

INSTRUCTOR SELF-ASSESSMENT FORM: LEARNING STYLE ACCOMMODATION*

Directions: Rate yourself for each instructional behavior using the following scale:

3-Excellent

2-Good

1-Needs Improvement

0-Not Applicable

- _____ 1. I have identified my own learning style preferences, and make an effort not to bias my teaching in favor of students with similar learning styles.
- _____ 2. I help my students identify their learning style strengths, and suggest specific strategies they can use to cope with incompatible teaching styles and learning environments.
- _____ 3. I encourage my students to inform me of any reasonable modifications I can make in my instructional practices that will help them become: more comfortable and confident learners in my class.
- _____ 4. I make a conscious effort to diversify my instructional strategies to enhance learning for students with different perceptual strengths: visual/verbal, Visual/nonverbal, auditory, tactile, and kinesthetic.
- _____ 5. My voice can be heard everywhere in the classroom.
- _____ 6. I enunciate clearly and exaggerate intonation to emphasize key words and phrases.
- _____ 7. I pause adequately between phrases and statements to allow time for reflective thought-processing.
- _____ 8. I emphasize and clarify ideas through gesture, facial expression and dramatization.
- _____ 9. I complement information relayed orally with visual aids (e.g. illustrations, charts, graphs, concept maps, outlines, graphic organizers),
- _____ 10. I complement information conveyed through visual aids and assigned reading with oral explanations and elaborations.
- _____ 11. I use concrete examples and anecdotes so that students can visualize new concepts within a familiar context.
- _____ 12. I give a variety of explanations or examples, understanding that one may not be sufficient for all students.
- _____ 13. I also elicit relevant examples and explanations from my students to help individuals process new ideas and material.
- _____ 14. I provide ample opportunities for students to verbally explore and reinforce information that has been presented first in a lecture or reading through well-orchestrated, equitable class discussions and small-group activities.
- _____ 15. I activate students' background knowledge and build in considerable context before presenting new concepts, terminology, and assignments.
- _____ 16. I present new information both inductively and deductively so that students with different information-processing strengths can have easier access to new concepts.

- _____ 17. I allow students to use new skills or concepts long enough so that they are retained, thus enabling future application.
- _____ 18. I make explicit the rationale, goals, structure, and process for all activities and assignments.
- _____ 19. I break more complicated and challenging assignments down into manageable, clearly-delineated steps and model procedures.
- _____ 20. I distribute models of completed assignments that students can emulate (e.g. writing tasks, lecture notes, exam responses).
- _____ 21. I familiarize my students with effective learning and study strategies for my subject area (e.g., lecture note-taking, textbook reading, test preparation, test-taking).
- _____ 22. I encourage my students to be flexible, persistent learners and to experiment with different approaches to learning and studying until they find strategies that best complement their learning and work styles.
- _____ 23. I attempt to personalize the curriculum by relating it when possible to my students' cultures, communities, daily lives, and interests.
- _____ 24. I engage students in active learning and direct experience whenever possible.
- _____ 25. I consciously vary the activities during a class session and generally do not require students to spend the entire period on a single teacher-fronted activity (e.g. listening to a lengthy lecture or whole-class discussion) which is not interrupted by a writing or small group speaking task.
- _____ 26. I check for comprehension at strategic points throughout the lesson, and end the class session with some form of review of the major concepts presented that day.
- _____ 27. I balance opportunities for students to work collaboratively with a partner or a small group as well as independently.
- _____ 28. I provide individualized assistance when appropriate during and/or outside of class, and I encourage students who demonstrate a greater need for mentoring and one-on-one learning to avail themselves of my assistance and any campus tutoring.
- _____ 29. I include a variety of exam formats in a class so that students with diverse learning and work style strengths will have more equitable opportunities to excel (e.g. in-class and take-home exams, subjective and objective exams, independent projects and small-group projects. written tasks/reports and oral tasks/reports).
- _____ 30. I familiarize my students with my exam formats and grading criteria and give them a chance to take a practice exam each time I introduce a new exam format.
- _____ 31. I give my students many opportunities to succeed by testing them regularly on manageable doses of subject matter and by providing immediate constructive feedback.
- _____ 32. I allow my students to propose viable alternatives in demonstrating their learning or in accomplishing a task. (e.g. giving an oral report instead of a written report; submitting a concept map instead of a formal outline for a project).

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Source: Learning Styles in the ESL/EFL Classroom (Pages 233-235). Reid, Joy M., Ed. Heinle & Heinle Publishers (1995).