CHARACTERISTICS OF TYPES OF LEARNERS
(based on the Index of Learning Styles survey by Barbara Solomon and Richard Felder)

ACTIVE LEARNERS:
- Learn best by doing
- “Let’s try it out and see if it works”
- Like group work
- Lecture classes are challenging
- May have difficulty when they always act before they think
- Should try to work and study in groups or with a partner

REFLECTIVE LEARNERS:
- Like to process information before trying it out
- “Let’s think through it first”
- Like to work alone
- May have trouble getting started if they think too long before acting
- When learning new information, should stop periodically and try to apply it in new ways

SENSING LEARNERS:
- Like to learn facts
- Like to use established methods to solve problems
- Resent being ‘thrown curves’ (ie being tested on something that hasn’t been ‘covered’)
- Are patient with detail work and are good at memorizing
- Like hands-on work
- Like learning things that have a direct connection to the ‘real world’
- Should ask for specific examples when task is unclear

INTUITIVE LEARNERS:
- Prefer to discover new ideas and connections
- Like abstract problems
- Prefer to work quickly
- Don’t like to memorize or do routine calculations
- Should try to discipline themselves to check work to make sure careless mistakes haven’t been made

VISUAL LEARNERS:
- Remember what they see—timelines, demonstrations, flowcharts
- Create timelines for projects, papers, tests
- Color code tasks

VERBAL LEARNERS:
- Prefer written or spoken instructions
- Should write summaries of tasks in own words
- Should try to work in groups or with a partner whenever possible

SEQUENTIAL LEARNERS:
- Like to follow steps in learning and in finding solutions
- May know a great deal about each step of process, but have a hard time understanding ‘the big picture’
- Should try to fill in missed steps by asking instructor or supervisor
- Should try to think ahead to end product, even if he/she is not sure what it might be

GLOBAL LEARNERS:
- Tend to learn in large leaps, without necessarily processing all steps
- Have many “A-ha!” moments
- Sometimes have difficulty explaining how they reach conclusions
- Are not detail-oriented
- Should find out as much as possible about a new project, task, or topic before tackling assignment