

Characteristics of highly creative individuals

"Creative thinking involves imagining familiar things in a new light, digging below the surface to find previously undetected patterns, and finding connections among unrelated phenomena." Roger von Oech, *Expect the unexpected*

Look at the following characteristics and think about yourself or other people who you perceive as creative. As you go through each description, see if you can calculate a rating for each description into the categories: *most of the time; sometimes; infrequently*. This exercise may help you decide if you or others fall into a group that is considered highly creative. Obviously, the more times you rate "most of the time," the more likelihood that person can be classified as highly creative.

Highly creative individuals may:

- 1. Display a great deal of curiosity about many things; are constantly asking questions about anything and everything; may have broad interests in many unrelated areas. May devise collections based on unusual things and interests.
- 2. Generate a large number of ideas or solutions to problems and questions; often offer unusual ("way out"), unique, clever responses.
- 3. Are often uninhibited in expressions of opinion; are sometimes radical and spirited in disagreement; are unusually tenacious or persistent -- fixating on an idea or project.
- 4. Are willing to take risks, are often people who are described as a "high risk taker, or adventurous, or speculative."
- 5. Display a good deal of intellectual playfulness; may frequently be caught fantasizing, daydreaming or imagining. Often wonder out loud and might be heard saying, "I wonder what would

happen if. . ."; or "What if we change" Can manipulate ideas by easily changing, elaborating, adapting, improving, or modifying the original idea or the ideas of others. Are often concerned improving the conceptual frameworks of institutions, objects, and systems.

- 6. Display keen senses of humor and see humor in situations that may not appear to be humorous to others. Sometimes their humor may appear bizarre, inappropriate, irreverent to others.
- 7. Are unusually aware of his or her impulses and are often more open to the irrational within him or herself. May freely display opposite gender characteristics (freer expression of feminine interests in boys, greater than usual amount of independence for girls).
- 8. Exhibit heightened emotional sensitivity. May be very sensitive to beauty, and visibly moved by aesthetic experiences.
- 9. Are frequently perceived as nonconforming; accept disordered of chaotic environments or situations; are frequently not interested in details, are described as individualistic; or do not fear being classified as "different."
- 10. Criticize constructively, and are unwilling to accept authoritarian pronouncements without overly critical self-examination.

Adopted and adapted from the scale for Rating Behavioral Characteristics of Superior Students by Renzulli and Hartman

A hunch is creativity trying to tell you something."

Frank Capra (film director)

What will people think? There is strong social pressure to conform and to be ordinary and not creative.

Here are some overheard examples:

Creative Person: *"I like to put water in my orange juice so it's less sweet."*

Ordinary Person: *"You're weird, you know?"*

Ordinary Person: *"What are you doing?"*

Creative Person: *"We're painting our mailbox."*

Ordinary Person: *"You're crazy."*

Creative Person: *"Why don't we add a little garlic?"*

Ordinary Person: *"Because the recipe doesn't call for garlic."*

Ordinary Person: *"Why are you going this way? It's longer."*

Creative Person: *"Because I like the drive."*

Ordinary Person: *"Did anyone ever tell you you're strange?"*

1. Creative individuals have great physical energy, but they become extremely quiet when they are at rest. This restful period can lead others to think that they are not feeling well or that they are unhappy, when the truth is they are fine.
2. Creative folks tend to be both highly intelligent and naive at the same time.
3. Creative people are disciplined and playful simultaneously. In some creative people, this can mean that they are responsible and irresponsible at the same time as well.
4. Creative minds move between a spectrum of fantasy and imagination and a firm grounding in reality. They understand the present and need to keep in touch with the past.
5. Creative individuals seem to be both introverted and extroverted, expressing both traits at once. An image to explain this might be that they are shy showoffs, if you can picture that.
6. Creative people are sincerely humble and extremely proud in a childlike way. It requires ego to have a risky, fresh idea. It takes self-doubt to hammer it out to a workable form.
7. Creative folks don't feel as tied to gender roles. They feel distinctly individual. They don't feel the barriers of authority or the rules of what they are "supposed to do."

8. Creative individuals are thought to be rebellious. Yet, in order to be creative one has to understand and have internalized the traditional culture. Therefore creativity comes from deep roots in tradition. Creative people are traditional and cutting edge.

9. Creative people are deeply passionate about their work, yet can be extremely detached and objective when discussing it.

10. Creative people are highly open and sensitive, which exposes them to pain and suffering, but also allows them to feel higher values of joy and happiness.



High Achiever, Gifted Learner, Creative Thinker

Bertie Kingore, Ph.D.

Identification of gifted students is clouded when concerned adults misinterpret high achievement as giftedness. High-achieving students are noticed for their on-time, neat, well-developed, and correct learning products. Adults comment on these students' consistent high grades and note how well they acclimate to class procedures and discussions. Some adults assume these students are gifted because their school-appropriate behaviors and products surface above the typical responses of grade-level students.

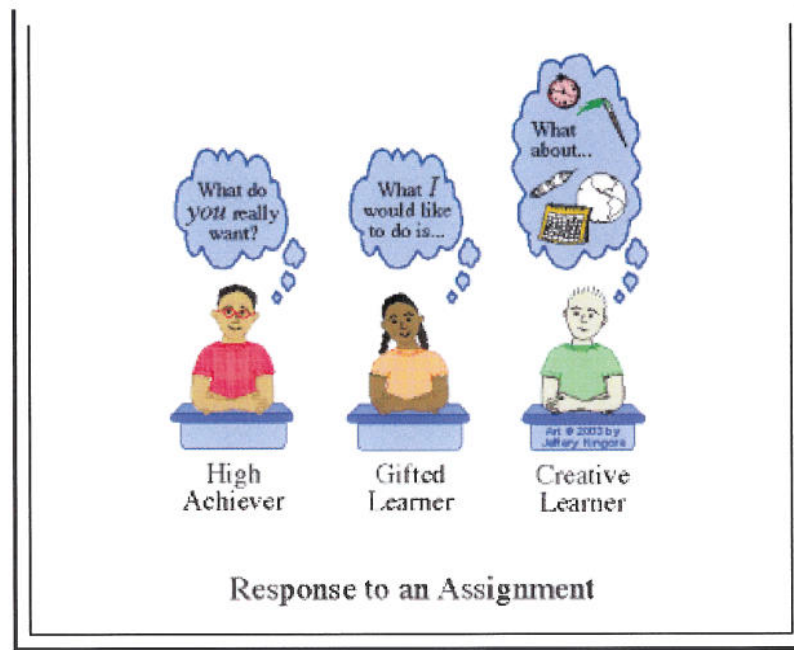
Educators with expertise in gifted education are frustrated trying to help other educators and parents understand that while high achievers are valuable participants whose high-level modeling is welcomed in classes, they learn differently from gifted learners. In situations in which they are respected and encouraged, gifted students' thinking is more complex with abstract inferences and more diverse perceptions than is typical of high achievers. Articulating those differences to educators and parents can be difficult.

In 1989, Janice Szabos published a comparison of the bright child and the gifted learner. Her comparison helps to delineate differences between the two groups and provides a useful format for discussions. However, some of the items listed in the comparison are questionable. For example, the gifted learner is credited with having wild, silly ideas. In reality, it is creative thinkers who exhibit the ideas often called wild or silly; not all gifted learners demonstrate that aspect of the creative process. As a second example of concern, Szabos lists bright children as enjoying straightforward, sequential presentations. This behavior seems more associated with learning preferences than with ability. Arguably, some gifted learners also enjoy straightforward, sequential presentations, but their questions and responses to such a presentation may dramatically differ from the questions and responses of bright children. As a final example, Szabos' comparison states that gifted learners prefer adults while bright children enjoy peers. This statement has negative connotations leading to the stereotype that gifted learners are so out of sync with society and have such poor social skills that they can only communicate with adults. In reality, gifted learners seek idea-mates rather than age-mates. They enjoy the company of peers when the peer group understands the shared ideas.

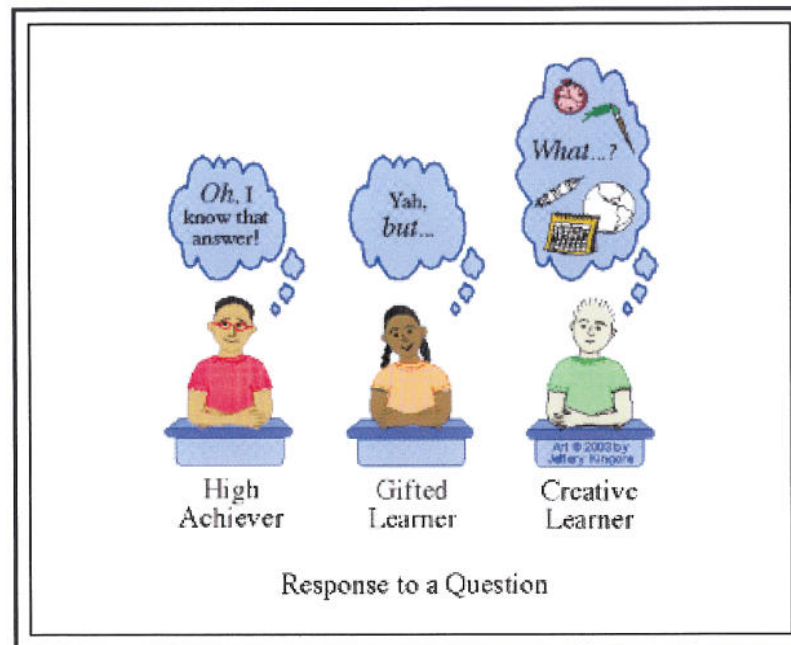
Responding to those concerns, a three-way comparison of a high achiever, a gifted learner, and a creative thinker is proposed for you to consider and ponder. No column is intended to be mutually exclusive. For example, a high achiever might also be a creative thinker, and a gifted learner might also be a creative thinker; a creative thinker might also be a high achiever, and a gifted learner might also be a high achiever. This three-column comparison emerged over several years while working with students representing all three of these groups. Hundreds of teachers and students reviewed and discussed the items as the comparison developed.

These students and teachers found the following cartoons helpful in understanding the comparison since high achievers, gifted learners, and creative thinkers co-exist in many classrooms. In the first cartoon, the teacher announces an assignment, and the high achiever quickly tries to determine what the teacher most wants so he can please and satisfy the teacher's intentions: "What do you really want?" The gifted learner ponders what to do that would most interest her as she learns: "What I would like to do is..." Simultaneously, the creative thinker's mind begins to race with all of the diverse and varied possibilities that could be explored:





Later, in the second cartoon, the teacher poses a question to the class. The high achiever is delighted because he knows the answer and is in control: "Oh, I know that answer!" The gifted learner considers multiple nuances and alternative perspectives: "The question could mean..." or "It might suggest..." or "Another way to say that is..." or "Yah, but..." The creative thinker is still obsessed with the seemingly endless possibilities of the earlier assignment, concentrating so much on his ideas that he completely misses the teacher's question:



Consider sharing this three-way comparison with your gifted students to elicit their perceptions. If you wish, their responses can be shared with the author at the email listed below. Stimulating discussion rather than fostering agreement is the goal. The results might clarify or extend understanding among administrators, teachers, parents, and students of the marvelous similarities and differences among high achievers, gifted learners, and creative thinkers.

**Gifted learners prefer idea-mates rather than age-mates.
They enjoy the company of peers when the peer group
understands the shared ideas.**

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
	Anticipates and relates	

A CREATIVE THINKER.....

Sees exceptions.

Wonders.

Daydreams; may seem off task.

Overflows with ideas, many of which will never be developed.

Plays with ideas and concepts.

Injects new possibilities.

Is in own group.

Shares bizarre, sometimes conflicting opinions.

Questions: What if...

Questions the need for mastery.

Overflows with ideas—many of which will never be developed.

Prefers the company of creative peers, but often works alone.

Relishes wild, off-the-wall humor.

Makes mental leaps: Aha!

Initiates more projects than will ever be completed.

Is independent and unconventional.

Is original and continually developing.

Enjoys creating.

Improvises.

Is an inventor and idea generator.

Creates and brainstorms well.

Is intuitive.

Is never finished with possibilities.

May not be motivated by grades.

Is idiosyncratic.

Steps to Consider in the Administration of the LSA Paper Questionnaire

Note to teachers:

Plan and implement a well-organised and personalised introduction to LSA.

Briefly describe the Learning Styles concept and the LSA instrument. Explain how to respond to the questionnaire and how to fill out the personal data requested on the Response Sheet.

Please explain to your students:

1. This is NOT a "Test"! It may look like a test, smell like a test and even taste like a test - but it is not!
2. There are no right or wrong answers, only ones that are true for you. This assessment will give you some important ideas to help you become a more successful learner. The result will also help your parents, the school and your teachers adjust their teaching methods and learning environment to help YOU learn better.
3. When you are answering the questions, think of a situation when you are learning something new and/or difficult.
4. When using the LSA Junior Mini: for each statement, choose one of the three possible answers: True, False, I Don't Know. When using the other instruments, you can tick as many statements per question as you need to (tick all those and only those that apply to you).
5. If you need to get up and take a break during the time you are working on this feel free to do so, just remember to be careful and not to disturb anyone else.
6. In this instrument, some statements will be exactly the same or mean the opposite. This is necessary to make sure the tool is working correctly.
7. Ask: "Are there any questions?"
8. Suggest: "Let's do the first question together."
9. Ask again: "OK, any questions?"
10. Reassure them: "If you have any questions during this activity please feel free to raise your hand and I will help you."
11. Tell them: "Now begin, and remember - be honest!"

Alternative methods of administration:

- Read aloud the statements for students if they are too young or can't read well.
- Give choices for how to do the assessment: i.e. a quiet corner, read aloud, more than one sitting, nibbles allowed, etc.
- Administer in 2 sessions - first the questionnaire, then tally up & fill in response sheet.

After completion of the paper questionnaire, check that the Response Sheet is correctly filled out as only this page needs to be handed in for the school to process it on the computer. Students keep the questionnaire for later discussions with their teachers and/or parents.



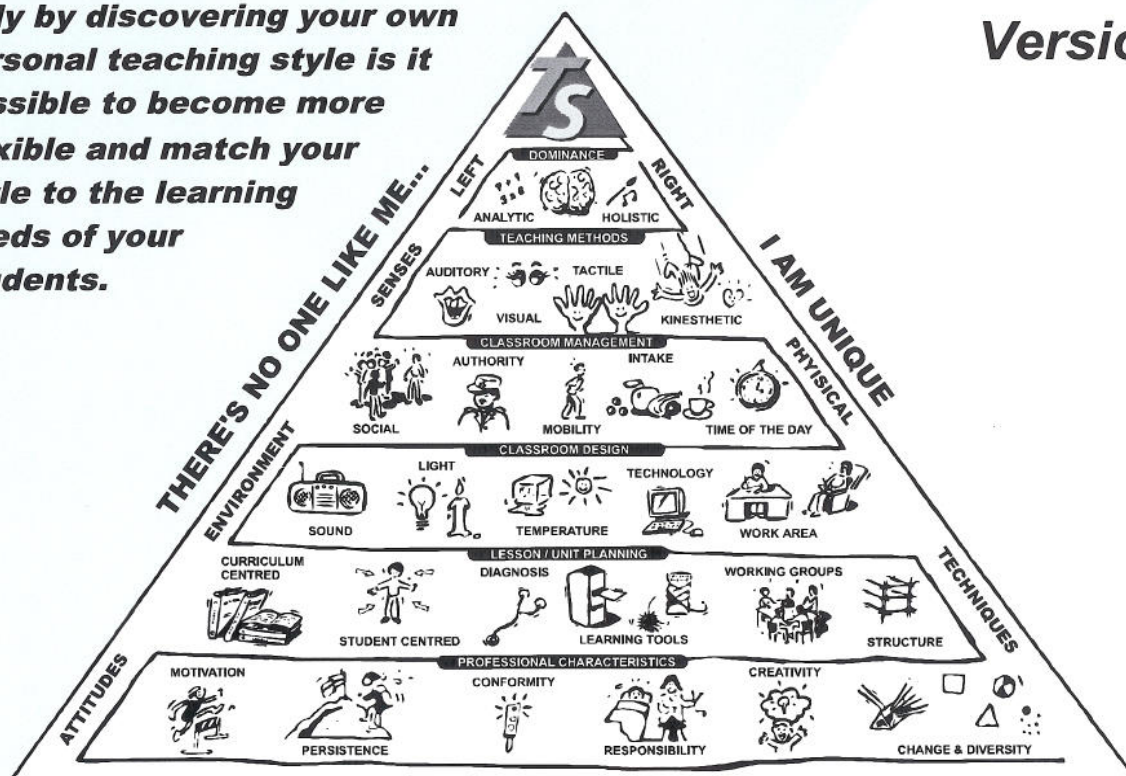


Teaching Style Analysis™

Teaching Style Analysis™

Education Version

Only by discovering your own personal teaching style is it possible to become more flexible and match your style to the learning needs of your students.



Teaching Style Analysis™

© CREATIVE LEARNING SYSTEMS

The statements on the following pages will help you recognise your personal Teaching Style. By responding as quickly and honestly as you can, you will get the results most useful to you.

Please follow these instructions carefully:

- 1** Answer the following statements according to the **FREQUENCY** of their occurrence in your teaching within a certain time span – could be for a whole school year or for the duration of a full course or teaching programme.
- 2** Rate yourself by circling one number for each question and work through Parts I & II of the questionnaire as quickly as possible, without analysing or going back.
- 3** **REMEMBER:** This is not a test, there are no trick questions, no 'right' or 'wrong answers'.
- 4** Transfer the results onto the Response Sheet and return it for processing, or enter your results into the TSA-Ed software programme.

NB: Some of the factors may be beyond your influence, nevertheless, please let your answers reflect the ACTUAL situation in your most recent teaching experiences.

This questionnaire may be copied for the purpose of entering scores in CLC Style Analysis Software.

Available through: Creative Learning, PO Box 25-724, St. Heliers, Auckland, New Zealand
Ph: +64 9 309 3701 Fax: +64 9 309 3708 E-mail: info@clc.co.nz Website: www.clc.co.nz

Teaching Style Analysis™ - Questionnaire Part I

Name: _____ School: _____

Answer the following questions according to the FREQUENCY of their occurrence in your teaching. (Circle one number only for each answer)

Please rate yourself: **5 - Almost always** **2 - Occasionally**
 4 - Frequently **1 - Hardly ever**
 3 - Sometimes **0 - It depends/undecided**

1. Do you use background music during your classes? _____ 5 4 3 2 1 0
2. Do you keep your classroom quiet (except during discussions)? _____ 5 4 3 2 1 0
3. Are there computers and other electronic media available in your classroom? 5 4 3 2 1 0
4. Do you expect your students to work at their desks? _____ 5 4 3 2 1 0
5. Do you allow students to sit on the floor, cushions or soft furniture in class? _ 5 4 3 2 1 0
6. Is it uncomfortable for you if there is not enough artificial light in your classroom? _____ 5 4 3 2 1 0
7. Do you provide the opportunity for students to work in low light areas? _____ 5 4 3 2 1 0
8. Are you aware that temperature can influence your students' concentration? _ 5 4 3 2 1 0
9. Do you allow your students to wear warm comfortable clothes in class? _____ 5 4 3 2 1 0
10. Do you instruct your students to work by themselves in your classes? _____ 5 4 3 2 1 0
11. Do you allow your students to work with a friend during classes? _____ 5 4 3 2 1 0
12. Do you provide learning tasks for small groups of students? _____ 5 4 3 2 1 0
13. Are there possibilities for your students to work within team projects in class? 5 4 3 2 1 0
14. Are you closely controlling your students' school or classwork? _____ 5 4 3 2 1 0
15. Do you tend to step back and become the facilitator of your students' learning? _____ 5 4 3 2 1 0
16. Are your students required to sit still during the learning process? _____ 5 4 3 2 1 0
17. Do you allow your students to stand up, stretch or move around while they are listening to you, or learning something difficult? _____ 5 4 3 2 1 0
18. Do you do energising exercises (like Brain Gym, or cross-overs) with your students in class to help them concentrate better? _____ 5 4 3 2 1 0
19. Are your students generally allowed to eat, nibble or drink water during class? 5 4 3 2 1 0
20. Do you get annoyed when your students chew on pens, pencils and other things while you teach? _____ 5 4 3 2 1 0
21. Do you suggest that students should have their 'most difficult' subjects during morning hours while they are fresh? _____ 5 4 3 2 1 0
22. Are you aware that your students' learning ability is influenced by their bio-rhythm (their best time of day)? _____ 5 4 3 2 1 0

Teaching Style Analysis™ - Questionnaire Part I

Name: _____ School: _____

Answer the following questions according to the FREQUENCY of their occurrence in your teaching. (Circle one number only for each answer)

Please rate yourself:

5 - Almost always
4 - Frequently
3 - Sometimes

2 - Occasionally
1 - Hardly ever
0 - It depends/undecided

- | | | | | | | |
|--|---|---|---|---|---|---|
| 23. Do you make sure your students feel good about your teaching? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 24. Can your students physically experience what they are learning in your class? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 25. Is there a lot of hands-on tasks for your students in your teaching? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 26. Are your students allowed to fiddle, doodle or hold something while listening or speaking during your classes? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 27. Do you provide possibilities for your students to visualise what they have heard, seen or read? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 28. Do you use a lot of visuals (like pictures, OH transparencies, mind maps, graphics, wall charts, videos) in your teaching? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 29. Is there sustained silent reading (up to 30 minutes) going on in your classes? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 30. Do you accept that some students need to talk to themselves (out loud or in their head) to better understand what they are learning? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 31. Do you insist that your students participate in class / group discussions? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 32. When you teach something new and difficult, do you lecture to the whole class, standing in front of the black / white board? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 33. Do you like your teaching job and are you interested in learning new professional skills? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 34. Do you tend to complete tasks/projects even when they are boring or difficult? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 35. Do you expect your students to strictly follow rules and regulations set by the school and yourself? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 36. Do you question the school rules/education system you have to work under? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 37. Is your teaching job important to you and do you take your duties seriously? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 38. Do you make sure that your students' different learning styles are matched and do you teach according to their learning needs? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 39. Would you say that you are creative in your teaching? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 40. Once you have established classroom routines, do you strictly follow them? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 41. Do you like change and get bored when you have to follow routines in your daily classroom work? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 42. Are you concerned about curriculum content and following your lesson plans? _____ | 5 | 4 | 3 | 2 | 1 | 0 |

Teaching Style Analysis™ - Questionnaire Part I

Name: _____ School: _____

Answer the following questions according to the FREQUENCY of their occurrence in your teaching. (Circle one number only for each answer)

Please rate yourself:

5 - Almost always	2 - Occasionally
4 - Frequently	1 - Hardly ever
3 - Sometimes	0 - It depends/undecided

- | | | | | | | |
|--|---|---|---|---|---|---|
| 43. Are you seriously interested HOW your students learn? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 44. Do you use assessment instruments to find out your students' learning styles? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 45. Do you plan for individualised instructions in your lessons to match your students' varying learning abilities? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 46. In your planning, do you incorporate learning tools that your students can manipulate for better understanding of difficult content? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 47. When you plan your lesson / teaching unit, do you devise activities for students to work by themselves? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 48. When you plan your lesson / teaching unit, do you devise activities for students to work within a team or small group? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 49. When you plan your lesson / teaching unit, do you devise activities for teaching one large group (the entire class)? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 50. Do you give your students clear guidelines and instructions for carrying out difficult learning tasks? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 51. Do you provide opportunities for your students to solve problems and figure out things for themselves without receiving directions from you? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 52. Are you serious and logical in your interaction with students? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 53. Is your teaching rather impersonal, mainly based on facts and data? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 54. Do you test / grade your students only on details and factual knowledge? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 55. Do you use personal experiences, practical exercises and overviews in your teaching? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 56. Do you allow your students to socialise, report personal experiences and have fun during the learning process? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 57. Do you test / grade your students on general concepts and personal effort? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 58. Do you insist that your students reflect and think things through before they give answers or begin a task in your class? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 59. Is it annoying to you when your students interrupt and don't think before they answer questions or do something? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 60. Do you encourage your students to work on more than one thing at a time? _____ | 5 | 4 | 3 | 2 | 1 | 0 |
| 61. Does your teaching move in a logical sequence and/or contain a lot of details? _____ | 5 | 4 | 3 | 2 | 1 | 0 |

Teaching Style Analysis™ - Questionnaire Part II

Name: _____ School: _____

Rate your SUCCESS in teaching the following types of students in your classes / courses.
(Circle one letter in each student category)

I succeed:	6 - Nearly all the time 5 - Frequently 4 - Often	3 - Sometimes 2 - Rarely 1 - Never	0 - Not applicable				
1. High achievers _____	6	5	4	3	2	1	0
2. 'Gifted' / highly talented _____	6	5	4	3	2	1	0
3. Average _____	6	5	4	3	2	1	0
4. Slow and poor learners _____	6	5	4	3	2	1	0
5. 'Learning different' or learning disabled _____	6	5	4	3	2	1	0
6. 'Special needs' _____	6	5	4	3	2	1	0
7. Underachievers _____	6	5	4	3	2	1	0
8. Discipline problems _____	6	5	4	3	2	1	0
9. Hyperactive _____	6	5	4	3	2	1	0
10. Articulate _____	6	5	4	3	2	1	0
11. Low verbal ability _____	6	5	4	3	2	1	0
12. Overly talkative _____	6	5	4	3	2	1	0
13. Bilingual _____	6	5	4	3	2	1	0
14. Non-English speaking _____	6	5	4	3	2	1	0
15. Active and mobile _____	6	5	4	3	2	1	0
16. Passive and quiet _____	6	5	4	3	2	1	0
17. Emotionally stable _____	6	5	4	3	2	1	0
18. Emotionally troubled _____	6	5	4	3	2	1	0
19. Not responsible _____	6	5	4	3	2	1	0
20. Not persistent _____	6	5	4	3	2	1	0
21. Non-conforming _____	6	5	4	3	2	1	0
22. Unmotivated for learning _____	6	5	4	3	2	1	0
23. Conforming _____	6	5	4	3	2	1	0
24. Highly responsible _____	6	5	4	3	2	1	0
25. Very persistent _____	6	5	4	3	2	1	0
26. Strongly motivated for learning _____	6	5	4	3	2	1	0
27. Analytical and logical _____	6	5	4	3	2	1	0
28. Holistic and creative _____	6	5	4	3	2	1	0
29. Reflective thinkers _____	6	5	4	3	2	1	0
30. Impulsive risk takers _____	6	5	4	3	2	1	0
31. Adult learners _____	6	5	4	3	2	1	0
32. Primary / Elementary pupils _____	6	5	4	3	2	1	0
33. High school juniors _____	6	5	4	3	2	1	0
34. High school seniors _____	6	5	4	3	2	1	0
35. University students _____	6	5	4	3	2	1	0

Teaching Style Analysis™

RESPONSE SHEET

PLEASE PRINT IN BLOCK LETTERS

First Name: _____ Last Name: _____
 Organisation: _____
 Position/Title: _____ Group: _____
 Address: _____
 E-mail: _____ Fax: _____
 Nationality: _____ Age: _____
 Gender: _____ Date: _____

Please return this page only for processing or enter scores into the TSA computer program.

INDIVIDUAL SCORES

PART I: Transfer your answers from questions 1 - 61

1 <input type="checkbox"/>	2 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	43 <input type="checkbox"/>	44 <input type="checkbox"/>	57 <input type="checkbox"/>	58 <input type="checkbox"/>
3 <input type="checkbox"/>	4 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	31 <input type="checkbox"/>	32 <input type="checkbox"/>	45 <input type="checkbox"/>	46 <input type="checkbox"/>	59 <input type="checkbox"/>	60 <input type="checkbox"/>
5 <input type="checkbox"/>	6 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input type="checkbox"/>	33 <input type="checkbox"/>	34 <input type="checkbox"/>	47 <input type="checkbox"/>	48 <input type="checkbox"/>	61 <input type="checkbox"/>	
7 <input type="checkbox"/>	8 <input type="checkbox"/>	21 <input type="checkbox"/>	22 <input type="checkbox"/>	35 <input type="checkbox"/>	36 <input type="checkbox"/>	49 <input type="checkbox"/>	50 <input type="checkbox"/>		
9 <input type="checkbox"/>	10 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	37 <input type="checkbox"/>	38 <input type="checkbox"/>	51 <input type="checkbox"/>	52 <input type="checkbox"/>		
11 <input type="checkbox"/>	12 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	39 <input type="checkbox"/>	40 <input type="checkbox"/>	53 <input type="checkbox"/>	54 <input type="checkbox"/>		
13 <input type="checkbox"/>	14 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>	41 <input type="checkbox"/>	42 <input type="checkbox"/>	55 <input type="checkbox"/>	56 <input type="checkbox"/>		

PART II: Transfer your answers from questions 1 - 35

1 <input type="checkbox"/>	2 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>
3 <input type="checkbox"/>	4 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>
5 <input type="checkbox"/>	6 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>
7 <input type="checkbox"/>	8 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input type="checkbox"/>	31 <input type="checkbox"/>	32 <input type="checkbox"/>
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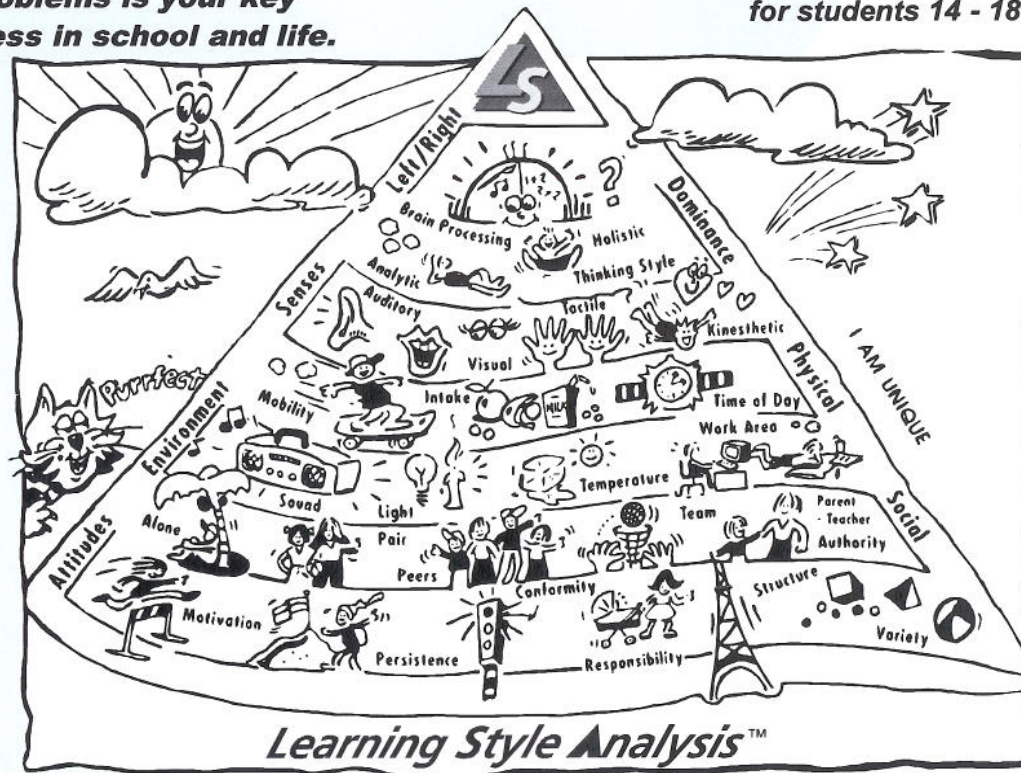
Learning Style Analysis™

Learning Style Analysis™

How you study, think and solve problems is your key to success in school and life.

Senior Version

for students 14 - 18 years



The statements on the following pages will help you to recognise your personal Learning Style. By answering as accurately as you can, you will get the most useful results, and you will understand how you learn best.

Please follow these instructions carefully:

1

Read through each statement and think about yourself when you are learning or studying something new and/or difficult, when you have to concentrate or work on a topic / project / assignment that is difficult for you.

2

Indicate how you would prefer to do things, not how you have to do them right now. This is not a test, there are no trick questions, no "right" or "wrong" answers.

3

Choose only statements that are really true for you - when your reaction is something like: "Yes that's me!" Mark them with a tick (✓), leave the others blank.

4

Add up the numbers of your ticks ✓✓✓ (0 - 4) in each section (1A - 15B) and write the results into the provided boxes on each page.

5

Transfer your results on to the LSA Response Sheet, return it for processing or enter your SCORING TOTALS into the LSA-Senior software programme on your computer.

This questionnaire may be copied for the purpose of entering scores in CLC Style Analysis Software.

Available through: Creative Learning, PO Box 25-724, St. Heliers, Auckland, New Zealand
Ph: +64 9 309 3701 Fax: +64 9 309 3708 E-mail: info@clc.co.nz Website: www.clc.co.nz

Name: _____ Class: _____

Mark only statements that are really true for you!

- 1A I really need it quiet when I concentrate.
 When I study or read I have to get away from noise and distractions.
 Traffic noise, music, the TV and talking reduces my concentration.
 People around me, who talk and move, really bother me when I study or read.
- 1B I like background music when I read or study.
 I just can't concentrate when the classroom is absolutely quiet.
 When I do my homework, I like to be in a place where other people are talking or working.
 I can study, read or concentrate much better with the TV or radio on.
- 2A I prefer to work with lots of light.
 I can't study or read in a room with low light.
 When I concentrate, read or study I switch on all the lights in the room.
 I like to read or do my homework outdoors.
- 2B I prefer classrooms or study areas with low or dim light.
 I like to do my homework with most of the lights off.
 Too much fluorescent light gives me headaches and/or makes me jumpy or nervous.
 I can read under tables and in dark corners.
- 3A I work best in a room with a warm, comfortable temperature.
 I prefer the warmer weather months of spring and summer.
 I can't think when I am cold.
 I like to wear sweaters or extra clothing even indoors.
- 3B I really like cool temperatures in classrooms or study areas.
 When it's too warm, I can't concentrate.
 I prefer the cooler weather months of the school year.
 I don't like wearing warm clothes indoors, they make me feel uncomfortable.
- 4A I like to sit up straight when I write or study.
 I just can't do my schoolwork if I lie down or stretch out.
 I work and concentrate best in a study library.
 I prefer to do my homework at a table or desk.
- 4B I prefer to sit on a soft chair, cushion or couch when I study.
 I just can't concentrate when I have to sit at a desk or table.
 Sometimes I work on my bed or stretched out on a couch.
 I really like to read or study on the floor.
- 5A I enjoy finding out about new things in my school subjects.
 It's important to me that I am successful in my studies.
 I feel good when I do well at school.
 I always want to learn more.
- 5B School is very boring for me.
 I'd rather do other things than go to school or study.
 Nobody really cares if I do well in school.
 It's hard to find anything interesting I could study or learn.

Name: _____ Class: _____

Mark only statements that are really true for you!

- 6A ___ No one has to remind me to get my schoolwork done.
 ___ I don't like leaving a project unfinished to start a new one.
 ___ I always try to finish my assignments and tasks before I do something else.
 ___ I like to stick to a task until it's finished.
- 6B ___ When I am interested, no-one has to remind me to finish something.
 ___ I really like having several projects going at the same time.
 ___ I get bored if I can't do many different things at a time.
 ___ I study best when I can take breaks often, or do something else in between.
- 6C ___ I have to be reminded over and over again to do things I am supposed to do.
 ___ Whenever I can, I put things off, hoping I won't have to do them.
 ___ I rarely finish things I start and someone has to push me to do my homework.
 ___ When I take a break, I get distracted and often forget to go back to my task.
- 7A ___ I almost always do what I'm told to do, or what's expected of me.
 ___ I like to be given rules, then I know what to do.
 ___ I respect my teachers and listen to their instructions.
 ___ I learn better when I know someone will check up on my work.
- 7B ___ I always like to do things my way.
 ___ I prefer to make up my own rules and I often hear that I am a rebel.
 ___ Sometimes I challenge a teacher or adult if I feel strongly about an issue.
 ___ I believe schools have too many rules and regulations for students.
- 7C ___ I always like to do what's right and keep my promises most of the time.
 ___ People should not make excuses for not doing the right thing.
 ___ When I do something wrong, I apologise and try to correct it as soon as I can.
 ___ School is important to me and I take my studies seriously.
- 7D ___ Having fun is much more important than going to school or studying.
 ___ I don't always do the "right" thing or what teachers/adults expect me to do.
 ___ Often I can't be bothered correcting my mistakes.
 ___ Most of the time I don't keep my promises and don't think of the consequences.
- 8A ___ I like to be told exactly how to do something.
 ___ My schoolwork is much better when I can follow instructions.
 ___ I prefer to receive clear directions before I start something.
 ___ For difficult tasks I need clear guidelines, then I know what to do.
- 8B ___ I don't like to be told how to do things.
 ___ Unless I'm stuck, I'd rather try different solutions than ask for help.
 ___ I prefer to figure out how to get things done without following instructions.
 ___ I like to work things out for myself.
- 8C ___ Once I have developed a routine I like to stick with it.
 ___ I don't like changes to my work or study pattern.
 ___ I need daily routines to get my schoolwork done.
 ___ When I work on something difficult, I follow the same procedure each time.

Name: _____ Class: _____

Mark only statements that are really true for you!

- 8D I always like to find new ways of doing things.
 I get bored when I have to follow the same routines.
 I enjoy change and variety in my daily schoolwork.
 When I have to do the same tasks, I try to do them differently each time.
- 9A I can concentrate and learn best when I am alone.
 When I work on something difficult, I really like to do it by myself.
 I usually don't like working or studying in groups.
 When I study I don't want someone trying to help me.
- 9B I prefer to study with one other classmate.
 I get more done when I have a partner to work with.
 My concentration is better when I can work or study with someone from my class.
 I learn more and remember better if I can discuss it with a friend.
- 9C I enjoy working on team projects.
 It's fun to work on a study assignment with three or four friends.
 Being part of a team gives me better understanding of what I have to learn.
 I prefer to work with a team rather than working alone.
- 9D Working and learning in a group of students helps me to get better results.
 I need several classmates to talk about what I am supposed to learn.
 We all help each other when we work or study as a group.
 I really like studying with a group of like minded friends, often without a leader.
- 9E I feel uncomfortable when people are checking up on me at school or at home.
 I don't like people in authority telling me what to do.
 I'd rather not have discussions about difficult tasks with my superiors.
 Working closely with someone in authority is something I try to avoid.
- 9F I often need a teacher or coach to explain or show me HOW things are done.
 It's better for me to work directly with a teacher on more difficult tasks.
 I like my teachers to review my school and homework regularly.
 I prefer to discuss things with my teachers before I begin a difficult assignment.
- 9G It's really important to me that my parents are interested in my studies.
 I often need a grown-up family member to discuss schoolwork with me.
 I like it when an adult in my family helps me with my homework.
 I feel good about making my parents/family proud of my school successes.
- 10A I really like lectures and usually remember the content well.
 I learn best when I hear the teacher explain something.
 I like to listen to audio tapes, the radio or when someone reads to me.
 I can remember best by listening and discussing.
- 10B I love debating and enjoy participating in discussion groups.
 For better understanding I need to talk about things I have learned.
 Talking out loud helps me to organise my thoughts.
 I remember best when I can explain to others what I have seen, heard or read.

Name: _____ Class: _____

Mark only statements that are really true for you!

- 10C I usually say the words in my head when I am reading.
 I understand difficult topics better when I can talk them over in my head.
 By talking to myself I often find solutions to my problems.
 When I worry I always have a lot of self-talk going on in my head.
- 10D I like computer programmes with lots of printed text.
 I remember best when I can read about something.
 I enjoy solving crossword puzzles and/or word games.
 I like reading and prefer books and assignments with clear, written instructions.
- 10E I really enjoy computer programmes with pictures, colours and graphics.
 Doodling helps me to remember what the teacher says.
 When I take notes I like to underline, highlight, use colours and my own symbols.
 I remember well what I see on TV, in a movie or video.
- 10F I often daydream in class.
 I can quite easily picture the outcome when I have to solve a problem.
 Visualising helps me to remember or understand what I have seen, heard or read.
 When I worry, I create images in my mind.
- 10G I learn best with hands-on activities, puzzles and games.
 I really enjoy working with my hands or to build and construct things.
 I prefer learning materials that I can touch, move and manipulate.
 When I am bored, have to listen or concentrate hard, I tend to fiddle a lot.
- 10H I prefer learning something by doing, by role-playing, and/or demonstrating.
 I like assignments where I have to do things away from school.
 I learn best by getting involved in real experiences.
 Field trips help me to understand what I have learned at school.
- 10I I can study best when I feel good about the topic and/or the teacher.
 Usually I understand new information by how I feel about it.
 Feeling good about what I have to learn is very important for me.
 When I search for solutions to problems I often follow my 'gut-feeling'.
- 11A I know I can listen and learn better if I am allowed to eat or drink at the same time.
 I often feel hungry or thirsty when I work, read or study.
 I like to snack, eat, nibble or drink while learning in class or doing my homework.
 When I am bored or have to concentrate hard, I often chew gum, a pen or pencil, my fingernails, or even my knuckles.
- 11B Chewing, eating or drinking distracts me when I'm doing homework.
 I usually eat before or after a study period.
 I concentrate better without snacking, chewing or drinking.
 I hardly ever think about eating or drinking when I am stressed or studying hard.
- 12A I would like to begin school early and finish right after lunch.
 My concentration is best in the early morning hours.
 Generally I like to get up between 6.00 and 8.00 a.m. or earlier.
 I remember things better from the early morning classes.

Name: _____ Class: _____

Mark only statements that are really true for you!

- 12B I wish I could have the most difficult subjects just before lunch.
 Usually I start to come 'alive' after 10 a.m.; before that my brain feels sluggish.
 I can concentrate best in classes just before the middle of the day.
 I prefer to work on difficult learning tasks during the late morning hours.
- 12C I am most alert during the afternoon hours.
 I wish school would begin after lunch.
 I prefer to study and do more complicated tasks in the afternoon.
 I like to do my homework right after I get home from school.
- 12D I like to stay up late to study or do my homework.
 I usually feel wide awake when I'm supposed to go to sleep.
 I can read or concentrate best on my schoolwork in the evening after 8 p.m.
 I wish school would start at night.
- 13A When I'm studying I often stretch, get up, walk away from my work, and then come back.
 It's really difficult for me to sit still for a long time.
 I wish my teachers would let me stand or walk around when I'm listening.
 Sometimes I like to pace around the room when I think, read or try to remember.
- 13B I hardly ever change my position when I'm studying or reading.
 I like to settle in, get comfortable and work until I'm finished.
 I don't fidget or move around while I concentrate, read or study.
 I don't like interruptions or having to get up when I do my homework.
- 14A Quite often I start a book, magazine or newspaper in the middle or at the end first.
 I prefer teachers who have a sense of humour and tend to go off on 'tangents'.
 I always like to know the outcome/ending or where I am going before I start.
 I remember best when I hear a story or see pictures about what I am learning.
- 14B I hardly ever start reading a book at the end first or dip into the middle.
 I prefer teachers who stay on the topic and don't tell irrelevant jokes or stories.
 I like assignments that move step by step to an answer or a conclusion.
 Lots of details help me to understand difficult learning content.
- 15A I get bored if I have to think about something for too long.
 Most of the time I don't think before I speak or do something.
 In conversations I often interrupt and blurt out answers, even when I am not asked.
 Teachers and parents tell me that I am a risk taker and often make snap decisions.
- 15B To really understand what I'm learning I need to reflect and ponder on it.
 When teachers ask me questions I have to think before I can give an answer.
 I hardly ever make snap decisions and don't interrupt in conversations.
 I always think about the consequences before I do something.

Hand back your results to your teacher or enter them into the computer programme if provided.



Learning Style Analysis™

**Senior Version (14 - 18 yrs)
RESPONSE SHEET**

PLEASE PRINT IN BLOCK LETTERS

First Name: _____ Last Name: _____

School: _____

Address: _____

Form/Class: _____ Group: _____

Nationality: _____ Age: _____

Gender (Male/Female): _____ Date: _____

Please keep the questionnaire and return this page only for entering scores into the LSA computer program

SCORING TOTALS 0 - 4

1A <input type="checkbox"/>	1B <input type="checkbox"/>	9D <input type="checkbox"/>	9E <input type="checkbox"/>
2A <input type="checkbox"/>	2B <input type="checkbox"/>	9F <input type="checkbox"/>	9G <input type="checkbox"/>
3A <input type="checkbox"/>	3B <input type="checkbox"/>	10A <input type="checkbox"/>	10B <input type="checkbox"/>
4A <input type="checkbox"/>	4B <input type="checkbox"/>	10C <input type="checkbox"/>	10D <input type="checkbox"/>
5A <input type="checkbox"/>	5B <input type="checkbox"/>	10E <input type="checkbox"/>	10F <input type="checkbox"/>
6A <input type="checkbox"/>	6B <input type="checkbox"/>	10G <input type="checkbox"/>	10H <input type="checkbox"/>
6C <input type="checkbox"/>	7A <input type="checkbox"/>	10I <input type="checkbox"/>	11A <input type="checkbox"/>
7B <input type="checkbox"/>	7C <input type="checkbox"/>	11B <input type="checkbox"/>	12A <input type="checkbox"/>
7D <input type="checkbox"/>	8A <input type="checkbox"/>	12B <input type="checkbox"/>	12C <input type="checkbox"/>
8B <input type="checkbox"/>	8C <input type="checkbox"/>	12D <input type="checkbox"/>	13A <input type="checkbox"/>
8D <input type="checkbox"/>	9A <input type="checkbox"/>	13B <input type="checkbox"/>	14A <input type="checkbox"/>
9B <input type="checkbox"/>	9C <input type="checkbox"/>	14B <input type="checkbox"/>	15A <input type="checkbox"/>
		15B <input type="checkbox"/>	

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A CREATIVE THINKER.....

Sees exceptions.

Wonders.

Daydreams; may seem off task.

Overflows with ideas, many of which will never be developed.

Plays with ideas and concepts.

Injects new possibilities.

Is in own group.

Shares bizarre, sometimes conflicting opinions.

Questions: What if...

Questions the need for mastery.

Overflows with ideas—many of which will never be developed.

Prefers the company of creative peers, but often works alone.

Relishes wild, off-the-wall humor.

Makes mental leaps: Aha!

Initiates more projects than will ever be completed.

Is independent and unconventional.

Is original and continually developing.

Enjoys creating.

Improvises.

Is an inventor and idea generator.

Creates and brainstorms well.

Is intuitive.

Is never finished with possibilities.

May not be motivated by grades.

Is idiosyncratic.