

## The C.I.T.E. Learning Styles Instrument

The C.I.T.E. Learning Styles Instrument can assist classroom instructors and support personnel in determining a student's preferred learning style.

The instrument is divided into three main areas:

- Information gathering
- Work conditions
- Expressive preference

Information gathering includes auditory language, visual language, auditory numerical, visual numerical, and auditory-visual-kinesthetic. Work conditions focus on whether a student works better alone or in a group. Expressive preference considers whether a student is more effective with oral or written communication.

Knowing information about learning styles can be useful when determining which assessment instruments are appropriate to use. It is also useful when developing an Individual Education Plan in determining what classroom and future job modifications will be necessary.

Conducting the C.I.T.E Learning Style Inventory:

- Discuss the importance of knowing one's learning style with the class.
- Ask students to complete the C.I.T.E. Learning Styles Instrument.
- Score the instrument and share the results individually with each student.
- Discuss the various learning styles and implications for possible learning accommodations.

From the Center for Innovative Teaching Experiences  
C.I.T.E. Learning Styles Instrument

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	Most Like Me		Least Like Me	
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. I remember things I hear better than I read.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1

	Most Like Me		Least Like Me	
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in my group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1

	Most Like Me		Least Like Me	
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1

	Most Like Me		Least Like Me	
43. The things I write on paper sound better than when I say them.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

**C.I.T.E. Learning Styles Instrument  
Score Sheet**

Directions – In the first example, look at question number 5 and write down your score. Continue this for each of the remainder of the questions. Total each column and multiply by 2.

<b>Visual Language</b>	<b>Social-Individual</b>	<b>Auditory Numerical</b>
5-	4-	7-
13-	12-	15-
21-	20-	23-
29-	28-	31-
37-	45-	39-
Total ___x2= ___ (Score)	Total ___x2= ___ (Score)	Total ___x2= ___ (Score)

<b>Visual Numerical</b>	<b>Social-Group</b>	<b>Kinesthetic-Tactile</b>
9-	8-	1-
17-	16-	18-
25-	24-	26-
33-	32-	34-
41-	40-	42-
Total ___x2= ___ (Score)	Total ___x2= ___ (Score)	Total ___x2= ___ (Score)

<b>Auditory Language</b>	<b>Expressiveness Oral</b>	<b>Expressiveness-Written</b>
3-	6-	2-
11-	14-	10-
19-	22-	27-
36-	30-	35-
44-	38-	43-
Total ___x2= ___ (Score)	Total ___x2= ___ (Score)	Total ___x2= ___ (Score)

**Score:**      33-40      = Major Learning Style  
                   20-32      = Minor Learning Style  
                   05-20      = Negligible Use

## DESCRIPTION OF THE C.I.T.E. INSTRUMENT NINE STYLE AREAS

### **Auditory Language**

This is the student who learns from hearing words spoken. He or she may vocalize or move his or her lips or throat while reading, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that could only have been learned by hearing.

### **Visual Language**

This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He or she may even write down words that are given orally, in order to learn by seeing them on paper. This student remembers and uses information better if he or she has read it.

### **Auditory Numerical**

This student learns from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy, and he or she may be successful with oral number games and puzzles. This learner may do just as well without his or her math book, for written materials are not important. He or she can probably work problems in his or her head, and may say numbers out loud when reading.

### **Visual Numerical**

This student must see numbers – on the board, in a book, or on a paper – in order to work with them. He or she is more likely to remember and understand math facts when they are presented visually, but doesn't seem to need as much oral explanation.

### **Auditory-Visual-Kinesthetic Combination**

The A-V-K student learns best by experience – doing, self-involvement. He or she profits from a combination of stimuli. The manipulation of material along with accompanying sight and sound (words and numbers seen and heard) will aid his or her learning. This student may not seem to understand or be able to concentrate on work unless totally involved. He or she seeks to handle, touch and work with what he or she is learning.

### **Individual Learner**

This student gets more work done alone. He or she thinks best and remembers more when the learning has been done alone. This student cares more for his or her own opinions than for the ideas of others. Teachers do not have much difficulty keeping this student from over-socializing during class.

### **Group Learner**

This student prefers to study with at least one other student, and will not get much done alone. He or she values others' opinions and preferences. Group interaction increases his or her learning and later recognition of facts. Class observation will quickly reveal how important socializing is to this student.

### **Oral Expressive**

This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. Teachers may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.

### **Written Expressive**

This learner can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable, perhaps even stupid, when oral answers or reports are required. His or her thoughts are better organized on paper than when they are given orally.

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