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LEARNING STYLE FOLLOW UP: More on cognitive skills & learning styles

[Richard Felder's Home Page: RESOURCES IN SCIENCE AND ENGINEERING EDUCATION](#)

- Take the **Index of Learning Styles** (ILS) Questionnaire: <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>
- Read through Felder's accompanying links to understand more about his approach:

[Frequently asked questions](#). Responses to frequently asked questions about the ILS, including questions about its origin, reliability and validity, and availability for use in teaching and research, and how businesses may license it.

[ILS questionnaire](#). A 44-item questionnaire that can be submitted and automatically scored on the Web.

[Descriptions of the learning styles](#). A four-page handout that briefly explains the instrument results.

[Validation study](#). "A Contribution to Validation of Score Meaning for Felder-Soloman's Index of Learning Styles," by Professor Malgorzata Zywno.

[View comments on the Index of Learning Styles tool](#) (in [MERLOT](#) Multimedia Educational Resource for Learning and Online Teaching <== lots of resources in MERLOT!)

["Learning and Teaching Styles in Engineering Education."](#) *Engr. Education*, 78(7), 674-681 (1988). The article that originally defined the Felder-Silverman model and identified teaching practices that should meet the needs of students with the full spectrum of styles. The paper is preceded by a 2002 preface that states and explains changes in the model that have been made since 1988.

["Reaching the Second Tier: Learning and Teaching Styles in College Science Education."](#) *J. College Science Teaching*, 23(5), 286-290 (1993). An article that explains the learning style preferences and their implications for teaching.

Take the Myers-Briggs Type Indicator (MBTI) test (or equivalent) to learn what your "type" is.

Online variation of the MBTI: <http://www.humanmetrics.com/cgi-win/JTypes1.htm>

Then see the following from Felder:

The subsequent references focus on individual style dimensions, including several on the Myers-Briggs Type Indicator that are not included in the F-S model but are equally important in understanding different ways that students learn and perform in classroom settings.

R.M. Felder, ["Meet Your Students: 1. Stan and Nathan."](#) *Chem. Engr. Education*, 23(2), 68-69 (Spring 1989). The sensing learner and the intuitive learner.

R.M. Felder, ["Meet Your Students: 2. Susan and Glenda."](#) *Chem. Engr. Education*, 24(1), 7-8 (Winter 1990). The sequential learner and the global learner. (See also *The Visual-Spatial Learner*, described below.)

R.M. Felder, ["Meet Your Students: 3. Michelle, Rob, and Art."](#) *Chem. Engr. Education*, 24(3), 130-131 (Summer 1990). Three different approaches to learning (deep, surface, and strategic), and the conditions that induce students to take a deep approach.

R.M. Felder, ["Meet Your Students: 4. Jill and Perry."](#) *Chem. Engr. Education*, 25(4), 196-197 (Fall 1991). The judger and the perceiver on the Myers-Briggs Type Indicator.

R.M. Felder, ["Meet Your Students: 5. Edward and Irving."](#) *Chem. Engr. Education*, 28(1), 36-37 (Winter 1994). The extravert and the introvert on the Myers-Briggs Type Indicator.

R.M. Felder, ["Meet Your Students: 6. Tony and Frank."](#) *Chem. Engr. Education*, 29(4), 244-245 (Fall 1995). The thinker and the feeler on the Myers-Briggs Type Indicator.

See also: Student Learning and the Myers Briggs Type Indicator:
<http://www.gsu.edu/~dschjb/wwwmbti.html>