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Multiple Intelligences, Learning Styles, and Self-Directed Learning

# Student Resource Manual

*Yavapai*  
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# Intelligence

*What Does It Mean To You?*



Take a moment to jot down your answers to the following questions:

- **Do I consider myself to be intelligent?**

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- **How do I define intelligence?**

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- **Are there different ways to be intelligent?**

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- **How do I learn?**

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- **Why do I learn?**

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We'll come back to these questions later. . .

# Intelligence

## *What Is It?*

Have you ever considered learning in context with your own personal preferences and style?

Most of us grew up in a world in which learning consisted of someone (usually a parent or teacher) telling us what we should know, telling us what to read, and then testing us to verify we knew what we were supposed to know. If we had good *listening*, *reading* and *writing* skills, we excelled, and were most often labeled as intelligent. If we struggled with one or two of those skills, we were identified as being average, and those of us who struggled in all three of those areas were filed in the special education category.



Interestingly, our understanding of intelligence has been changing over the years. [Howard Gardner](#), an expert in the study of human intelligence, challenged the notion that one test could measure intelligence, claiming *it's not how smart you are, but how you are smart*. His book, [Frames of Mind](#) (1983), outlined seven different intelligences:

	INTELLIGENCE	SKILLS & CAREER PREFERENCES
1.	<b>Verbal-Linguistic Intelligence</b>  Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words	<b>Skills</b> - Listening, speaking, writing, teaching.  <b>Careers</b> - Poet, journalist, writer, teacher, lawyer, politician, translator
2.	<b>Mathematical-Logical Intelligence</b>  Ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns	<b>Skills</b> - Problem solving (logical & math), performing experiments  <b>Careers</b> - Scientists, engineers, accountants, mathematicians
3.	<b>Musical Intelligence</b>  Ability to produce and appreciate rhythm, pitch and timber	<b>Skills</b> - Singing, playing instruments, composing music  <b>Careers</b> - Musician, disc jockey, singer, composer
4.	<b>Visual-Spatial Intelligence</b>  Capacity to think in images and pictures, to visualize accurately and abstractly	<b>Skills</b> - puzzle building, painting, constructing, fixing, designing objects  <b>Careers</b> - Sculptor, artist, inventor, architect, mechanic, engineer

	<b>INTELLIGENCE</b>	<b>SKILLS &amp; CAREER PREFERENCES</b>
5.	<b>Bodily-Kinesthetic Intelligence</b>  Ability to control one's body movements and to handle objects skillfully	<b>Skills</b> - Dancing, sports, hands on experiments, acting  <b>Careers</b> - Athlete, PE teacher, dancer, actor, firefighter
6.	<b>Interpersonal Intelligence</b>  Capacity to detect and respond appropriately to the moods, motivations and desires of others	<b>Skills</b> - Seeing from other perspectives, empathy, counseling, co-operating  <b>Careers</b> - Counselor, salesperson, politician, business person, minister
7.	<b>Intrapersonal Intelligence</b>  Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes	<b>Skills</b> - Recognize one's S/W, reflective, aware of inner feelings  <b>Careers</b> - Researchers, theorists, philosophers

In his book, [Intelligence Reframed](#) (1999), Gardner considered more intelligences, and added an eighth to the list:

	<b>INTELLIGENCE</b>	<b>SKILLS &amp; CAREER PREFERENCES</b>
8.	<b>Naturalist Intelligence</b>  Ability to recognize and categorize plants, animals and other objects in nature	<b>Skills</b> - Recognize one's connection to nature, apply science theory to life  <b>Careers</b> – Scientist, naturalist, landscape architect

To find out more about your unique blend of intelligences, complete the [Multiple Intelligence Inventory](#) (from the University of Toronto), beginning on the next page →.

Notes:

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# What are my Learning Strengths?

## *How Am I Smart?*

Research shows that human beings have at least eight different types of intelligence. Depending on your background and age, some intelligences are more developed than others. This activity will help you find out what your strengths are. Knowing this, you can work to strengthen the other intelligences that you do not use as often.



**Note:** For your convenience, a written assessment is included below. If you would rather take an online MI assessment, you will find one at:

<http://www.literacyworks.org/mi/assessment/findyourstrengths.html>

✓ Please place a check mark next to **each** statement that applies to you.

You will add up the total number of check marks within each category at the end of this assessment.

From the University of Toronto (at <http://snow.utoronto.ca/courses/mitest.html>)

Verbal/Linguistic Intelligence	Logical/Mathematical Intelligence
<input type="checkbox"/> I enjoy telling stories and jokes	<input type="checkbox"/> I really enjoy my math class
<input type="checkbox"/> I have a good memory for trivia	<input type="checkbox"/> I like logical math puzzles or brain teasers
<input type="checkbox"/> I enjoy word games (e.g. Scrabble & puzzles)	<input type="checkbox"/> I find solving math problems to be fun
<input type="checkbox"/> I read books just for fun	<input type="checkbox"/> If I have to memorize something I tend to place events in a logical order
<input type="checkbox"/> I am a good speller (most of the time)	<input type="checkbox"/> I like to find out how things work
<input type="checkbox"/> In an argument I tend to use put-downs or sarcasm	<input type="checkbox"/> I enjoy computer and any math games
<input type="checkbox"/> I like talking and writing about my ideas	<input type="checkbox"/> I love playing chess, checkers or Monopoly
<input type="checkbox"/> If I have to memorize something I create a rhyme or saying to help me remember	<input type="checkbox"/> In an argument, I try to find a fair and logical solution
<input type="checkbox"/> If something breaks and won't work, I read the instruction book first	<input type="checkbox"/> If something breaks and won't work, I look at the pieces and try to figure out how it works
<input type="checkbox"/> For a group presentation I prefer to do the writing and library research	<input type="checkbox"/> For a group presentation I prefer to create the charts and graphs

(continued →)

<b>Visual/Spatial Intelligence</b>	<b>Bodily/Kinesthetic Intelligence</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> I prefer a map to written directions</li> <li><input type="checkbox"/> I daydream a lot</li> <li><input type="checkbox"/> I enjoy hobbies such as photography</li> <li><input type="checkbox"/> I like to draw and create</li> <li><input type="checkbox"/> If I have to memorize something I draw a diagram to help me remember</li> <li><input type="checkbox"/> I like to doodle on paper whenever I can</li> <li><input type="checkbox"/> In a magazine, I prefer looking at the pictures rather than reading the text</li> <li><input type="checkbox"/> In an argument I try to keep my distance, keep silent or visualize some solution</li> <li><input type="checkbox"/> If something breaks and won't work I tend to study the diagram of how it works</li> <li><input type="checkbox"/> For a group presentation I prefer to draw all the pictures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> My favourite class is gym since I like sports</li> <li><input type="checkbox"/> I enjoy activities such as woodworking, sewing and building models</li> <li><input type="checkbox"/> When looking at things, I like touching them</li> <li><input type="checkbox"/> I have trouble sitting still for any length of time</li> <li><input type="checkbox"/> I use a lot of body movements when talking</li> <li><input type="checkbox"/> If I have to memorize something I write it out a number of times until I know it</li> <li><input type="checkbox"/> I tend to tap my fingers or play with my pencil during class</li> <li><input type="checkbox"/> In a argument I tend to strike out and hit or run away</li> <li><input type="checkbox"/> If something breaks and won't work I tend to play with the pieces to try to fit them together</li> <li><input type="checkbox"/> For a group presentation I prefer to move the props around, hold things up or build a model</li> </ul>
<b>Musical/Rhythmic Intelligence</b>	<b>Interpersonal Intelligence</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> I enjoy listening to CD's and the radio</li> <li><input type="checkbox"/> I tend to hum to myself when working</li> <li><input type="checkbox"/> I like to sing</li> <li><input type="checkbox"/> I play a musical instrument quite well</li> <li><input type="checkbox"/> I like to have music playing when doing homework or studying</li> <li><input type="checkbox"/> If I have to memorize something I try to create a rhyme about the event</li> <li><input type="checkbox"/> In an argument I tend to shout or punch or move in some sort of rhythm</li> <li><input type="checkbox"/> I can remember the melodies of many songs</li> <li><input type="checkbox"/> If something breaks and won't work I tend to tap my fingers to a beat while I figure it out</li> <li><input type="checkbox"/> For a group presentation I prefer to put new words to a popular tune or use music</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I get along well with others</li> <li><input type="checkbox"/> I like to belong to clubs and organizations</li> <li><input type="checkbox"/> I have several very close friends</li> <li><input type="checkbox"/> I like helping teach other students</li> <li><input type="checkbox"/> I like working with others in groups</li> <li><input type="checkbox"/> Friends ask my advice because I seem to be a natural leader</li> <li><input type="checkbox"/> If I have to memorize something I ask someone to quiz me to see if I know it</li> <li><input type="checkbox"/> In an argument I tend ask a friend or some person in authority for help</li> <li><input type="checkbox"/> If something breaks and won't work I try to find someone who can help me</li> <li><input type="checkbox"/> For a group presentation I like to help organize the group's efforts</li> </ul>

(continued →)

Intrapersonal Intelligence	Naturalist Intelligence
<input type="checkbox"/> I like to work alone without anyone bothering me <input type="checkbox"/> I like to keep a diary <input type="checkbox"/> I like myself (most of the time) <input type="checkbox"/> I don't like crowds <input type="checkbox"/> I know what I am good at and what I am weak at <input type="checkbox"/> I find that I am strong-willed, independent and don't follow the crowd <input type="checkbox"/> If I have to memorize something I tend to close my eyes and feel the situation <input type="checkbox"/> In an argument I will usually walk away until I calm down <input type="checkbox"/> If something breaks and won't work, I wonder if it's worth fixing up <input type="checkbox"/> For a group presentation I like to contribute something that is uniquely mine, often based on how I feel	<input type="checkbox"/> I am keenly aware of my surroundings and of what goes on around me <input type="checkbox"/> I love to go walking in the woods and looking at the trees and flowers <input type="checkbox"/> I enjoy gardening <input type="checkbox"/> I like to collect things (e.g., rocks, sports cards, stamps, etc) <input type="checkbox"/> As an adult, I think I would like to get away from the city and enjoy nature <input type="checkbox"/> If I have to memorize something, I tend to organize it into categories <input type="checkbox"/> I enjoy learning the names of living things in our environment, such as flowers and trees <input type="checkbox"/> In an argument I tend to compare my opponent to someone or something I have read or heard about and react accordingly <input type="checkbox"/> If something breaks down, I look around me to try and see what I can find to fix the problem <input type="checkbox"/> For a group presentation I prefer to organize and classify the information into categories so it makes sense

TOTAL SCORE	
Verbal/Linguistic	Musical/Rhythmic
Logical/Mathematical	Interpersonal
Visual/Spatial	Intrapersonal
Bodily/Kinesthetic	Naturalist

Were you surprised at your results? How are you intelligent?

Let's go back to the questions at the beginning of this workshop:

- **Do I consider myself intelligent?**
- **How do I define intelligence?**
- **Are there different ways to be intelligent?**

Have your answers changed?

Identifying, understanding, and valuing your unique blend of intelligence is an important step toward empowering yourself as a learner - in school, at work, and in your personal life.

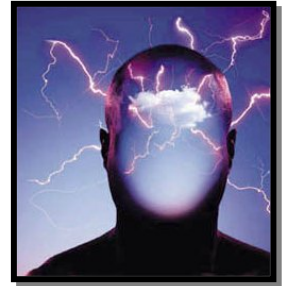
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# LEARNING STYLE PREFERENCES

## *How Do I Learn?*

Besides the idea of "*how you are smart*," there is another aspect to learning, and that is, "how do you learn best?" **You have your own, unique style of taking in information and processing it.** Fleming and Mills, in their book, *Helping Students Understand How They Learn* (1992) suggested four categories that seemed to reflect the experiences of their students.



- Visual
- Auditory
- Read/Write
- Kinesthetic

Most of us use a combination of learning styles to process information, but there is usually a "preferred" style that comes most naturally to us.

### **Visual (V):**

This preference includes the depiction of information in charts, graphs, flow charts, and all the symbolic arrows, circles, hierarchies and other devices that instructors use to represent what could have been presented in words.

### **Aural / Auditory (A):**

This perceptual mode describes a preference for information that is "heard." Students with this modality report that they learn best from lectures, tutorials, tapes, group discussion, speaking, web chat, talking things through.

### **Read/write (R):**

This preference is for information displayed as words. Not surprisingly, many academics have a strong preference for this modality. This preference emphasises text-based input and output - reading and writing in all its forms.



# The V.A.R.K. Questionnaire

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This questionnaire aims to find out something about your preferences for the way you work with information. You will have a preferred learning style and one part of that learning style is your preference for the intake and output of ideas and information.

<http://www.vark-learn.com/english/page.asp?p=questionnaire>

Choose the answer which best explains your preference and **circle the letter next to it.** Please **circle more than one if a single answer does not match your perception.** Leave blank any question which does not apply, but try to give an answer for at least 10 of the 13 questions.

When you have completed the questionnaire, use the marking guide to find your score for each of the categories: Visual, Aural, Read/Write and Kinesthetic. Then, to calculate your preference, use the Scoring sheet (available in the “advice to teachers” section of the VARK web site).

1. You are about to give directions to a person who is standing with you. She is staying in a hotel in town and wants to visit your house later. She has a rental car. **I would:**
  - a. draw a map on paper
  - b. tell her the directions
  - c. write down the directions (without a map)
  - d. collect her from the hotel in my car
  
2. You are not sure whether a word should be spelled 'dependent' or 'dependant'. **I would:**
  - a. look it up in the dictionary
  - b. see the word in my mind and choose by the way it looks
  - c. sound it out in my mind.
  - d. write both versions down on paper and choose one.
  
3. You have just received a copy of your itinerary for a world trip. This is of interest to a friend. **I would:**
  - a. phone her immediately and tell her about it.
  - b. send her a copy of the printed itinerary.
  - c. show her on a map of the world.
  - d. share what I plan to do at each place I visit.

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4. You are going to cook something as a special treat for your family. **I would:**
- cook something familiar without the need for instructions.
  - thumb through the cookbook looking for ideas from the pictures.
  - refer to a specific cookbook where there is a good recipe.
5. A group of tourists has been assigned to you to find out about wildlife reserves or parks. **I would:**
- drive them to a wildlife reserve or park.
  - show them slides and photographs
  - give them pamphlets or a book on wildlife reserves or parks.
  - give them a talk on wildlife reserves or parks.
6. You are about to purchase a new stereo. Other than price, **what would most influence your decision?**
- the salesperson telling you what you want to know.
  - reading the details about it.
  - playing with the controls and listening to it.
  - it looks really smart and fashionable.
7. Recall a time in your life when you learned how to do something like playing a new board game. Try to avoid choosing a very physical skill, e.g. riding a bike. **I learned best by:**
- visual clues -- pictures, diagrams, charts
  - written instructions.
  - listening to somebody explaining it.
  - doing it or trying it.
8. You have an eye problem. **I would prefer the doctor to:**
- tell me what is wrong.
  - show me a diagram of what is wrong.
  - use a model to show me what is wrong.

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You are about to learn to use a new program on a computer. **I would:**

- a. sit down at the keyboard and begin to experiment with the program's features.
- b. read the manual which comes with the program.
- c. telephone a friend and ask questions about it.

10. You are staying in a hotel and have a rental car. You would like to visit friends whose address/location you do not know. **I would like them to:**

- a. draw me a map on paper.
- b. tell me the directions.
- c. write down the directions (without a map).
- d. collect me from the hotel in their car.

11. Apart from the price, **what would most influence your decision** to buy a particular textbook?

- a. I have used a copy before.
- b. a friend talking about it.
- c. quickly reading parts of it.
- d. the way it looks is appealing.

12. A new movie has arrived in town. **What would most influence your decision** to go (or not go)?

- a. I heard a radio review about it
- b. I read a review about it.
- c. I saw a preview of it.

13. Do you prefer a lecturer or teacher who likes to use:

- a. a textbook, handouts, readings
- b. flow diagrams, charts, graphs.
- c. field trips, labs, practical sessions.
- d. discussion, guest speakers.

**↓ Scoring Chart On Next Page ↓**

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## The VARK Questionnaire – English Version Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers

e.g. If you answered b and c for question 3, circle R and V in the question 3 row.

Question	a category	b category	c category	d category
3	A	R	V	K

### Scoring Chart

Question	a category	b category	c category	d category
1	V	A	R	K
2	R	V	A	K
3	A	R	V	K
4	K	V	R	
5	K	V	R	A
6	A	R	K	V
7	V	R	A	K
8	A	V	K	
9	K	R	A	
10	V	A	R	K
11	K	A	R	V
12	A	R	V	
13	R	V	K	A

### Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of <b>V</b> s circled =	
Total number of <b>A</b> s circled =	
Total number of <b>R</b> s circled =	
Total number of <b>K</b> s circled =	

So now you have another way to understand yourself in terms of intelligence and style. Consider the fourth question you answered at the beginning of this workshop:

- **How do I learn?**

How does an understanding of your learning style preferences empower you as a learner? How can you strengthen your ability to learn in multiple learning environments, and from diverse situations?

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# Frequently Asked Questions

*From V.A.R.K.*

<http://www.vark-learn.com/english/page.asp?p=questionnaire>

## **What is VARK?**

VARK is a questionnaire that provides users with a profile of their preferences. These preferences are about the ways that they want to take-in and give-out information whilst learning.

## **Is VARK a learning style?**

Technically No! A learning style has 18+ dimensions (preferences for temperature, light, food intake, biorhythms, working with others, deep and surface approaches...). VARK is about one preference -our preference for taking in and putting out information in a learning context. Although it is a part of learning style we consider it an important part because people can do something about it. Some other dimensions are not open to self-modification.

## **Why only 13 questions?**

Experience suggests that if there are too many questions (25+) some respondents tend to take the questionnaire less seriously and some may become bored with it or provide spurious answers because of questionnaire fatigue.

## **Are my modality preferences fixed and unchanging?**

No. The evidence points towards multi-modality with age and experience- but not in all cases. Some learners maintain their profile even through into their "third age". In the short term (say, a year) your profile may change a little but major preferences will still be emphasised. You will not switch from a Read/write preference to a Visual preference overnight. Typically, your scores on a particular mode may rise or fall by 1 or 2.

## **Will life experience change my preferences?**

Probably! Some students report that when they were younger their VARK profile would have been different and that it is their exposure to different life experiences (travel, recreation, work, and relationships...) that would have made that change. VARK is a relatively "young" inventory and sufficient longitudinal studies have not been done to be sure about that.

## **Is it good to be multimodal?**

Yes and No. Yes! Because multimodal learners and teachers can be more flexible about how they take in and give out information than those with a profile that emphasises a single preference. They tend to be able to match their preferences with whatever mode(s) are being used. No! Because multimodal learners need to have at least two or three modes involved in learning before they are satisfied. For example, someone with an AR profile would want to read about it and talk about it with others before they would "trust" the information. A single preference learner would "get it" from just one mode.

## **If VARK says I am a visual (or Aural or Read/write or Kinesthetic) learner can I do anything about that?**

Yes! The strength of the VARK questionnaire is that it provides strategies that can lead

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to success in a learning environment. It treats people as different, not dumb and suggests that some strategies may be helpful and some harmful.

**Do we ultimately have to deliver in Read/Write because of our Westernized systems of education?**

Yes! Although there are a great variety of learning styles and VARK profiles, colleges and universities still insist that the students present evidence of their learning in written form and they also emphasise reading. VARK provides you with strategies to learn and suggests that you use your strengths even though they may not be Read/Write ones. Your learning may still have to be presented in written form (tests, assignments, examinations) but your learning for these events can be in a format that suits your preferences.

**Are there differences in the VARK preferences of men and women?**

No! Our database shows no significant differences between males and females. In fact the correlation in profiles for different male/female groupings (students, teachers, humanities, science...) is usually 0.85+.

**Are there differences in the VARK preferences of faculty and students?**

Yes. Significant differences are shown in the R and K dimensions of VARK. Faculty have more R. Students have more K. For both groups the proportions with V and A preferences are relatively similar.

**Are there differences in the VARK preferences of students across different disciplines?**

Yes. When we use VARK with small groups from a particular discipline we can often notice differences. For example, law students and faculty usually have larger proportions of R than, say, in nursing, where students are more likely to exhibit kinesthetic preferences. Graphic designers and computer systems students are stronger on V.

**Are there differences in the VARK preferences of faculty across different disciplines?**

Maybe! The strong R factor in faculty preferences clouds the issue somewhat and we need to encourage more research on this before we can be sure.

**Are there differences in the VARK preferences of different cultures?**

We expect that there would be differences but have no research evidence. Polynesian cultures had no written language but had a strong set of traditions based on storytelling and genealogy handed down from elders to novices. This may indicate a stronger Aural preference. Aboriginals (Australian) and Native Americans had strong symbolic representations and drawings to depict their views on reality and history that might indicate a stronger set of preferences for the V mode.

**Do different teaching methods favor some VARK preferences?**

Yes. Asking some students to engage in a role-play will appeal to those who have a kinesthetic preference while discussion in lectures will be more attuned to those who have a stronger component of A in their profile.

**Does VARK say anything about motivation?**

No. Motivation is a separate and significant part of learning. However if a learner is using modes that are a strong part of their preferences they are likely to be more motivated than if they are using modes where their preference is weak.

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**So video, photographs, television and computer-based learning are good for those with a strong visual preference?**

No! It is not the media that determine the acceptability of content for learning but the ways in which these media depict that content. Television commercials often appeal to all modalities. Videos and photographs appeal to K modalities because they are often showing real situations. Most of these media do not use the diagrams, charts and symbolism that Visual learners prefer. Some have a strong auditory component and many computer-based learning programs appeal only to those with a Read/Write preference.

**What about VARK and Myers-Briggs, Kolb and Multiple Intelligences?**

VARK is about preferences which are a part of the Myers-Briggs Personality Type Indicator and VARK is structured specifically to improve learning and teaching. David Kolb's Experiential Cycle is a model of cognitive processing - how we process learning in the brain whereas VARK is about our preferences for taking information into the brain and communicating them "outside". Gardner's Multiple Intelligences Theory is also a cognitive model and it includes some of the VARK modalities as "intelligences" and extends that list to at least five other dimensions. Sometimes the link between VARK and parts within these theories appears to be quite strong but VARK has its own focus, rationale and strategies.

**Could VARK preferences affect my relationships at work and home?**

Yes! We have learned that many people have used VARK to untangle differences in "styles" of communication at work and at home. VARK can be a powerful tool to understand how to relate to others and any understanding of ourselves can be beneficial. We would expect that those working in the world of design will have strong V profiles and those in text editing and authoring will be strong on R. Similar differences will exist in other career choices. We have witnessed conflict in workplaces that is attributable to major mis-matches in VARK profiles. For example an employee with a very strong A preference had some difficulty working with an employer who had a zero score for that preference.

Some people report that their understanding of people in their lives is improved with knowledge of their own VARK profile and the VARK profile of "significant others."

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# Self-Directed Learning

## *Why Do I Learn?*

With the advent of the [Information Age](#), and with information literally "at our fingertips" via the Internet and library databases, we now find ourselves virtually unlimited when it comes to gathering knowledge, or learning how to do something. As most adults have discovered in this Age of Information, education is no longer an activity solely for the young; if we want to stay competitive in this new age, we must keep our skills up-to-date, and know how to access information. In other words, we need to keep on learning -- become [lifelong learners](#).

### **Information Age**

The era, following the industrial age, in which computers are used by the masses and knowledge workers, whose work focuses on the use and manipulation of digital data, outnumber factory workers.

### **Lifelong Learning**

Learning in which a person engages throughout his or her life. It includes but is not limited to learning that occurs in schools and formal educational programs.

*According to some, lifelong learning is not just a fad but a necessity that everyone must catch onto—if they wish to survive in today's economy.*

*Wegmann, R. G. (1989).*

*as quoted by Professor John Wilson*

<http://www.inspiredinside.com/learning/article006.htm#Wegmann>



Going back to the classroom scenario in which many of us were educated, it could be said that we were raised in a **passive** educational environment. In other words, we **received** education.

This new paradigm requires us to take control of our own learning, to be **self-directed learners**. It also requires that we look at learning through a new lens:

Industrial Age Learning	Information Age Learning
<ul style="list-style-type: none"> <li>• memorization and repetition</li> <li>• linear and concrete intellectual development</li> <li>• conformity</li> <li>• static and rigid processes</li> <li>• content learning</li> <li>• departmentalized learning</li> <li>• cultural uniformity</li> <li>• isolated teaching environments</li> <li>• technology as an isolated tool</li> <li>• restricted use of facilities</li> <li>• parental involvement</li> <li>• autonomy of the community</li> </ul>	<ul style="list-style-type: none"> <li>• excitement and love of learning</li> <li>• total human capacity in ethical, intellectual, and physical development</li> <li>• diversity and personal esteem</li> <li>• thinking, creativity, and intuition</li> <li>• process learning of quality content</li> <li>• interdisciplinary learning</li> <li>• cultural differences and commonalities</li> <li>• collaborative teaching environments</li> <li>• technology as an integral tool</li> <li>• flexible use of facilities</li> <li>• extensive parental partnerships</li> <li>• community partnerships</li> </ul>

(from <http://adulthood.about.com/library/weekly/aa010100a.htm>)

Are you a self-directed learner? Think about things you've learned how to do, or learned about, AFTER you got out of high school or college? Perhaps you developed a new hobby, learned how to ski, or taught yourself how to use a computer. These are instances in which you practiced self-directed learning. You may have learned it from someone else, or from a book or tutorial, but you decided you wanted to learn, and you set about accomplishing it.

**Successful self-directed learners believe they are primarily responsible for their own learning--not the instructor, trainer, or employer.**

George M. Piskurich, in his book, [\*Getting the Most from Online Learning\*](#), encourages students to ask themselves the following questions:

- Do I feel capable of finding a way to learn almost anything I might need to learn?
  - Do I usually take the initiative in learning, or do I wait for someone to tell me what needs to be learned and how and when it will be learned?
  - Am I focused on gaining the information and skills, or just meeting the requirements of a class or training session?
  - When problems and barriers occur, do I feel overburdened or defeated, or do I remind myself that overcoming obstacles is just a natural part of the learning process and quickly begin to mentally
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play with ways of meeting the challenge and accomplishing my learning goal? Does my self-talk sound more like "What if I tried it this way?" than "If only this hadn't happened!"?

- Am I willing to admit that I need help sometimes and seek it from learning facilitators, experts, friends, co-learners?
- Am I proud of what I learn on my own? Do I acknowledge my learning accomplishments and gain satisfaction from them?

Think about the areas you'd like to work on, and how you could strengthen your self-directed learning skills.



So now, coming back to our original questions:

- Do I consider myself intelligent?
- How do I define intelligence?
- Are there different ways to be intelligent?
- How do I learn?
- Why do I learn?

Have some of your ideas changed?

Can you recognize the unique ways in which you are intelligent?

Do you see how your natural, or preferred learning style may have helped or hindered you when you were in school? Do you have some ideas on how you can supplement your natural learning style with study techniques, or work on developing a secondary learning style more fully?

Do you think you could recognize someone else's learning style? That of a family member, your boss, your instructor?

Is self-directed learning something that comes naturally to you, or is it something you will develop? Do you see yourself as a lifelong learner?

Notes:

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