



Learning Style Analysis™

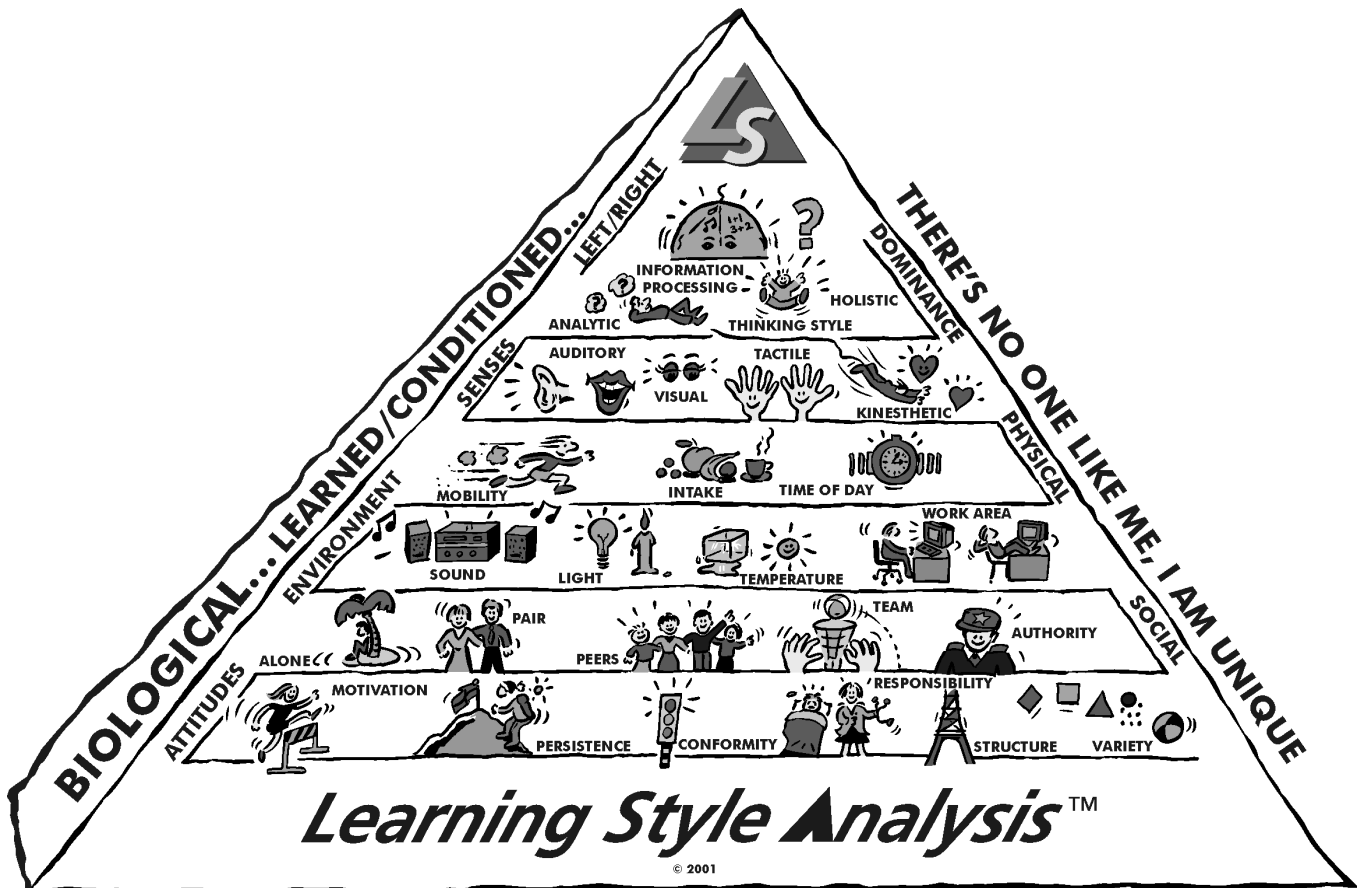
LSA-Adult

Personal Profile

for

Nisha Tester

Entered: Thursday, 12 October 2006



How to make the best use of your LSA results:

- 1** Look closely at your Preferences and Non-preferences on Page 2 in your Profile Summary. Apply them when you learn something new and/or difficult.
- 2** Find out how flexible you are from the Graphs 1 & 2. Your flexibility is an additional strength in your learning style, useful in difficult situations.
- 3** Follow the Guidelines in your LSA Report to enhance your study skills and know what to avoid when you have to learn something new and/or difficult.
- 4** Please note: If you cannot have your style needs matched all the time, look for things you can do to make studying easier and more successful for you.

For more information please contact:


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Profile Summary

Nisha, when your personal preferences are matched in your learning environment both at home and away from home, they become your strengths and will improve your academic performance. However, your non-preferences will become your weaknesses when you have to use them over longer periods of time. The result can be concentration problems, low motivation, and learning difficulties. True style matches always lead to true learning success!

Key elements of my learning style when I have to learn something NEW and/or DIFFICULT:

My Preferences: (how I learn best)

BRAIN DOMINANCE:	none
SENSORY MODALITIES:	none
PHYSICAL NEEDS: afternoon	
ENVIRONMENT:	none
SOCIAL:	none
ATTITUDES:	none

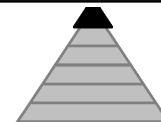
My Non-Preferences: (what I need to avoid when learning something difficult)

BRAIN DOMINANCE:	none
SENSORY MODALITIES:	none
PHYSICAL NEEDS:	none
ENVIRONMENT:	none
SOCIAL:	none
ATTITUDES:	none

PERSONAL REPORT AND STUDY GUIDELINES

The following Report contains a detailed interpretation of your results shown in the graphs on Pages 3 & 4. If you act on the recommendations in your personal LSA report, you will not only enhance your learning abilities and problem solving skills, but also improve your academic achievement.

BRAIN DOMINANCE



The categories in this graph are arranged in two groups: **ANALYTIC** (indicating a "left-brain" dominance) consisting of sequential/reflective style elements and **HOLISTIC** (indicating a "right-brain" dominance) consisting of simultaneous/impulsive style elements. A preference or strong preference in any of these elements indicates the natural ability of using different thought processes and/or a particular, natural style of thinking.

Flexibilities within any of the two categories indicate that the person finds it easy to switch between the two modes if necessary.

High scores in both, left and right hemispheres (preferences and strong preferences), indicate that this person is highly integrated in using mental techniques, utilising both brain hemispheres equally strongly at any given time.

Your Personal Results:

INFORMATION PROCESSING:

You have the ability to flex between simultaneous (more right-brain) and sequential (more left-brain) approaches in learning, studying or problem solving. In more emotional, feeling based situations you tend to think creatively, consider various aspects at the same time and create the big picture. You do not tend to think logically, but rather follow your feelings. However, in more rational learning situations you will think logically, proceed step by step, analyse and concentrate more on details. You are lucky to be able to quickly adjust your information processing style either to the big picture or to the necessary details. When you are interested in a study topic you can use either information processing style to the max. This high flexibility allows you to respond to complex situations appropriately and should make you more effective in handling logical and/or emotional study problems.

THINKING STYLE:

You have the ability to flex between impulsive (more right-brain based) and reflective (more left-brain based) thinking styles in your approaches to problem solving, learning or studying. You are lucky to be able to quickly adjust your thought processes either to a quick tempo or to slow them down accordingly, particularly when you are interested in the subject. This strong flexibility allows you to respond to various learning problems appropriately and should make you more effective in handling spontaneous and/or thoughtful study situations well.

MY SELF-ENHANCEMENT ACTION PLAN 1:

1. **WHAT** can I do to balance / integrate or to increase / decrease my analytic / holistic style, my sequential / simultaneous information processing, my reflective / impulsive thinking style? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take this intended action to move closer to my desired outcome? (my **TIME FRAME**)

WHEN LEARNING:

1. WHAT? _____
2. HOW? _____
3. WHEN? _____


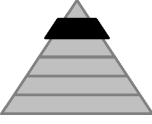
IN GENERAL:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

SENSORY MODALITIES

This part of the graph describes through which **SENSES** a person prefers/does not prefer to take in new and difficult information; it also indicates someone's 'Sensory Learning Style' in auditory, visual, tactile and kinesthetic modes.

The more dark markings (preferences and strong preferences) someone has, the easier it is for this person to absorb new information. People with **preferences only**, are often called 'brain-gifted'.

If the result shows **mainly flexibilities/adaptabilities**, the person might find it difficult to concentrate when not interested and needs to be **motivated** to absorb and retain new information. A multi-sensory approach is therefore highly recommended!

Your Personal Results:

SENSORY MODALITY FLEXIBILITIES - auditory (hearing), auditory (external), auditory (internal), visual (words), visual (external), visual (internal), tactile (touching), kinesthetic (external), kinesthetic (internal):

You have quite considerable flexibility in your sensory modalities. This means you must use multi-sensory techniques when you are learning something new and difficult. For better understanding and longer recall you should always combine listening, talking, watching, reading, writing, actively participating, personally experiencing and feeling good about what you are learning and doing. When you are interested in an assignment or a learning task you find it much easier to concentrate and remember. This also helps you to feel good and stay motivated for difficult information intake. However, you need to be aware of one aspect of sensory flexibility: when you lose interest in a topic or a learning task, you switch off and the information just bypasses you.

MY SELF-ENHANCEMENT ACTION PLAN 2:

1. **WHAT** can I do to enhance my abilities in taking in new and difficult information through my senses (auditory / visual / tactile / kinesthetic)? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take this intended action to move closer to my desired outcome? (my **TIME FRAME**)

WHEN LEARNING:

1. WHAT? _____

2. HOW? _____

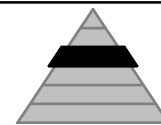
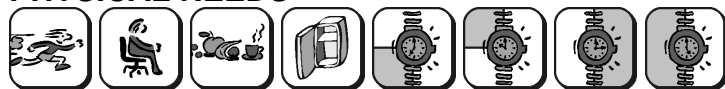
3. WHEN? _____

IN GENERAL:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

PHYSICAL NEEDS


This part of the graph describes how important someone's **PHYSICAL NEEDS** like mobility, need for intake and time of day preferences are for concentration and information intake, and how these can strongly influence a person's learning performance.

Preferences for stationary learning, no need for intake and early morning preferences indicate a strong correlation with a more **analytic** learning style, whereas a need for movement and intake as well as late morning, afternoon and evening time preferences indicate a strong correlation with a more **holistic** style. It is however possible for years of conditioning to change/overrule natural (biological) needs and make the person less effective in their learning performance.

Contemplate the physical needs in your profile carefully, analyse your job situation, compare what is not matched and consider necessary changes. A continued mismatch in these areas can lead to frustration, lack of concentration, tiredness, and burnout, resulting in high stress levels and decreased success rate when learning.

Your Personal Results:
MOBILITY:

In your need for mobility you are strongly influenced by what you learn and it often depends on what the study task is. Sometimes you can sit still for lengthy periods of time, especially when you are interested, other times you can't do your learning without needing to move your body, tap your feet or fingers, or pace up and down. Your strong flexibility allows you to adjust equally well to different learning situations and varying study conditions. When you are bored, your need to move your body will increase.

NEED FOR INTAKE:

(Attention: If you are a non-smoker please disregard the comments about smoking - they do not apply to you!)

Whether or not you eat, nibble, chew or drink (or smoke) while learning, reading, studying or concentrating depends on what's in the fridge or what's handy and how absorbed you are in your learning activities. As you are very flexible in this element you can easily go without eating or drinking if food is not available, particularly when you are very interested in the task at hand. When you are bored, your need for intake increases.

TIME OF DAY: early morning

You are very flexible as far as studying during the morning hours is concerned. If you are interested or have to carry out a difficult learning task, you can do it quite well, although the morning is not necessarily your best time of day and it might also cost you some energy. For reducing stress, make sure you do the most demanding assignments at your preferred time of day.

TIME OF DAY: late morning

You are very flexible as far as the late morning hours go. If you are interested in the topic and have to do a difficult study assignment, you can do it quite well although this is not necessarily your best time of day and it might also cost you some energy. For reducing stress, make sure you do the most demanding study sessions and exam preparation at your preferred time of day.

TIME OF DAY: afternoon

You rather prefer the afternoon hours for dealing with difficult learning tasks and you can concentrate well between 2.00pm and 6.00 pm. Make sure that you schedule study times, important learning tasks and/or complicated assignments for the afternoon hours. Exam preparations and exams would also be most beneficial after lunch.

TIME OF DAY: evening

You are very flexible as far as the evening hours go. If you are interested in a learning task you can do it quite well in the evening although this is not necessarily your best time of day and it might also cost you some energy. For reducing stress, make sure you do the most demanding study tasks and exam preparations at your preferred time of day.

MY SELF-ENHANCEMENT ACTION PLAN 3:

1. **WHAT** can I do to satisfy my **Physical Needs** during the learning process? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take concrete action to move closer to matching my current learning conditions with my physical learning style needs? (my **TIME FRAME**)

WHEN LEARNING:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

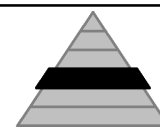
IN GENERAL:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

ENVIRONMENT



This part of the graph shows in which combination someone can function best under the **ENVIRONMENTAL CONDITIONS** of sound, light, temperature and study area. Preferences for a quiet, brightly lit, cool and formal study area indicate a strong correlation with a more **analytic** learning style, whereas a need for sound, low light, warm temperatures and informal study area indicates a strong correlation with a more **holistic** style.

However, years of conditioning can often change/overrule natural (biological) needs and make the person less effective in their learning. The mismatch of environmental needs with learning conditions can ultimately lead to severe stress, burnout and even illness.

The more flexibilities/adaptabilities someone's profile shows, the easier it will be for this person to adjust to changing conditions in the learning environment.

Compare the physical needs in your profile carefully, analyse your current learning situation, identify what is not matched and consider necessary changes. A continued mismatch in these areas almost always leads to frustration, lack of concentration, tiredness, and burn-out, resulting in high stress levels and decreased performance.

Your Personal Results:

SOUND:

The learning task in general and other learning conditions are more important to you than sound. Your need for sound or music while concentrating or text reading is dependent on what you do. Sometimes you need a quiet environment and sometimes you don't. You are very flexible and neither noise nor silence influences your learning ability. This flexibility enables you to adjust to different environments with ease as you are highly adaptable to varying sound conditions and you can study equally well with or without music.

LIGHT:

Your responses are contradictory and research with this instrument has shown there are several reasons for this:

- a. you have probably overlooked something or an error was made transferring the results onto the response sheet or entering them into the computer programme; or
- b. you might have changed your focus while answering this part of the questionnaire, not exclusively thinking about new and/or difficult learning or studying situations; or
- c. there might be changes going on around you which are beyond your control; or
- d. you personally could be going through a transition/change period which often results in some form of inner confusion which can lead to contradictions in answering the questions.

TEMPERATURE:

The learning task in general and other learning conditions are more important for you than temperature in your study area. You are very flexible as far as temperature is concerned and you are more affected by what you are doing, by the season, and how you feel overall. Your temperature needs fluctuate depending on the situation and do not influence your performance because you are highly adaptable to varying temperature conditions.

STUDY AREA:

Learning tasks in general and other learning conditions are more important for you than the set up of your study area. Due to your strong flexibility your need for formal or informal design and furniture varies while learning or studying. You are usually more influenced by what you do and with whom. You have the advantage that you can adjust easily to either type of learning or study environment because you are highly adaptable to any kind of learning area and room set-up.

MY SELF-ENHANCEMENT ACTION PLAN 4:

1. **WHAT** can I do to improve my Learning Environment or adjust it to my style needs? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take concrete action to move closer to matching my learning environment with my learning style needs? (my **TIME FRAME**)

WHEN LEARNING:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

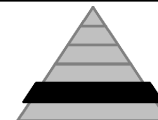
IN GENERAL:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

SOCIAL



The categories in this graph are arranged in two groups: **LEARNING GROUPS** and **AUTHORITY**. Preferences in learning alone and under supervision indicate a more solitary, **analytic** style and a preference for learning with people (in a pair, with peers or in a team) and unsupervised indicate a more people-oriented, **holistic** style.

How a person reacts to authority figures in the place of learning and with whom someone prefers to interact will determine their learning performance and satisfaction on a daily basis. Check your report for your best combinations and consider how you can alter your situation if necessary.

Research has shown that question marks (when based on contradictory responses) in these areas are a sign of changes/insecurities/fears regarding the personnel situation at someone's place of learning; this can lead to severe stress when the situation is not resolved positively. Because the social elements in a person's profile are conditioned or learned, preferences, non-preferences as well as flexibilities will change more than once during a person's lifetime; they can even change within a few days, sometimes overnight, when people and their circumstances change.

Please note:

The more question marks a profile shows in the social area, the more stress the person currently experiences when learning!

Your Personal Results:

STUDY/LEARNING GROUPS:

You are highly adaptable when it comes to learning, studying or interacting with people. You can learn equally well alone, with one other person, with peers, or in a team. You seem to have no difficulties adjusting to different people set-ups and you fit easily into learning groups. This great adaptability is a definite advantage in changing social study conditions.

AUTHORITY:

Your strong flexibility for supervision is often an advantage in traditional learning or studying situations and you will respond well to a lecturer, tutor or supervisor if you respect that individual. Generally, you do not mind being supervised but you can work equally well with very little supervision. Your high adaptability is of great advantage, especially during times of change or high pressure in your studies.

MY SELF-ENHANCEMENT ACTION PLAN 5:

1. **WHICH** element(s) in my **SOCIAL ASPECTS** of my LSA profile cause stress, frustration and dissatisfaction on a daily basis? (my **REASON**)
2. **WHAT** can I do to change that? (my **GOAL**)
3. **HOW** will I achieve this? (my **ACTION**)
4. **WHEN** will I take concrete action to create a more satisfying social interaction at my place of learning to lower my stress levels? (my **TIME FRAME**)

WHEN LEARNING:

1. WHICH? _____
2. WHAT? _____
3. HOW? _____
4. WHEN? _____

IN GENERAL:

1. WHICH? _____
2. WHAT? _____
3. HOW? _____
4. WHEN? _____

ATTITUDES

This part of the graph describes a person's attitudes in the following areas:

1. **MOTIVATION:** whether someone is highly internally motivated for studying because they are interested and love learning, or are more influenced by external conditions like recognition, certificates, diplomas or career prospects.
2. **PERSISTENCE:** how someone is willing and able to follow through with learning tasks, particularly when they find them difficult or not very interesting; show spontaneous persistence when they are interested, or cannot follow through and show low persistence.
3. **CONFORMITY:** how someone responds to rules and regulations imposed by their teachers, study prescriptions or institutional structure. This can be interpreted how well a person "fits in" or how non-conforming someone can become when existing requirements of 'the system' do not appeal.
4. **RESPONSIBILITY:** how someone carries out study duties, even when they might not always be easy or to their particular liking.
5. **STRUCTURE:** whether someone needs guidance/instructions from others or is more self-directed and can follow their own directions in carrying out their learning tasks.
6. **VARIETY:** whether someone enjoys change (and/or variety) and wants that in learning or does not like it; rather resists it and/or fears it, but also indicates how a person can handle routine.

Your Personal Results:

Please note:
 These elements seem to be learned, not biologically or genetically determined, and they are usually influenced by general conditioning, past learning experiences and a person's current professional environment. That's why it is possible - although not always easy - to change attitudes either with willpower or by changing one's beliefs or circumstances.

Many of these elements and their opposing qualities can create inner tensions and/or external conflicts, particularly when they do not correlate with typical **analytic features** (self-starting, high persistence, conforming, strong responsibility, needing structure and wanting routine) or with strong **holistic tendencies** (externally motivated, fluctuating/low persistence, non-conforming, low responsibility, self-structuring and change oriented).

It is important to realise that the stronger analytical preferences are, the less conflict with 'the system' a person generally experiences, and the stronger holistic tendencies are, the more conflict a person will experience with 'the system', the harder it will be to 'fit in'.

A mismatch in these areas over longer periods of time always leads to frustration, stress, under-performance and burnout. If such a negative situation cannot be resolved, the person develops a strong desire to quit learning and, if this is not possible, the result can be disillusionment, or in the worst case, nervous break-downs or even physical illness.

MOTIVATION:

Your motivation strongly depends on what you are supposed to do or learn and on the circumstances. Sometimes you 'turn on' to assignments or learning with enthusiasm but you cannot be forced to do so. When you are not interested, you probably have difficulties staying motivated. To keep your learning motivation high, it is very important for you to have all your preferences matched and that learning is not boring. Study assignments also need to be enjoyable fun and interesting for you.

PERSISTENCE:

Your persistence in following through often fluctuates and whether you complete what you start mainly depends on your interest in the learning task or assignment. As soon as you lose interest or get bored you turn to something else. However, when you are really excited about something, your persistence can increase dramatically. It is important that your teachers understand that your persistence depends on how interesting your course content and/or study material is for you and that it's useful to you.

CONFORMITY:

You might often be torn between traditional and non-conforming thoughts, ideas and methods. Whether you decide to do or not do an unconventional thing depends on what it is, how you feel, and what the circumstances are. Your strong flexibility in this area might sometimes lead to confusion and unpredictability but is also a great advantage in finding new approaches and helping you to handle adverse learning situations.

RESPONSIBILITY:

Your responsibility for carrying out learning tasks and keeping promises mainly depends on the fact that you think it's the right thing to do or, more importantly, when it makes good sense to you. Generally you are reliable and keep your promises, but sometimes you may use excuses and just don't do what you are supposed to do. Following through, especially when you have lost interest in your studies or when a learning task has become meaningless to you, will be nearly impossible.

STRUCTURE/GUIDANCE:

You are usually influenced by the framework and study conditions of your learning tasks or assignments. Your need for clear outlines and structure depends on what you are doing, with whom and why. All these elements determine whether you do something your way, someone else's way or cooperatively. Your strong adaptability enables you to learn or study equally well in a self-directed way, setting your own guidelines, or, when required, following instructions and being directed by others.

VARIETY:

Your need for variety is rather fluctuating and you are very flexible when it comes to following routines or adjusting to change in your learning strategies or studies. Your success depends on what you do, why, how, when, and with whom. This strong adaptability is a definite advantage in demanding study situations.

MY SELF-ENHANCEMENT ACTION PLAN 6:

1. **WHICH** element(s) in my **ATTITUDES** cause stress, frustration, dissatisfaction and burnout in my daily learning? (my **REASON**)
2. **WHAT** can I do to change that? (my **GOAL**)
3. **HOW** will I do this? (my **ACTION**)
4. **WHEN** will I take concrete action to experience/build a more satisfying set of attitudes to lower my stress levels? (my **TIME FRAME**)

WHEN LEARNING:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

IN GENERAL:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

Computer Technology And You

If you have a preference or a strong preference in 4 or more of the below elements of the LSA Pyramid:

- VISUAL (external)
- VISUAL (words)
- TACTILE (touching)
- MOBILITY (stationary)
- SOCIAL GROUPINGS: ALONE
- TIME OF DAY: evening
- KINESTHETIC (internal),

then you can probably benefit from computer-based or online learning (also known as e-learning). If you battle with a specific concept, you can make use of online tutorials, e-books or commercial educational software. The Internet can be a great source of additional information to you, as long as you keep to reliable and verified sources.

Are You A Gifted Learner?

You may be a gifted learner if you:

- are highly integrated in analytic and holistic thinking
- can learn through all sensory modalities with ease
- can learn at any time, forget to eat or do other chores when lost in learning
- prefer to work alone or with true peers
- won't accept authority
- are highly internally motivated - often learn for the sake of pure knowledge
- never give up - have often extreme persistence
- dislike rules - make your own ones
- don't need help in structuring your learning, dislike guidance.

Please page back and check whether you exhibit some of the above characteristics.

Keep in mind, however, that the above characteristics are just a guideline and not a reflection on intelligence or potential. A gifted learner is someone who learns easily, nothing more and nothing less.

Are You In Danger Of Underachieving?

The following needs may indicated that you may be in danger of underachieving in your learning:

- mobility at frequent intervals
- variety of learning tools and teaching methods
- informal learning environment (because of your non-preference to sit on hard chairs for a length of time)
- low lighting
- tactile or kinesthetic sensory input
- late morning or afternoon study sessions
- non-authoritative mentor and freedom to not conform
- recognition of your high motivation irrespective of your learning results.

Please page back and check whether you have a need for some of the above elements.

Please note: Underachievers are not learning-challenged. If they are not successful at learning, it's simply because they are learning-different. In other words, their learning needs are often not met in a traditional learning environment. Satisfy those needs and see the difference!

MY PERSONAL MONITORING SYSTEM

Please state in which area(s) you intend to implement your **Personal Action Plan** and then start writing short comments about your new or changed strategies, methods, approaches, interactions with mentors / trainers / colleagues.

For achieving the desired outcomes you need to practise and monitor your new strategies / methods / behaviours for a **minimum period of 31 days**. If you want to use this Monitoring System as a worksheet in your daily learning program, you can use the space for Observations to monitor your new strategies 31 times.

Action Plan: _____

Goal: _____

Action: _____





Date:	Observations:	
_____	_____	1
_____	_____	2
_____	_____	3
_____	_____	4
_____	_____	5
_____	_____	6
_____	_____	7
_____	_____	8
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_____	_____	10
_____	_____	11
_____	_____	12
_____	_____	13

MY PERSONAL MONITORING SYSTEM

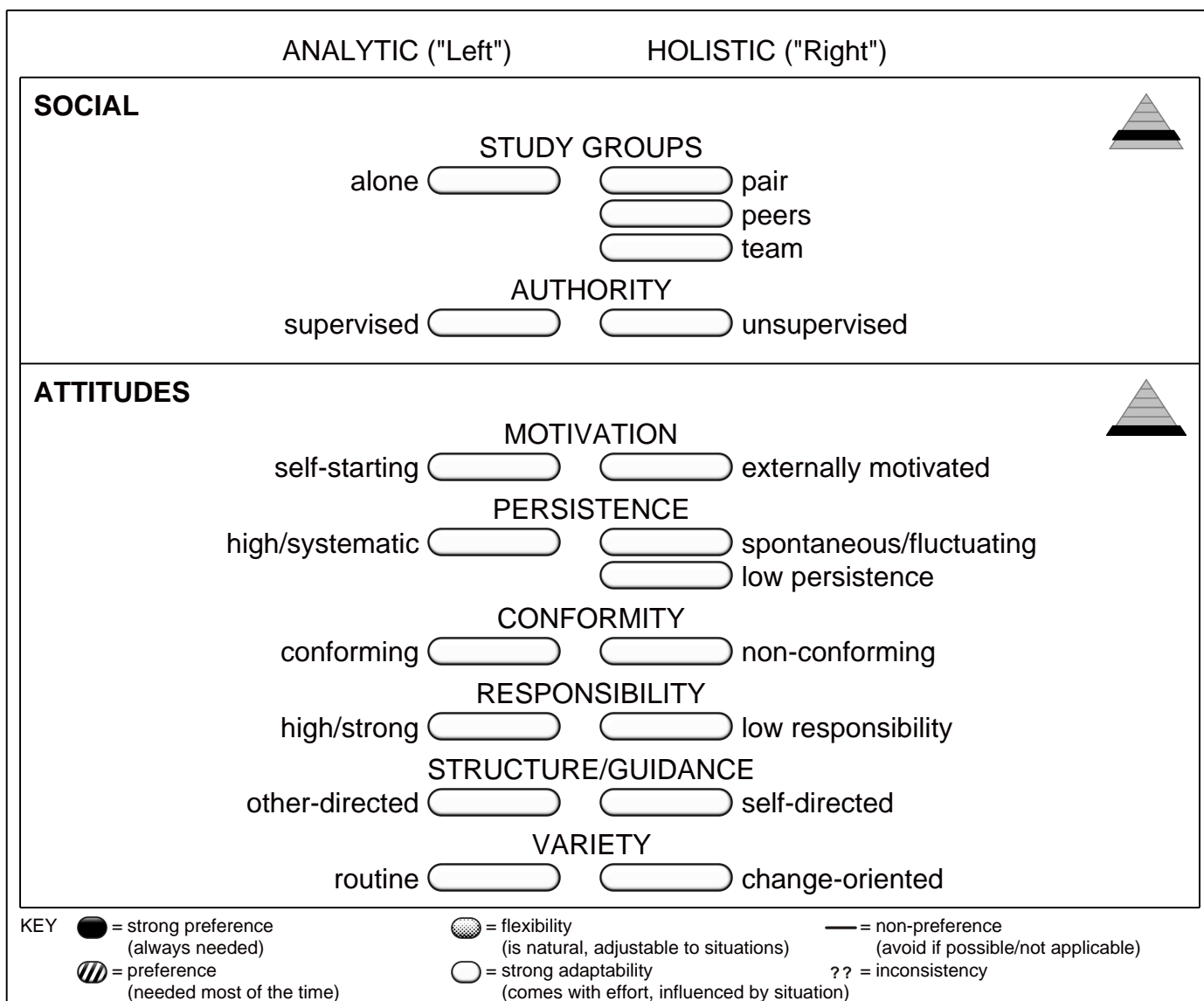
Continued

Date:	Observations:	
_____	_____	14
_____	_____	15
_____	_____	16
_____	_____	17
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_____	_____	27
_____	_____	28
_____	_____	29
_____	_____	30
_____	_____	31

Graph 1. Natural / Biological Elements

ANALYTIC ("Left")	HOLISTIC ("Right")			
<p>BRAIN DOMINANCE </p> <p style="text-align: center;">INFORMATION PROCESSING</p> <p style="text-align: center;">sequential <input type="text"/> <input type="text"/> simultaneous</p> <p style="text-align: center;">THINKING STYLE</p> <p style="text-align: center;">reflective <input type="text"/> <input type="text"/> spontaneous</p>				
<p>SENSORY MODALITIES </p> <p>AUDITORY (hearing) <input type="text"/> listening</p> <p>Auditory (external) <input type="text"/> talking/discussing</p> <p>Auditory (internal) <input type="text"/> self-talk/inner dialogue</p> <p>VISUAL (words) <input type="text"/> reading</p> <p>Visual (external) <input type="text"/> seeing/watching</p> <p>Visual (internal) <input type="text"/> visualising/imagination</p> <p>TACTILE (touching) <input type="text"/> manipulating/handling</p> <p>KINESTHETIC (external) <input type="text"/> experiencing/doing</p> <p>Kinesthetic (internal) <input type="text"/> feeling/intuition</p>				
<p>PHYSICAL NEEDS </p> <p style="text-align: center;">MOBILITY</p> <p style="text-align: center;">stationary <input type="text"/> <input type="text"/> movement needed</p> <p style="text-align: center;">INTAKE</p> <p style="text-align: center;">not needed <input type="text"/> <input type="text"/> needed</p> <p style="text-align: center;">TIME OF DAY</p> <p style="text-align: center;">early morning <input type="text"/> <input type="text"/> late morning</p> <p style="text-align: center;"><input checked="" type="checkbox"/> afternoon</p> <p style="text-align: center;"><input type="text"/> evening</p>				
<p>ENVIRONMENT </p> <p style="text-align: center;">SOUND</p> <p style="text-align: center;">quiet <input type="text"/> <input type="text"/> sound/noise/music</p> <p style="text-align: center;">LIGHT</p> <p style="text-align: center;">bright light ??????? low light</p> <p style="text-align: center;">TEMPERATURE</p> <p style="text-align: center;">cool <input type="text"/> <input type="text"/> warm</p> <p style="text-align: center;">STUDY AREA</p> <p style="text-align: center;">formal <input type="text"/> <input type="text"/> informal/comfortable</p>				
<p>KEY</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <p><input checked="" type="checkbox"/> = strong preference (always needed)</p> <p><input checked="" type="checkbox"/> = preference (needed most of the time)</p> </td> <td style="width: 33%; vertical-align: top;"> <p><input checked="" type="checkbox"/> = flexibility (is natural, adjustable to situations)</p> <p><input type="checkbox"/> = strong adaptability (comes with effort, influenced by situation)</p> </td> <td style="width: 33%; vertical-align: top;"> <p>— = non-preference (avoid if possible/not applicable)</p> <p>?? = inconsistency</p> </td> </tr> </table>		<p><input checked="" type="checkbox"/> = strong preference (always needed)</p> <p><input checked="" type="checkbox"/> = preference (needed most of the time)</p>	<p><input checked="" type="checkbox"/> = flexibility (is natural, adjustable to situations)</p> <p><input type="checkbox"/> = strong adaptability (comes with effort, influenced by situation)</p>	<p>— = non-preference (avoid if possible/not applicable)</p> <p>?? = inconsistency</p>
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Graph 2. Conditioned / Learned Elements



DIFFERENCES BETWEEN BIOLOGICAL & LEARNED ELEMENTS:

The results in Graph 1 represent your natural biological needs when concentrating, reading a study text or learning something new and/or difficult.

Preferences and non-preferences in these areas are usually hard to change and remain mostly stable over a life time.

When non-preferences are mismatched over a longer period of time, they will have a negative effect on your learning motivation, persistence and overall learning attitudes.

For lasting learning success, make sure that your preferences are being matched most of the time.

The results in Graph 2 reveal your conditioning. They show with whom you learn best and what your attitudes are when you find yourself in new and/or difficult learning situations.

These elements are not stable in your profile and can change quite rapidly. This usually happens when there are changes going on inside yourself or in the world around you.

To be successful in your studies it is very important that you develop positive learning attitudes and always give your best because your preferences become your strengths when you use them wisely.

Graph 3. Learning Style Tendencies

Compare this result with your Left/Right Brain Dominance in Graph 1

If your results show a natural fit, i.e. analytic/left brain preferences in both graphs, or holistic/right brain preferences in both, you will not experience much stress or mismatch between your Brain Dominance and your overall Learning Style Tendencies.

However, if you have **analytic preferences** in the graph below and **right brain preferences** on page 2 (or vice versa), you will most likely experience a mismatch between the way you have to learn and the way you think and/or would like to learn and function. Such a combination almost always leads to stress, dissatisfaction and loss of motivation; it should be resolved rather sooner than later.

ANALYTIC ("Left")	HOLISTIC ("Right")
quiet <input type="text"/>	<input type="text"/> sound/noise/music
bright light ????????	???????? low light
formal study area <input type="text"/>	<input type="text"/> informal study area
high persistence <input type="text"/>	<input type="text"/> low persistence
no/low intake <input type="text"/>	<input type="text"/> intake needed

Three or more of the following elements: preferring quiet, bright light, formal work area, high persistence (to complete tasks without interruptions) and low need for intake tend to suggest an ANALYTICAL (sequential) processing style. On the other hand, preferring sound, soft lighting, informal work area, low persistence (completing tasks in spurts while working on multiple tasks simultaneously) and need for intake suggest a GLOBAL/HOLISTIC (simultaneous) processing style (Bruno, 1988; Dunn, Cavanaugh, Eberle, and Zenhausern, 1982).

Recommendations

FOR YOURSELF:

To enhance your study skills, follow the suggestions in your LSA Report and monitor your own learning success. To achieve overall improvement in learning and study situations, please share and discuss your LSA results with your teachers, tutors or lecturers where appropriate. Make sure that your learning needs are met whenever possible, in class and at home studies.

FOR YOUR TEACHERS, TUTORS and LECTURERS:

Please help your students to analyse their profiles and discuss their personal learning style, particularly their preferences and non-preferences.

Find out which areas of mismatch between the teaching styles used at your learning institution and the learning needs of your students could be the reason for frustration, poor concentration, lack of learning motivation, stress and boredom.

Be aware that style mismatches almost always lead to learning difficulties, low self esteem and underachievement.

FOR THE PEOPLE IN YOUR FAMILY: (if applicable)

To help improve Nisha's concentration, study skills, learning abilities, motivation and learning attitudes of this student, please follow the suggestions in her LSA Report closely.

Pay particular attention to her preferences and non-preferences when she has to learn something new and/or difficult.

Whenever possible, provide the necessary learning environment at home, accept her unique style, and support Nisha's true learning needs.