information to a familiar nursery song to remember
- Set new information to music
- Participate in verbal games with children
- Show and Tell for current events
- Convey new information through a short puppet show
- Set up a panel discussion with a 'pretend' TV/radio show to debate a topic
- Provide musical performances
- Record information or learning songs onto a MP3 Player
- Recite new information aloud until it is learned
- Have children interview each other on a topic

*Go to these websites for a learning style inventory for children:

www.berghuis.conz/abiator

<http://parentcenter.babycenter.com>

<http://www.lessonstutor.com>

<http://learningstyles.net>

KINESTHETIC LEARNING STYLE

Movement or Kinesthetic/Tactile Learners

Learners with this preferred learning style learn new information best through experience, example, practice, and involving feelings, touch, or fine motor movement. This approach requires the learner to be actively involved in the learning process.

Section A

Characteristics of Kinesthetic/Tactile Learners

Kinesthetic/Tactile Learners:

- Learn by doing
- Solve problems by trial and error
- Enjoy manipulating objects
- Enjoy physical rewards
- Have difficulty remaining still even for short periods of time
- Begin tasks before reading directions
- Remember what they do using physical touch with hands or bodies
- Enjoy using tools or lessons which involve active or physical participation
- Can remember how to do things after they have done them once
- Display good motor coordination
- Like to participate in fine motor activities such as producing graphics, arts, and calligraphy
- Read body language
- Use interpersonal skills
- Anticipate people's feelings

How Kinesthetic Learners Solve Problems

Kinesthetic/Tactile learners:

- Take action, then make plans based on results of the action
- Seek solutions that involve the greatest physical activity
- Explore information through trial and error Follow a solution if it intuitively feels right
- Talk to people in order to share feelings about the problem and solution
- Think, "What would it feel like if...?"

Study Characteristics of Kinesthetic/Tactile Learners

Kinesthetic/Tactile Learners:

- Act on "how-to" books
- Read to learn specific information, rather than reading for pleasure or entertainment
- Study for short periods of time
- Take frequent breaks by walking around
- Read historical novels or biographies
- Study with other people to check for understanding of concepts
- Talk with others about ideas and concepts
- Study in pleasant surroundings
- Need the opportunity to touch and feel objects

Famous Individuals with a Kinesthetic/Tactile Learning Style

- Michael Jordan (basketball player)
- Jim Carey (actor)
- David Copperfield (magician)

Section B

Challenges to the Kinesthetic/Tactile Learning Style

Learners with a Kinesthetic/Tactile learning style will most likely face challenges to learning when:

- Expressing emotions without physical movements or gestures
- Recalling what was 'seen' or 'heard'
- Listening to lectures that last more than four minutes without fidgeting, moving about, or doodling
- Communicating without physical movement or gestures
- Sitting still
- Have difficulty progressing without teacher approval and respect
- Need to have the opportunity to touch, feel objects
- Does not like working or studying in a sterile, non-interesting classroom

Section C

Learning Strategies for Kinesthetic/Tactile Learners

There are ways to overcome challenges faced by kinesthetic learners that include:

- Participating in demonstrations
- Expressing concepts or topics through dance movements
- Walking while reading or studying information
- Participating in role playing and interviewing
- Taking field trips
- Constructing a project
- Participating in musical performances
- Putting words, symbols, or pictures on flash cards to remember in sequence
- Providing small motor/touch activities, such as cutting and pasting tasks, creating scrapbooks or posters, and using instructional computer games
- Using feelings or sensations
- Using touch, feel, and manipulation of objects

- Using imagery related to emotions, colors, and moods rather than sights and sounds
- Developing a learning package from a lecture by:
 - Talking about your notes with another person
 - Conducting an experiment
 - Using pictures, photographs, charts, or computer graphics to illustrate ideas
 - Gaining first-hand knowledge of the subject through a visit to a museum or job site
 - Copying key points onto a writing surface such as a white/green board
 - Putting words, symbols, or pictures on a flash card to remember in sequence
 - Viewing a video/CD of the subject

Learning Strategies for Teaching Children with a Kinesthetic/Tactile Learning Style*

These strategies are:

- Perform short plays on a topic
- Play sports
- Use puppets
- Play pantomimes
- Dress as characters
- Make a video/CD
- Play games that use whole body movement
- Make mobiles
- Build models
- Use rhythm when learning lists
- Play charades
- Use feelings or sensations

- Use touch, feel, and manipulation of objects
- Use imagery related to emotions, colors, and moods rather than sights and sounds
- Go on field trips
- Use pictures, photographs, charts, or computer graphics to illustrate ideas
- Gain first-hand knowledge of the subject by practicing or applying what has been learned
- Walk back and forth while learning new things

*Go to these websites for a learning style inventory for children:

www.berghuis.conz/abiator

<http://parentcenter.babycenter.com>

<http://www.lesstutor.com>

<http://learningstyles.net>

Section IV

GLOSSARY

The following words used in this manual and their definitions are listed

Acrostics	Sets of letters or words to remind one of phrases. Example: <u>P</u>lease <u>E</u>xcuse <u>M</u>y <u>D</u>ear <u>A</u>unt <u>S</u>ally (PEMDAS). In math: <u>P</u>arentheses, <u>E</u>xponents, <u>M</u>ultiplication, <u>D</u>ivision, <u>A</u>ddition, then <u>S</u>ubtraction
Brainstorm	List of as many ideas as possible on a topic or subject
Calligraphy	Artistic or stylized writing
Charades	Acting out words, ideas, concepts and events as others attempt to guess what is being acted
Collages	Artistic composition made of various materials (paper, cloth or wood) glued on a surface
Diagram	Design that explains a procedure or process or a drawing that shows arrangement
Dialogues	Written conversation of two or more people
Environment	Conditions by which one is surrounded
Flow Chart	Visual design that shows step-by-step movement through a procedure or system
Graph	Something written or drawn. A visual representation of words.
Graphic Organizers	Organized information placed in a format to review information quickly
Hierarchies	Graded or ranked series
Imagery	To call up a mental picture or form a mental picture of an idea
Interpersonal	Relationships between persons
Intuitive	Insightful or understood

Learning style	The way a learner perceives (senses) and processes information in a particular way or a combination of ways (Sarasin, 1999). The way a learner perceives, interacts, or responds to the learning environment (Keefe, 1979).
Learning style inventory	A list of traits, preferences (senses), attitudes, interests, or abilities used to evaluate personal characteristics
Legends	List that explains symbols or lists on a chart or a map
Manipulate	Objects that a student uses in a certain way to instruct or reinforce a lesson
Mnemonics	Technique to improve memory and learning by memorizing the first letter of several words to remember them Example: HOMES: Lake <u>H</u> uron, Lake <u>O</u> ntario, Lake <u>M</u> ichigan, Lake <u>E</u> rie and Lake <u>S</u> uperior
MP3	A recording device, similar to a tape recorder
Multi-sensory learning style	A combination of ways to learn that may involve the senses (preferences) such as visual (seeing), auditory (hearing), tactile (touch or feeling), kinesthetic or learning through whole body movement
Political	Relating to the conduct of government
Preferred learning style	A learning style that works the best for you
Sensory	Relating to the sense organs: sight, hearing, touch, taste
Simulation	Lifelike example
Stimuli	Excite to activity or growth
Tutorials	Paper, book, film, or computer program that provides practical information on a particular subject
Verbal	Spoken word

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