

LEARNING STYLE INVENTORY (LSI)





O LSI descreve a maneira pela qual você aprende e como você lida com as idéias no dia-a-dia. Abaixo, há 12 sentenças com opções para finalizá-las. Enumere o final das sentenças de acordo com a sua opinião pessoal sobre a forma como você aprende. Tente lembrar de situações recentes, quando teve que aprender algo novo, seja na escola ou no trabalho. Então, utilizando os espaços, coloque 4 caso a sentença descreva melhor a sua maneira de agir e siga, regressivamente, até 1, que representa o que menos tem a ver com você. Os números podem ser usados apenas uma vez em cada final de sentença. Lembre-se de preencher todos os finais possíveis. Não coloque o mesmo número em duas sentenças diferentes.

Onde

4 mais parecido com você.
3 segundo mais parecido com você.

2 terceiro mais parecido com você.
1 menos parecido com você.

Exemplo

					
3	Quando eu aprendo:	Eu racionalizo.	Sou responsável.	Sou quieto e reservado.	Tenho sentimentos e reações fortes.
		A	B	C	D
1	Quando aprendo:	<input type="checkbox"/> Gosto de lidar com meus sentimentos.	<input type="checkbox"/> Gosto de pensar em idéias.	<input type="checkbox"/> Gosto de produzir.	<input type="checkbox"/> Gosto de observar e ouvir.
2	Aprendo melhor quando:	<input type="checkbox"/> Eu ouço e vejo com cuidado.	<input type="checkbox"/> Confio em pensamento lógico.	<input type="checkbox"/> Confio nos meus sentimentos e intuição.	<input type="checkbox"/> Gosto de observar e ouvir.
3	Quando eu aprendo:	<input type="checkbox"/> Eu racionalizo.	<input type="checkbox"/> Sou responsável.	<input type="checkbox"/> Sou quieto e reservado.	<input type="checkbox"/> Tenho sentimentos e reações fortes.
4	Aprendo através:	<input type="checkbox"/> Dos sentimentos.	<input type="checkbox"/> Da ação.	<input type="checkbox"/> Da observação.	<input type="checkbox"/> Do pensar.
5	Quando aprendo:	<input type="checkbox"/> Estou aberto a novas experiências.	<input type="checkbox"/> Observo todos os lados.	<input type="checkbox"/> Gosto de analisar e dividir em partes.	<input type="checkbox"/> Gosto de experimentar.
6	Quando estou aprendendo:	<input type="checkbox"/> Sou observador.	<input type="checkbox"/> Sou ativo.	<input type="checkbox"/> Sou intuitivo.	<input type="checkbox"/> Sou lógico.
7	Aprendo melhor:	<input type="checkbox"/> Observando.	<input type="checkbox"/> Com relacionamentos pessoais.	<input type="checkbox"/> Com teorias racionais.	<input type="checkbox"/> Quando há chance de praticar.
8	Quando aprendo:	<input type="checkbox"/> Gosto de ver os resultados do meu trabalho.	<input type="checkbox"/> Gosto de idéias e teorias.	<input type="checkbox"/> Espero antes de agir.	<input type="checkbox"/> Sinto-me envolvido.
9	Eu aprendo melhor quando:	<input type="checkbox"/> Confio em minhas observações.	<input type="checkbox"/> Confio em meus sentimentos.	<input type="checkbox"/> Experimento por conta própria.	<input type="checkbox"/> Confio em minhas idéias.
10	Quando estou aprendendo:	<input type="checkbox"/> Sou reservado.	<input type="checkbox"/> Sou receptivo.	<input type="checkbox"/> Sou responsável.	<input type="checkbox"/> Sou racional.
11	Quando aprendo:	<input type="checkbox"/> Eu me envolvo.	<input type="checkbox"/> Gosto de observar.	<input type="checkbox"/> Avalio.	<input type="checkbox"/> Gosto de ser ativo.
12	Aprendo melhor quando:	<input type="checkbox"/> Analiso idéias.	<input type="checkbox"/> Sou receptivo e mente aberta.	<input type="checkbox"/> Sou cuidadoso.	<input type="checkbox"/> Sou prático.

Lsi Learning Style Questionnaire

Alton Francis Grun

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

Lsi Learning Style Questionnaire:

Learning Styles in Education and Training Eugene Sadler-Smith, Carol Evans, 2006 The application of learning styles theory and research continues to hold great promise for practitioners in both education and training as a potentially powerful mechanism for enabling pupils students and trainees to better manage their own learning throughout their educational and working lives The selection of papers from the 10th annual European Learning Styles Information Network conference held in July 2005 at the School of Management University of Surrey presented here raise a number of pertinent issues which are significant in the on going debate regarding the value of cognitive a

The Nature of Intellectual Styles Li-fang Zhang, Robert J. Sternberg, 2006 This book provides an up to date panoramic picture of the field of intellectual styles through describing analyzing and integrating the major theoretical and research works on the topic Readers will gain a broad understanding of the field its nature origins historical development theories research and applications as well as the interrelationships among major theoretical constructs proposed by different theorists in the past few decades In particular three major controversial issues in the field are addressed by both empirical findings and literature review styles as better versus worse or as equal in merit styles as traits versus styles as states and styles as different constructs versus styles as similar constructs with different style labels Educators will find ideas on how to improve their teaching and assessment of student performance Student development specialists will be interested in the book because intellectual styles as evidenced by recent studies play a critical role in many aspects of student development including cognitive affective psychosocial and career development Psychologists will gain an understanding of an important facet of the field at the interface between cognition and personality Managers in business will find the book relevant to such issues as effective supervision and staff training and development *The Nature of Intellectual Styles* is intended for anyone particularly researchers and students in the fields of education psychology and business management who is interested in understanding intellectual styles and their effects on daily life

Learning Styles and Second Language Education Patrycja Marta Kamińska, 2014-06-26 This book contributes to the body of knowledge concerning individual learner differences by addressing the issue of learning styles in developing a second language It comprises five chapters The notion of style together with its place among other individual differences and its relation to learning strategies is presented in Chapter 1 The reasons for researching styles are also delineated in this chapter Chapter 2 describes simple one dimensional models of learning styles contrary to Chapter 3 in which two dimensional compound models are presented Multi dimensional complex models of learning styles are the focus of Chapter 4 Each model discussed in Chapters 2 through 4 is accompanied by an outline of its significance to second language educators as demonstrated in earlier studies The final fifth chapter is devoted to the discussion of the practical exploitation of the learning style awareness in second language education The options suggested include accommodating learners styles stretching them by exposing the students to the less familiar and less preferred options and mixtures of both approaches The

book will be of interest to applied linguists psycholinguists and language teaching practitioners as well as tertiary level students interested in finding out the ways in which learning styles account for linguistic achievement **Fieldwork**

Educator's Guide to Level II Fieldwork Elizabeth DeJuliis, Debra Hanson, 2024-06-01 A new comprehensive resource for fieldwork educators and academic fieldwork coordinators Fieldwork Educator s Guide to Level II Fieldwork provides a blueprint for designing implementing and managing Level II fieldwork programs for occupational therapy and occupational therapy assistant students across practice settings Drawing from the expertise of renowned individuals in the field Drs Elizabeth D DeJuliis and Debra Hanson provide the tools for fieldwork educators and academic fieldwork coordinators to put together learning frameworks educational theories and clinical instructional techniques within and outside occupational therapy in order to create and maintain high quality Level II learning experiences Fieldwork Educator s Guide to Level II Fieldwork challenges fieldwork educators and academic fieldwork coordinators to shift their mindset to facilitating skill acquisition and to adjust their teaching approach to match the learning needs and developmental level of the student Designed to meet the definition of Level II fieldwork according to the 2018 Accreditation Council for Occupational Therapy Education standards and in response to common pitfalls and challenges in clinical education today Fieldwork Educator s Guide to Level II Fieldwork is the go to guide for the busy practitioner and academic fieldwork coordinator What is included in Fieldwork Educator s Guide to Level II Fieldwork Expansive overviews of supervision models and vignettes illustrating use across practice settings Examples and templates to construct a learning plan site specific learning objectives orientation weekly schedules and learning contracts Tools and strategies to uniquely develop and foster clinical reasoning in fieldwork Models for dually approaching supervision and mentorship Strategies for addressing unique student learning and supervision needs Fieldwork Educator s Guide to Level II Fieldwork can be used as a standalone resource or as a complement to Fieldwork Educator s Guide to Level I Fieldwork which was designed in tandem with this text to holistically address Levels I and II fieldwork education The Handbook of Educational Theories Beverly J. Irby, Genevieve Brown, Rafael

Lara-Aiecio, Shirley Jackson, 2013-01-17 This Handbook consolidates influential educational theories into a single volume making it an accessible reference for researchers and practitioners It covers traditional and emerging theories with practical examples and an appendix of associated instruments **The International Journal of Indian Psychology, Volume 4, Issue 2, No. 85** IJIP.In, 2017-01-25 *Computers Supported Education* Gennaro Costagliola, James Uhomoibhi, Susan

Zvacek, Bruce M. McLaren, 2017-08-02 This book constitutes the thoroughly refereed proceedings of the 8th International Conference on Computer Supported Education CSEDU 2016 held in Rome Italy in April 2016 The 29 revised full papers were carefully reviewed and selected from 164 submissions The papers deal with the following topics new educational environments best practices and case studies of innovative technology based learning strategies institutional policies on computer supported education including open and distance education Multiculturalism and Learning Style Rita

Dunn, Shirley A. Griggs, 1998-08-20 This text synthesizes the research on the learning style characteristics of five culturally diverse groups Native Americans Hispanic Americans African Americans Asian Americans and European Americans Although each of these groups has distinguishing features and differs from other groups on some of the 22 elements that constitute learning style there are broad within group variations that preclude generalizations Dunn and Griggs identify a multidimensional model of learning style describe a comprehensive assessment instrument for identifying an individual's learning style and provide a variety of educational interventions that accommodate diverse learning style preferences

Mobile and Blended Learning Innovations for Improved Learning Outcomes Parsons, David, 2016-05-03 The integration of technology into educational settings has revolutionized classroom instruction in recent years By properly utilizing available digital resources students learning experiences can be significantly enhanced Mobile and Blended Learning Innovations for Improved Learning Outcomes is an authoritative reference source for the latest research on the use and benefits of technological tools in contemporary classrooms and showcases how these devices improve the overall learning process Highlighting the distinctions and interactions between mobile and blended education this book is ideally designed for practitioners professionals academicians and students interested in the effective implementation of modern technology in the classroom

Tests in Print V Linda L. Murphy, James C. Impara, Barbara S. Plake, 1999 **Tests in Print** Oscar Krisen Buros, 2006 *Learning Styles Counseling* Shirley A. Griggs, 1991 The fundamental thrust of counseling for individual learning styles is eclectic it provides a strong rationale for selecting counseling approaches which will enhance counsellee learning and growth Therefore the learning style model needs to be introduced to graduate students and practicing counselors after they are thoroughly knowledgeable concerning existing theories techniques and the basic tenets of counseling The major purpose of this book is to provide counselors in elementary and secondary schools with information on learning styles to enable them to diagnose the learning style of each student utilize counseling interventions that complement individual learning style preferences and consult with teachers about accommodating student learning preferences in the classroom These topics are covered 1 increasing counselor effectiveness through individual learning style identification 2 prescribing counseling interventions based on learning styles 3 consulting with classroom teachers and parents regarding learning styles and 4 research on learning styles Research on learning styles in the areas of teaching learning and counseling is reviewed and appended BHK **The Journal of Nursing Education**, 1990 **Tests in Print**

Linda L. Murphy, 1999 **An Analysis of Learning Styles and Academic Achievement Based on Experiential**

Learning Theory, Conceptual Level Theory, and Right-left Brain Hemisphere Theory Alton Francis Grun, 1986

Tests Richard C. Sweetland, 1991 Revises the information in the second edition and presents over 700 new or revised tests The Psychology section contains 20 subsections Education has 54 subsections and Business has 13 subsections Does not contain reliability validity and normative data Use the complementary Test Critiques series for this information

Strengthening Health Education for the 1990's ,1991 **Learning Styles Questionnaire** Peter Honey,Alan Mumford,1995 **Journal of Reading** ,1987 **The Action Learner's Toolkit** John Edmonstone,2003 A practical guide for those using or planning to use Action Learning The book covers both the underlying principles behind the approach and provides a series of tools which can aid the organization to successfully adopt it The contents include a comparison of Action Learning and traditional learning along with tools and techniques for the client sponsor role programme preparation programme start up ground rules how to select appropriate problems and projects the composition meetings process of AL sets the role of the set advisor methods of supporting and evaluating the process

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