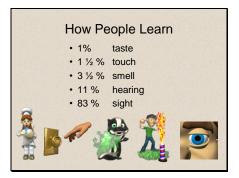
Slide 1



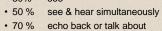
Slide 2



Slide 3

How Much of What Learned Is Remembered

• 10% read • 20 % hear • 30% see



• 90 % say & do

Slide 4

Time Span of Retention of Learned Information

Method of Instruction	Recall Delay 3 Hours	Recall Delay 3 Days
Lecture	70 %	10 %
Showing used alone	72 %	20 %
Blend of showing & telling	85 %	65 %

Slide 5	From the Baxter Learning Styles Test 1 min Toothpaste	
	Kleenex	
	Stationary	
	Stamps	· · · · · · · · · · · · · · · · · · ·
	Chewing gum	
Slide 6	Auditory Learning Assessment	
	(say twice) • Talcum powder	
	• Nail file	
	Vitamins	
	Fountain pen	
	Magazine	·
Slide 7	Kinesthetic-tactile Learning Test	
	copy the list twice and say it as you write Cough drops	
	Lipstick	
	Razor blades	
	Rubber bands	·
	Shaving cream	
Slide 8	Phrases describing learning style	
	Column A Column B independent social	
	pragmatic creative	
	verbal spatial	
	rational emotional	
	concreteabstract	

Slide 9

LEARNING CHANNEL PRIESBENCE	
Seed each arminous carefully and think if it applies to your Co the line write-	1 Gallerian
3 often applies 2 percentos applies I never applies	
Preferred Channel: VISUAL. 1. I miles deciding and even my nuise have lots of pictures, errows, etc. in them.	- CALLET AND THE STATE OF THE S
3. I get lost or am tate it enmeans PELLS me how to get to a new place and I didn't write shows the disertions.	
heige me to get a picture of it in my head. 5. If I am taking a test, I can "see" the testbook page and where the answer is.	
5. If I Am taking a tion, I can "see" the textbook page and where the answer of	
T. I half appends therapy.	
 fi. It's hard for no to understand what a person is saying when there are people talking or mostic playing. 	The state of the s
B. It's hard for me to understand a joke when someons talls me.	
Professed Channel AUDITORY	
I. My written work docen't look neet to me. My papers have crossed-out words and era-	
2. It being to use my finger as a pointer when reading to keep my place.	
Papers with very small print or blotchy dittos or poer copies are lough on me.	
S. I understand how to do something if someone tells me rather than having to read the same thing to make!	
5. I remarriber things that I hear, rether than things that I see or read. 6. Writing is tiring. I group down too hard with my year or second.	
O. Writing is tiring I press down too hard with my pen or pencil. T. Mr eves get tired last, even though the eve doctor ages my eves are O.K.	
fi. When I read, I mix up words that look alike, such as "them" and "then," and "bei," and	
The hard for me to read other people's handwriting	
10. If I had the choice to learn new information via a fecture or a textbook, I would choose to freat it rather than read ff.	
Auditory Total	
Preferred Channel: HAPTIC	
I. I don't like to read directions, I'd rather just start doing. I learn best when I am about how to do semething and I have the apportunity to do II.	
 4. I tend to solve problems through a more trial-and-error approach, rather than from a step by step method. 	
If their reyself needing frequent breaks while studying. T. I am not skilled in string vertise septemations or directions.	
8. I do not become easily tost, even in strange enrroundings.	
T. I Mich better when I have the freedom to shave around. The Whan I can't think of a specific report. I'll use my hands a but and wall accretibling a	
Hapric Total @ 180 Leve O'Stree, Specify Diagnostics, Inc., Rockville, Maryland	The state of the s