



# The Learner™

## Your Learning Styles Analysis

<i>Contents</i>	<i>Page</i>
a. An Overview of Your Learning Styles	Lng-2
b. Big Five Learning Strategies: An Explanation	Lng-3
• Strategies specific for levels of N (Need for Stability)	Lng-4
• Strategies specific for levels of E (Extraversion)	Lng-5
• Strategies specific for levels of O (Originality)	Lng-6
• Strategies specific for levels of A (Accommodation)	Lng-7
• Strategies specific for levels of C (Consolidation)	Lng-8
c. Other Learning Style Models	
• Academic Performance Goals	Lng-9
• Social Learning Styles	Lng-10
d. Learning-Related Behaviors	
• Distractions	Lng-11
• Performance under Autonomous Conditions	Lng-12
• Practice	Lng-13
• Safety	Lng-14
• SEA Leadership Model	Lng-15
• Team Roles for Cooperative Learning	Lng-16
e. Further Resources for Learning Styles	Lng-17

This standard Learner report comprises the most popular learning-related analyses in the CentACS collection. Other analyses are available on special request, and may be used in designing a customized Learner report for your individual use. Incidentally, when we analyze a model developed elsewhere than CentACS (such as FIRO-B), we are not assessing your actual performance in that model, but rather we are assessing the degree to which your Big Five scores would tend to provide natural energy for those models. Here are some of the additional analyses:

- Attitudes
- Conflict Management Style
- Conflict Proneness
- de Bono's Six Thinking Hats
- Diversity, Comfort with
- Emotional Intelligence
- Emotional Temperament
- Energy Level
- FIRO-B
- Holland Hexagon
- Innovation vs. Efficiency
- Johari Window
- Kirton Adaption/Innovation
- Kolb Learning Styles
- LASSI (Learning and Study Strategy Inventory)
- Problem-Solving Style
- Relation Style
- Relationship Developmnt
- Sternberg's Thinking Styles
- Team Formation
- The Experiential Learning Cycle
- The Jacobs/Fuhrmann Learning Styles
- Vermunt's Higher Education Styles
- Work Habits



## Learning-Related Behaviors: Distractions

### *Introduction and Definition of Sources of Distraction*

From our wide-ranging experiences in education—from teaching grade school to teaching graduate seminars, from doing independent study to guiding research interns, from designing courses to thoroughly researching a topic, we have discovered the significant role in learning that is played by the ability to resist distractions. Distractions of all kinds take the attention of the learner away from the learning task and decrease efficiency in the acquisition of knowledge and skills. We have identified five different, and major, sources or kinds of distraction, each associated primarily with a particular Big Five supertrait:

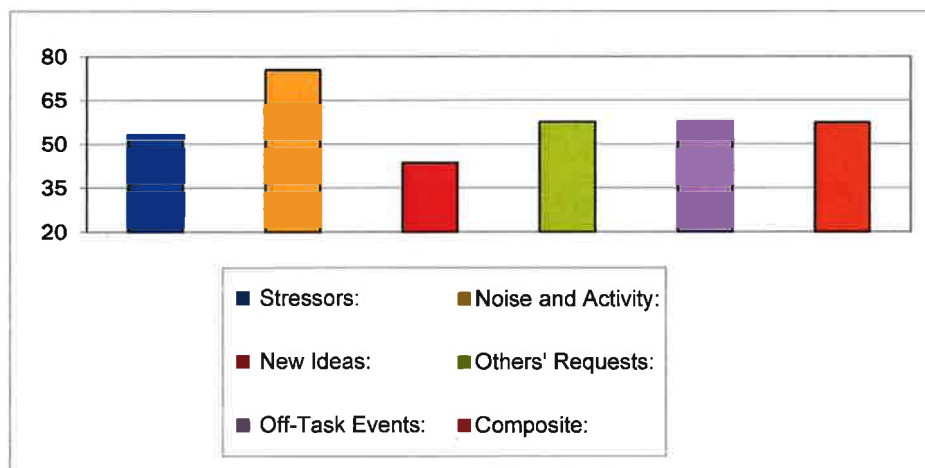
- **Stressors (N).** Anything that interposes itself between the learner and the learning goal, whether it is the need to do something for one's family or to take care of an errand. The higher the N, the more distracting such stressors tend to be. Learners with higher N need to figure out how to minimize the pressure of such obstacles to learning.
- **Noise and activity (E).** The higher the E score, the less likely one will be distracted by noise and levels of activity around them. Persons lower in E like it quiet and still, and find it increasingly difficult to concentrate when noise and activity levels rise.
- **New Ideas (O).** While normally chasing a new idea is ok, when trying to focus on a learning task, new ideas can be a bothersome distraction. The higher the O score, the more likely a person will find it harder to concentrate on the learning task at hand when presented with something new and unrelated to the current learning task.
- **Requests for assistance (A).** The higher the A score, the more likely a person will yield to requests from friends, family, and associates to provide help or assistance on a task unrelated to the learning goal. The lower the A score, the easier it is for the learner to say "no" to such requests.
- **Off-task opportunities (C).** Persons with higher C scores find it natural to concentrate on the learning task at hand until such time as it is completed, or at a natural stopping point. The lower the C score, the learner is more spontaneous and thereby easily distracted (by birds singing, nearby conversations, etc.) by anything going on within his or her range of perception.

The table and graph below present your relative ability to resist distraction in each of these five areas, as well as an estimate of your overall ability to resist distraction.



**Your Analysis**

Source of Distraction	Score	Level of Susceptibility
Stressors:	53	MEDIUM
Noise and Activity:	75	VERY HIGH
New Ideas:	44	LOW
Others' Requests:	58	HIGH
Off-Task Events:	58	HIGH
Composite:	57	HIGH



**Interpretation of Results**

"Whether you remain calm when something gets in the way of your learning goal depends on the situation—sometimes rival obligations are stressful to you, and other times not. You generally like it quiet and still, and find it increasingly difficult to concentrate when noise and activity levels rise. You find it natural and easy to resist being distracted by new ideas while trying to focus on your immediate learning task. You typically yield to requests from friends, family, and associates to provide help or assistance to them on a task unrelated to your immediate learning goal. Finally, you tend to be spontaneous and thereby easily distracted (by birds singing, nearby conversations, etc.) by anything going on within your range of perception. Overall, you are typically resistant to most kinds of distractions, finding it natural to concentrate on the learning task at hand."

**Resources for Further Information**

None to our knowledge. These sources of distraction simply come from the collective experience of the CentACS research staff.