

Teachers' meta-awareness test on cognitive and learning styles

(developed by the Unimore team)

Part A: Awareness on cognitive styles theories and assessment criteria

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| 1. The learning style could NOT be described as: | a) A quantitative evaluation of the student's ability to learn.
b) A mode of preferential learning to process information and experiences which is transversal to the contents.
c) The way in which the student consistently responds and uses stimuli in the learning context.
d) The individual's tendency to prefer a certain way to learn and study. |
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| 2. What are the information a teacher needs to have in order to properly teach to his/her students? | a) His/her own cognitive style.
b) His/her students' cognitive style.
c) The strategies to adapt the material to different styles.
d) All of the above. |
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| 3. What would you do to create the conditions that best fit the students' learning style? | a) Using always the same lesson structure in order to offer the same possibilities to everybody.
b) Basing classes on your own cognitive style in order for you to teach more comfortably.
c) Adapting the lesson to the cognitive style of the students who have the biggest difficulties in your subject.
d) Offering a wide variety of teaching methods, so as to meet the needs of all students. |
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| 4. Why is it important to have awareness of your cognitive style as a teacher? | a) Because so you can teach your style to your students.
b) Just for personal knowledge.
c) Because it influences your teaching and the recommendations you make to your students.
d) Because you can change it if you feel it is better. |
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| 5. How would you take into account the students' cognitive style in assessing? | a) Using standardized evaluation grids.
b) Using different assessment methodology, which could meet different styles.
c) Using multiple choice questions which implies recalling instead of production and are, therefore, easier for everyone.
d) Using open-ended questions, so the students can express themselves. |
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6. A student with a predominantly visual style of learning:
- e) Likes listening activities.
 - f) Tends to memorize through images and elements graphics.
 - g) Finds verbal instructions particularly suitable.
 - h) Prefers to solve problems with a physical "effort".
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7. A student with a predominantly auditory style of learning:
- a) Usually observes and does not speak.
 - b) Enjoy practical activities.
 - c) Has more difficulty with written indications.
 - d) Is particularly good in remembering faces.
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8. A student with a predominantly kinesthetic style of learning:
- a) Memorizes steps in sequence.
 - b) Likes reading activities.
 - c) Easily notices visual details.
 - d) Loves to manipulate objects.
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9. Which one of these is NOT a characteristic of a global student?
- a) Easily seeing the general picture and the relationships between ideas.
 - b) Doing many things at once and skipping the steps / details.
 - c) Easily tracking individual facts, but sometimes losing the main idea.
 - d) Finding it hard to explain something analytically and in detail.
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10. Which one of these is NOT a typical difficulty of a analytic student?
- a) Proceeding step by step without know the final outcome.
 - b) Getting in touch with the overview without knowing the individual steps.
 - c) Going to a subsequent task without before having brought the previous one back to.
 - d) Dealing with generic information without having the details.
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Part B: Practical situation test

a) Put a cross on the right match between teaching strategy and learner's style.

		Learning Styles				
		Visual	Auditory	Kinesthetic	Global	Analytical
Teaching strategies	Games and simulations	X		X		
	Problem solving					X
	Role playing			X		
	Presentations	X	X		X	
	Brainstorming		X			X
	Case study				X	
	Question and answer		X			X
	Project design			X	X	

a) Put a cross on the right match between assessment method and learner's style.

		Learning Styles				
		Visual	Auditory	Kinesthetic	Global	Analytical
Assessment methods	Multiple choice test	X		X		X
	Open-ended questions		X		X	
	Essay	X	X		X	
	Fill-the-blanks			X		X
	Diagrams and maps	X				X
	Oral exam		X		X	
	Hands-on practical			X		
	Short definitions	X		X		X