

LEARNING STYLE INVENTORY (LSI)

O LSI descreve a maneira pela qual você aprende e como você lida com as idéias no dia-a-dia. Abaixo, há 12 sentenças com opções para finalizá-las. Enumere o final das sentenças de acordo com a sua opinião pessoal sobre a forma como você aprende. Tente lembrar de situações recentes, quando teve que aprender algo novo, seja na escola ou no trabalho. Então, utilizando os espaços, coloque 4 caso a sentença descreva melhor a sua maneira de agir e siga, regressivamente, até 1, que representa o que menos tem a ver com você. Os números podem ser usados apenas uma vez em cada final de sentença. Lembre-se de preencher todos os finais possíveis. Não coloque o mesmo número em duas sentenças diferentes.

Onde

4 mais parecido com você.
3 segundo mais parecido com você.

2 terceiro mais parecido com você.
1 menos parecido com você.

Exemplo

					
3	Quando eu aprendo:	Eu racionalizo.	Sou responsável.	Sou quieto e reservado.	Tenho sentimentos e reações fortes.
		A	B	C	D
1	Quando aprendo:	☐ Gosto de lidar com meus sentimentos.	☐ Gosto de pensar em idéias.	☐ Gosto de produzir.	☐ Gosto de observar e ouvir.
2	Aprendo melhor quando:	☐ Eu ouço e vejo com cuidado.	☐ Confio em pensamento lógico.	☐ Confio nos meus sentimentos e intuição.	☐ Gosto de observar e ouvir.
3	Quando eu aprendo:	☐ Eu racionalizo.	☐ Sou responsável.	☐ Sou quieto e reservado.	☐ Tenho sentimentos e reações fortes.
4	Aprendo através:	☐ Dos sentimentos.	☐ Da ação.	☐ Da observação.	☐ Do pensar.
5	Quando aprendo:	☐ Estou aberto a novas experiências.	☐ Observo todos os lados.	☐ Gosto de analisar e dividir em partes.	☐ Gosto de experimentar.
6	Quando estou aprendendo:	☐ Sou observador.	☐ Sou ativo.	☐ Sou intuitivo.	☐ Sou lógico.
7	Aprendo melhor:	☐ Observando.	☐ Com relacionamentos pessoais.	☐ Com teorias racionais.	☐ Quando há chance de praticar.
8	Quando aprendo:	☐ Gosto de ver os resultados do meu trabalho.	☐ Gosto de idéias e teorias.	☐ Espero antes de agir.	☐ Sinto-me envolvido.
9	Eu aprendo melhor quando:	☐ Confio em minhas observações.	☐ Confio em meus sentimentos.	☐ Experimento por conta própria.	☐ Confio em minhas idéias.
10	Quando estou aprendendo:	☐ Sou reservado.	☐ Sou receptivo.	☐ Sou responsável.	☐ Sou racional.
11	Quando aprendo:	☐ Eu me envolvo.	☐ Gosto de observar.	☐ Avalio.	☐ Gosto de ser ativo.
12	Aprendo melhor quando:	☐ Analiso idéias.	☐ Sou receptivo e mente aberta.	☐ Sou cuidadoso.	☐ Sou prático.

Lsi Learning Style Questionnaire

Patrycja Marta Kamińska

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

Lsi Learning Style Questionnaire:

Learning Styles in Education and Training Eugene Sadler-Smith, Carol Evans, 2006 The application of learning styles theory and research continues to hold great promise for practitioners in both education and training as a potentially powerful mechanism for enabling pupils students and trainees to better manage their own learning throughout their educational and working lives The selection of papers from the 10th annual European Learning Styles Information Network conference held in July 2005 at the School of Management University of Surrey presented here raise a number of pertinent issues which are significant in the on going debate regarding the value of cognitive a

The Nature of Intellectual Styles Li-fang Zhang, Robert J. Sternberg, 2012-12-06 This book provides an up to date panoramic picture of the field of intellectual styles through describing analyzing and integrating the major theoretical and research works on the topic Readers will gain a broad understanding of the field its nature origins historical development theories research and applications as well as the interrelationships among major theoretical constructs proposed by different theorists in the past few decades In particular three major controversial issues in the field are addressed by both empirical findings and literature review styles as better versus worse or as equal in merit styles as traits versus styles as states and styles as different constructs versus styles as similar constructs with different style labels Educators will find ideas on how to improve their teaching and assessment of student performance Student development specialists will be interested in the book because intellectual styles as evidenced by recent studies play a critical role in many aspects of student development including cognitive affective psychosocial and career development Psychologists will gain an understanding of an important facet of the field at the interface between cognition and personality Managers in business will find the book relevant to such issues as effective supervision and staff training and development The Nature of Intellectual Styles is intended for anyone particularly researchers and students in the fields of education psychology and business management who is interested in understanding intellectual styles and their effects on daily life

Learning Styles and Second Language Education Patrycja Marta Kamińska, 2014-06-26 This book contributes to the body of knowledge concerning individual learner differences by addressing the issue of learning styles in developing a second language It comprises five chapters The notion of style together with its place among other individual differences and its relation to learning strategies is presented in Chapter 1 The reasons for researching styles are also delineated in this chapter Chapter 2 describes simple one dimensional models of learning styles contrary to Chapter 3 in which two dimensional compound models are presented Multi dimensional complex models of learning styles are the focus of Chapter 4 Each model discussed in Chapters 2 through 4 is accompanied by an outline of its significance to second language educators as demonstrated in earlier studies The final fifth chapter is devoted to the discussion of the practical exploitation of the learning style awareness in second language education The options suggested include accommodating learners styles stretching them by exposing the students to the less familiar and less preferred options and mixtures of both approaches The

book will be of interest to applied linguists psycholinguists and language teaching practitioners as well as tertiary level students interested in finding out the ways in which learning styles account for linguistic achievement

The Handbook of Educational Theories Beverly Irby, Genevieve H. Brown, Rafael Lara-Alecio, Dr. Shirley A. Jackson, 2013-03-01 Although educational theories are presented in a variety of textbooks and in some discipline specific handbooks and encyclopedias no publication exists which serves as a comprehensive consolidated collection of the most influential and most frequently quoted and consulted theories There is a need to put such theories into a single easily accessible volume A unique feature of the Handbook is the way in which it conveys the theories The organization of the chapters within each section makes the volume an easy to use and understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks In addition to the traditional theories presented the Handbook includes emerging theories for the 21st Century as well as presenting practical examples of the use of these theories in research from dissertations and published articles An appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included The Handbook consists of 12 sections Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice The remaining sections address Philosophical Educational Constructs Learning Theory Instructional Theory Curriculum theory Literacy and Language Acquisition Theory Counseling Theory Moral Development Theory Classroom Management Theory Assessment Theory Organizational Theory and Leadership Management Theory Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors Each chapter within the section will include a a description of the theory with goals assumptions and aspects particular to the theory b the original development of and interactions of the theory c validation of the theory d generalizability of the theory across cultures ethnicities and genders e the use and application of the theory f critiques of the theory g any instruments associated with the theory and h two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles and be written by the original theorist or prominent contributors to the theory The Handbook is intended for graduate students enrolled in research courses or completing theses and dissertations Additionally professors of all educational disciplines in the social sciences would be an interested audience There is also potential use of the text as administrators counselors and teachers in schools use theory to guide practice As more inquiry is being promoted among school leaders this book has more meaning for practitioners

Fieldwork Educator's Guide to Level II Fieldwork Elizabeth DeJuliis, Debra Hanson, 2024-06-01 A new comprehensive resource for fieldwork educators and academic fieldwork coordinators Fieldwork Educator's Guide to Level II Fieldwork provides a blueprint for designing implementing and managing Level II fieldwork programs for occupational therapy and occupational therapy assistant students across practice settings Drawing from the expertise of renowned individuals in the field Drs Elizabeth D DeJuliis and Debra Hanson provide

the tools for fieldwork educators and academic fieldwork coordinators to put together learning frameworks educational theories and clinical instructional techniques within and outside occupational therapy in order to create and maintain high quality Level II learning experiences Fieldwork Educator s Guide to Level II Fieldwork challenges fieldwork educators and academic fieldwork coordinators to shift their mindset to facilitating skill acquisition and to adjust their teaching approach to match the learning needs and developmental level of the student Designed to meet the definition of Level II fieldwork according to the 2018 Accreditation Council for Occupational Therapy Education standards and in response to common pitfalls and challenges in clinical education today Fieldwork Educator s Guide to Level II Fieldwork is the go to guide for the busy practitioner and academic fieldwork coordinator What is included in Fieldwork Educator s Guide to Level II Fieldwork Expansive overviews of supervision models and vignettes illustrating use across practice settings Examples and templates to construct a learning plan site specific learning objectives orientation weekly schedules and learning contracts Tools and strategies to uniquely develop and foster clinical reasoning in fieldwork Models for dually approaching supervision and mentorship Strategies for addressing unique student learning and supervision needs Fieldwork Educator s Guide to Level II Fieldwork can be used as a standalone resource or as a complement to Fieldwork Educator s Guide to Level I Fieldwork which was designed in tandem with this text to holistically address Levels I and II fieldwork education Developing Professional Practice 14-19 Andrew Armitage,Gina Donovan,Karen Flanagan,Sabrina Poma,2013-11-04 The Developing Professional Practice series provides a thoroughly comprehensive and cutting edge guide to developing the necessary knowledge skills and understanding for teaching within the 0 7 7 14 or 14 19 age ranges Each of the three titles offers a genuinely accessible and engaging introduction to a wide range of professional practice supporting the education of babies to young adults Discussion of current developments in theory policy and research is combined with guidance on the practicalities of working with each age group Numerous examples of real practice are included throughout along with a range of additional features to help promote understanding **The Routledge Companion to Accounting Education** Richard M.S. Wilson,2014-04-29 Many enquiries into the state of accounting education training undertaken in several countries over the past 40 years have warned that it must change if it is to be made more relevant to students to the accounting profession and to stakeholders in the wider community This book s over riding aim is to provide a comprehensive and authoritative source of reference which defines the domain of accounting education training and which provides a critical overview of the state of this domain including emerging and cutting edge issues as a foundation for facilitating improved accounting education training scholarship and research in order to enhance the educational base of accounting practice The Routledge Companion to Accounting Education highlights the key drivers of change whether in the field of practice on the one hand e g increased regulation globalisation risk and complexity or from developments in the academy on the other e g pressures to embed technology within the classroom or to meet accreditation criteria on the other Thirty

chapters written by leading scholars from around the world are grouped into seven themed sections which focus on different facets of their respective themes including student curriculum pedagogic and assessment considerations **Practice**

Learning and Teaching Mark Doel, Steven Shardlow, 1996-11-11 Recognising the centrality of the practice placement in preparing students to become effective social workers this book offers practical guidance to both students and their practice teachers regarding how to enhance learning on placement in social work agencies Distinguished by the coherence of its approach the book presents an integrated approach to practice teaching with a clear methodological focus practical help for practitioners and discussion of principles for students *Handbook of Individual Differences, Learning, and Instruction*

David H. Jonassen, Barbara L. Grabowski, 2012-12-06 Written for teachers trainers and instructional designers anyone who is responsible for designing or preparing instruction this book begins with one basic premise individual differences mediate learning at all levels and in all situations That is some learners find it easier or more difficult to learn some skills or to learn from certain forms of instruction because they vary in terms of aptitude cognitive styles personality or learning styles This volume describes most of the major differences in a readable and accessible way and demonstrates how to design various forms of instruction and predict the ease with which learners will acquire different skills Most books that discuss any learner differences focus on those that characterize special education populations whereas this book focuses on normal learners Designed as a handbook this volume is structured to provide easy and consistent access to information and answers and prescriptions and hypotheses When definitive answers are not possible because there is no research documentation the authors suggest theories designed to stimulate future research **Introduction to Organisational Behaviour** Michael

Butler, Ed Rose, 2011-01-27 Ideal for anyone studying an introductory module in organisational behaviour Introduction to Organisational Behaviour is a rigorous critique of all essential organisational behaviour topics A comprehensive book with extensive accompanying online resources makes this a must have package for anyone wanting to understand the theory and practice of organisational behaviour Practitioner case studies supporting video interviews where solutions and approaches are discussed review questions at the end of every chapter make this an essential resource Covering organisational behaviour in the context of individuals groups and teams and managing organisations as well as the importance of organisational structures and emerging issues Introduction to Organisational Behaviour gives understanding and guidance on the full spectrum of organisational behaviour issues Supported by extensive online resources including video interviews clips of key skills lecture slides additional tutorial activities and a test bank of multiple choice questions make this a truly integrated print and electronic learning package

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Lsi Learning Style Questionnaire Introduction

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