

LEFT BRAIN/RIGHT BRAIN

On your Learning Profile Response Sheet, circle the number of the statements that best describe you at this time in your life.

1. I remember names best.
2. I remember faces best.
3. I prefer to have things explained to me with words.
4. I prefer to have things explained by showing them to me.
5. I prefer classes with one assignment at a time.
6. I prefer classes where I work on many things at once.
7. I prefer multiple choice tests.
8. I prefer essay tests.
9. I am not good at body language; I prefer to listen to what people say.
10. I am good at body language.
11. I am not good at thinking of funny things to say and do.
12. I am good at thinking of funny things to say and do.
13. I prefer classes where I listen to experts.
14. I prefer classes where I move around and try things.
15. I decide what I think about things by looking at the facts.
16. I decide what I think about things based on my experience.
17. I tend to solve problems with a serious, business-like approach.
18. I tend to solve problems with a playful approach.
19. I like to use proper materials to get jobs accomplished.
20. I like to use whatever is available to get jobs accomplished.
21. I like my classes to be planned so I know exactly what to do.
22. I like my classes to be open with opportunities for changes as I go along.
23. I am neither imaginative nor inventive.
24. I am very imaginative and inventive.
25. I prefer classes when I am expected to learn about things I can use in the future.
26. I prefer classes when I am expected to learn things I can use right away.
27. I would rather not guess or play hunches.
28. I like to play hunches and guess.
29. I like to express feelings and ideas in plain language.
30. I like to express feelings and ideas in poetry, song, dance, and/or art.
31. I rarely get insights from poetry or symbols.
32. I usually get insights from poetry or symbols.
33. I prefer solving one problem at a time.
34. I prefer solving more than one problem at a time.
35. I respond more to people when they appeal to my logical side or my intellect.
36. I respond more to people when they appeal to my emotional side or my feelings.
37. I prefer to learn the well-established parts of a subject.
38. I prefer to learn about the unclear parts of a subject.
39. I prefer analytical reading, taking ideas apart and thinking about them separately.
40. I prefer creative reading, putting a lot of ideas together.
41. I prefer to use logic in solving problems.
42. I prefer to use intuition in solving problems.
43. I prefer to analyze problems by reading and listening to experts.
44. I prefer to see and imagine things when I solve problems.
45. I am very good at explaining things with words.

46. I am very good at explaining things with hand movements and actions.
47. I learn best from teachers who explain with words.
48. I learn best from teachers who explain with movements and actions.
49. When I remember or think about things, I do best with words.
50. When I remember or think about things, I do best with pictures and images.
51. I prefer to examine something that is finished and complete.
52. I prefer to organize and complete something that is unfinished.
53. I enjoy talking and writing.
54. I enjoy drawing and manipulating things.
55. I am easily lost in finding directions.
56. I am good at finding directions.
57. I am intellectual.
58. I am intuitive.
59. I prefer to learn details and specific facts.
60. I prefer to learn from a general overview and look at the whole picture.
61. I read for specific details and facts.
62. I read for main ideas.
63. I learn and remember only those things specifically studied.
64. I learn and remember details and facts in the environment, not specifically studied.
65. I like to read realistic stories.
66. I like to read fantasy stories.
67. It is more fun to plan realistically.
68. It is more fun to dream.
69. I prefer total quiet when reading and studying.
70. I prefer music while reading and studying.
71. I would like to write nonfiction books.
72. I would like to write fiction books.
73. I prefer individual counseling.
74. I prefer group counseling.
75. I enjoy copying and filling in details.
76. I enjoy drawing my own images and ideas.
77. It is exciting to improve things.
78. It is exciting to invent things.
79. I prefer to learn by examining.
80. I prefer to learn by exploring.
81. I am skilled in sequencing ideas.
82. I am skilled in showing relationships among ideas.
83. I prefer dogs.
84. I prefer cats.
85. I use time to organize my personal activities and myself.
86. I have difficulty in pacing my personal activities and myself.
87. I am strong in recalling names and dates.
88. I am strong in recalling spatial material.
89. I am skilled in the statistical, scientific prediction of outcomes.
90. I am skilled in the intuitive prediction of outcomes.
91. I prefer outlining to summarizing.
92. I prefer summarizing to outlining.
93. I prefer verbal instructions.
94. I prefer demonstrations.

LEFT BRAIN

Characteristics and Functions

Logical Thinking
Solves Problems by Breaking Them Apart
Sequential
Thinks Concretely
Talks to Think and Learn
Analytical
Serious Ideas/Logical Ideas
Critical Thinking
Parts/Segmented
Structured/Planned
Ordering/Sequencing
Objective Processing of Ideas
Prefers to Write and Talk
Auditory/Visual Learner
Follows Spoken Directions/Verbal Instructions
Verbal
Remembers Names
Convergent Thinking
Takes Few Risks
Looks for Differences
Math (Algebra)
Rational
Receptive

Evaluative Thinking
Thinks of One Thing at a Time
Focal Thinking
Linear
Verbal Memory
Controlled Experimenting
Abstract Math Computation
Reading/Phonics
Nonfiction
Writing
Interpreting Behavior
Verifying
Duplication and Application
Reality
Improving Known
Intellectual
Controls Feelings
Time-oriented
Prefers Objective Tests
Controls Right Side of the Body
Language Abilities
Dislikes Improvising
Little Use of Metaphors and Analogies

Implications for Learning

- Encourage logical, step-by-step problem solving.
- Break down concepts into smaller, sequential parts.
- Use concrete examples to make abstract concepts understandable.
- Discuss the role of organized concrete thinking.
- Learn various strategies to analyze problems.
- Understand solution steps in logical thinking.
- Use games, toys, materials with specific purposes.
- Break major concepts into parts and subgroups.
- Use materials that help organize (binders, planners).
- Use graphic organizers to illustrate parts of whole.
- Use manipulatives that demonstrate a process.
- Discuss or repeat orally while writing.
- Use verbal and written directions.
- Students repeat directions orally.
- Talk aloud while studying when appropriate.
- Discuss specific facts and details.
- Organize brainstorming ideas into a conclusion.
- Play games that minimize risk taking.
- Play games that encourage finding differences.
- Encourage involvement in math and science.
- Encourage talking through problems.
- Use or create humor

RIGHT BRAIN

Characteristics and Functions

- Prefers to Draw and Handle Objects
- Imaginations
- More Likely to Act on Emotions
- Self-acting
- Inventing
- Solves Problems by Looking at the Whole
- Visual/Spatial
- Spatially Oriented
- Kinesthetic Learner
- Visual Analysis
- Pictures Things to Think and Learn
- Playful/Loose Experimenting
- Random Exploration
- Follows Written or Demonstrated Directions
- Visual/Kinesthetic Instructions
- Creative Thinking/Synthesizing
- Relational Concepts
- Divergent Thinking
- Takes Risks
- Looks for Similar Qualities
- Musical Abilities
- Lets Feelings Go - Emotional
- Simultaneity
- Holistic/Gestalten
- Intuitive Thinking
- Evaluative Thinking
- Abstract
- Responsive
- Nonlinear
- Tonal Memory
- Humorous Ideas
- Math (Geometry)
- Subjective Processing of Ideas
- Simple Math Computation
- Diffuse Thinking
- Sight Reading
- Singing
- Dreaming
- Assuming
- Fantasy
- Fiction
- Affective Interaction
- Spontaneous
- Remembers Faces
- Prefers Essay Tests
- Controls Left Side of the Body
- Likes Improvising
- Use of Metaphors and Analogies

Implications for Learning

- Discuss, draw, write the concept before learning it.
- Encourage use of imaginations through creativity.
- Discuss the role of feelings in decision making.
- Use role-playing activities.
- Use creative craft materials for inventive projects.
- Use graphic organizers to illustrate whole concept.
- Use manipulatives to demonstrate spatial relationships.
- Use touch and movement activities.
- Use illustrations whenever possible.
- When in doubt, draw it out.
- Conduct experiments.
- Apply brainstorming strategies.
- Use written instructions.
- Have students create their own instructions.
- Demonstrate how to build or make something.
- Make collage pictures.
- Utilize open-ended discussions.
- Play games that encourage risk taking.
- Play games that encourage finding similarities.

- Encourage involvement in musical activities.
- Discuss acceptable outlets for emotions.
- Encourage simultaneous thinking.
- Observe completion of task before trying.
- Encourage students to create own problem solving systems.
- Use abstract materials.
- Encourage self-improvement.
- Devise methods to help with organizational skills.
- Use spelling aids and visual memory strategies.
- Use or create humor.

Directions: Using the questions you circled, find the characteristics that they are most closely aligned with. Are you RIGHT or LEFT brained? What can you do to improve your learning?
