

## Felder and Silverman's Index of Learning Styles

One of the most widely used models of learning styles is the Index of Learning Styles developed by Richard Felder and Linda Silverman. According to this model (which Felder revised in 2002) there are *four dimensions* of learning styles. Think of these dimensions as a continuum with one learning preference on the far left and the other on the far right.

<b>The Active/Reflective Scale: How do you prefer to process information?</b>	
<b>Active</b>	<b>Reflective</b>
Active learners learn by doing something with information. They prefer to process information by talking about it and trying it out.	Reflective learners learn by thinking about information. They prefer to think things through and understand things before acting.

<b>The Sensing/Intuitive Scale: How do you prefer to take in information?</b>	
<b>Sensing</b>	<b>Intuitive</b>
Sensing learners prefer to take in information that is concrete and practical. They are oriented towards details, facts, and figures and prefer to use proven procedures. They are realistic and like practical applications.	Intuitive learners prefer to take in information that is abstract, original, and oriented towards theory. They look at the big picture and try to grasp overall patterns. They like discovering possibilities and relationships and working with ideas.

<b>The Visual/Verbal Scale: How do you prefer information to be presented?</b>	
<b>Visual</b>	<b>Verbal</b>
Visual learners prefer visual presentations of material – diagrams, charts, graphs, pictures.	Verbal learners prefer explanations with words – both written and spoken.

<b>The Sequential/Global Scale: How do you prefer to organize information?</b>	
<b>Sequential</b>	<b>Global</b>
Sequential learners prefer to organize information in a linear, orderly fashion. They learn in logically sequenced steps and work with information in an organized and systematic way.	Global learners prefer to organize information more holistically and in a seemingly random manner without seeing connections. They often appear scattered and disorganised in their thinking yet often arrive at a creative or correct end product.

Adapted from: Felder, R. (1996). *Matters of Style*. ASEE Prism, December, pp. 18-23. See also: Felder, R. & Soloman, B. (2002) [Index of Learning Styles Page](#). (Source: Centre for Teaching Excellence, University of Waterloo)

To find out your learning style, complete an online Index of Learning Styles Questionnaire at:  
<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>

You will be able to get immediately your results with a description of the scoring system as it applies to you.