C.I.T.E. Learning Styles Instrument

Background on the C.I.T.E. Learning Styles Inventory

The C.I.T.E. Learning Styles Inventory is often used to identify learning styles for adults. The C.I.T.E. (Babich, Burdine, Albright, and Randol, 1976) was formulated at the Murdoch Teachers Center in Wichita, Kansas to help teachers determine the learning styles preferred by their students.

The C.I.T.E. is divided into three main areas: language, visual language, auditory numerical, visual numerical and auditory-visual language

- Information gathering includes auditory I, auditory numerical, visual numerical and auditory-visual-kinesthetic combination.
- Work conditions focus on whether a student works better alone or in a group.
- Expressiveness considers if a student is better at oral or written communication.

Scores on the *C.I.T.E. Learning Styles Inventory* fall into one of three categories: major, minor, and negligible. These categories may be defined as follows:

Major:	The student prefers this mode of learning, feels comfortable with it, and uses it for important (to the student) learning. A student does not necessarily have one and only one preferred style.
Minor:	The student uses this mode but usually as a second choice or in conjunction with other learning styles.
Negligible:	The student prefers not to use this if other choices are available. The student does not feel comfortable with this style.

		Most Like Me			Least Like Me
1	When I make things for my studies, I remember what I have learned better.	1	2	3	4
2	Written assignments are easy for me to do.	1	2	3	4
3	I learn better if someone reads a book to me than if I read silently to myself.	1	2	3	4
4	I learn best when I study alone.	1	2	3	4
5	Having assignment directions written on the board makes them easier to understand.	1	2	3	4
6	It's harder for me to do a written assignment than an oral one.	1	2	3	4
7	When I do math problems in my head, I say the numbers to myself.	1	2	3	4
8	If I need help in the subject, I will ask a classmate for help.	1	2	3	4
9	I understand a math problem that is written down better than one I hear.	1	2	3	4
10	I don't mind doing written assignments.	1	2	3	4
11	I remember things I hear better than if I read.	1	2	3	4
12	I remember more of what I learn if I learn it when I am alone.	1	2	3	4
13	I would rather read a story than listen to it read.	1	2	3	4
14	I feel like I talk smarter than I write.	1	2	3	4
15	If someone tells me three numbers to add, I can usually get the right answer without writing them down.	1	2	3	4

		Most Like Me			Least Like Me
16	I like to work in a group because I learn from the others in my group.	1	2	3	4
17	Written math problems are easier for me to do than oral ones.	1	2	3	4
18	Writing a spelling word several times helps me remember it better.	1	2	3	4
19	I find it easier to remember what I have heard than what I have read.	1	2	3	4
20	It is more fun to learn with classmates at first, but it is hard to study with them.	1	2	3	4
21	I like written directions better than spoken ones.	1	2	3	4
22	If homework were oral, I would do it all.	1	2	3	4
23	When I hear a phone number, I can remember it without writing it down.	1	2	3	4
24	I get more work done when I work with someone.	1	2	3	4
25	Seeing a number makes more sense to me than hearing a number.	1	2	3	4
26	I like to do things like simple repairs or crafts with my hands.	1	2	3	4
27	The things I write on paper sound better than when I say them.	1	2	3	4
28	I study best when no one is around to talk or listen to.	1	2	3	4
29	I would rather read things in a book than have the teacher tell me about them.	1	2	3	4
30	Speaking is a better way than writing if you want someone to understand what you really mean.	1	2	3	4

		Most Like Me			Least Like Me
31	When I have a written math problem to do, I say it to myself to understand it better.	1	2	3	4
32	I can learn more about a subject if I am with a small group of students.	1	2	3	4
33	Seeing the price of something written down is easier for me to understand than having someone tell me the price.	1	2	3	4
34	I like to make things with my hands.	1	2	3	4
35	I like test that call for sentence completion or written answers.	1	2	3	4
36	I understand more from a class discussion, than from reading about a subject.	1	2	3	4
37	I remember the spelling of a word better if I see it written down than if someone spells it out loud.	1	2	3	4
38	Spelling and grammar rules make it hard for me to say what I want to in writing.	1	2	3	4
39	It makes it easier when I say the numbers of a problem to myself as I work it out.	1	2	3	4
40	I like to study with other people.	1	2	3	4
41	When the teachers say a number, I really don't understand it until I see it written down.	1	2	3	4
42	I understand what I have learned better when I am involved in making something for the subject.	1	2	3	4
43	Sometimes I say dumb things, but writing gives me time to correct myself.	1	2	3	4

		Most Like Me			Least Like Me
44	I do well on tests if they are about things I hear in class.	1	2	3	4
45	I can't think as well when I work with someone else as when I work alone.	1	2	3	4

Learning Styles Instrument
Score Sheet

Name: _____ **Date:** _____

Visual Language		Auditory Numerical		Social – Group		Visual Numerical		Kinesthetic-Tactile	
5		7		8		9		1	
13		15		16		17		18	
21		23		24		25		26	
29		31		32		33		34	
37		39		40		41		42	
Total		**Total**		**Total**		**Total**		**Total**	
	x 2		x 2		x 2		x 2		x 2
Score		**Score**		**Score**		**Score**		**Score**	

Expressiveness-Oral		Auditory Language		Social – Individual		Expressiveness-Written	
6		3		4		2	
14		11		12		10	
22		19		20		27	
30		36		28		35	
38		44		45		43	
Total		**Total**		**Total**		**Total**	
	x 2		x 2		x 2		x 2
Score		**Score**		**Score**		**Score**	

Scoring Information

Major Learning Style	33 – 40	You prefer this learning style and feel comfortable using it.
Minor Learning Style	20 – 32	You use this style of learning, but usually as a second choice or in conjunction with other learning styles.
Negligible Use	5 – 20	You prefer not to use this learning style.

Learning Style Profile

Name: _____ **Date:** _____

	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38
						20 – 32 Minor Style							33 – 40 Major Style		
Visual Language Seeing words in books, charts, etc.															
Visual Numerical Seeing numbers rather than hearing.															
Auditory Language Hearing spoken words.															
Auditory Numerical Hearing numbers explained.															
Kinesthetic Handle, touch, feel while learning.															
Social-Individual Learn better by yourself.															
Social-Group Learn better in groups.															
Expressiveness-Oral Like to talk to tell what you've learned.															
Expressiveness-Written Like to write to tell what you've learned.															

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Description of the Nine Style Areas

Auditory Language
These students learn from hearing words spoken. They may vocalize or move their lips or throat while reading, particularly when striving to understand new material. They will be more capable of understanding and remembering words or facts that could only have been learned by hearing.

Visual Language
These students learn well from seeing words in books, on the board, charts or workbooks. They may even write down words that are given orally, in order to learn by seeing them on paper. These students remember and use information better if they have read it.

Auditory Numerical
These students learn from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy, and they may be successful with oral number games and puzzles. They may do just as well without their math book, for written materials are not important. They can probably work problems in their heads, and may say numbers out loud when reading.

Visual Numerical
These students must see numbers on the board, in a book, or on a paper in order to work with them. They are more likely to remember and understand math facts when they are presented visually, but don't seem to need as much oral explanation.

Auditory-Visual-Kinesthetic Combination
The A-V-K students learn best by experience, doing, and self-involvement. They profit from a combination of stimuli. The manipulation of materials, along with accompanying sight and sounds (words and numbers seen and heard) will aid their learning. They may not seem to understand or be able to concentrate or work unless totally involved. They seek to handle, touch and work with what they are learning.

Individual Learner
These students get more work done alone. They think best and remember more when the learning has been done alone. They care more for their own opinions than for the ideas of others. Teachers do not have much difficulty keeping them from over-socializing during class.

Group Learner
These students prefer to study with at least one other student, and will not get as much done alone. They value others' opinions and preferences. Group interaction increases their learning and later recognition of facts. Class observation will quickly reveal how important socializing is to them.

Oral Expressive
These students prefer to tell what they know. They talk fluently, comfortably, and clearly. Teachers may find that they know more than written tests show. They are probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for them. Organizing and putting thoughts on paper may be too slow and tedious a task for them.

Written Expressive
These learners can write fluent essays and good answers on tests to show what they know. They feel less comfortable, perhaps even stupid, when oral answers or reports are required. Their thoughts are better organized on paper than when they are given orally.

Source: Tindall, L.W., et. al. (1980). *Puzzled about educating special needs students?: A handbook on modifying vocational curricula for handicapped students.* Madison, WI: Wisconsin Vocational Studies Center, University of Wisconsin.