

	Sequential	Precision	Technical	Confluent
Example statements	<p>"I become frustrated when directions are not clear."</p> <p>"I like plenty of in-class practice."</p> <p>"I need my work to look neat and to make sure the answers are correct."</p>	<p>"I want to know all of the answers; I want to know what is going to be on the test."</p> <p>"I take detailed notes and then go over and over them."</p> <p>"I like to show people what I know by answering all of the questions."</p> <p>I need time and length to prove what I am saying when I am writing."</p>	<p>"I want hands-on activities which interest me instead of taking notes, doing book-work, or writing about it."</p> <p>"Let me work at home where there is no one to bother me."</p> <p>"I learn better from real-world experiences."</p>	<p>"I don't like having to do an assignment in one certain way."</p> <p>"I like learning in a creative, fun, entertaining way."</p> <p>"I like to write things the same way I'd say them."</p>
Characteristics	Methodical, neat, complete	Relentlessly seeks information, love facts and details	Tasks must be relevant, real world, and rigorous	Use metaphors
Information processing	Organizing and summarizing	Collecting, analyzing, questioning	Prefer to work alone Look for relevance and remove irrelevant	Search for a unique perspective
Autonomy	Develop their own system of storage and retrieval	Accumulate their own information, find it, verify it, and check for accuracy themselves	Analyze the givens, do trial and error, and just "get the job done"	Use their own ideas, follow their imaginations, do things out of the ordinary
Hands-on	Watch a video and answer a preset list of questions Locating items on a list	Reading primary sources Going to the museum Surfing the Internet	Using technical equipment or building something relevant	Role playing, doing an art project, painting, sculpting

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Strategies	Analyze what I have to do before beginning to study.	Be sure to understand what is expected of me in terms of learning and assignments.	Analyze what I have to do before beginning to study.	Look for connections between what I'm studying right now and what I've studied in the past or heard in class.
	Set specific goals before starting to study	Write down questions for the instructor	Figure out why material is important	Put things into my own words.
	Set a specific work effort (time or amount) before beginning to study.	Make notes in the margins of the text when I read.	Make notes in the margins of the text when I read.	Make vivid images of concepts and relationships among them.
	Make notes in the margins of the text when I read.	Ask myself questions before, during and after studying.	Create outlines, concept maps, or organizational charts of how the ideas fit together.	Create concept maps and diagrams that show relationships among concepts.
	Pause periodically to summarize or paraphrase what I've just studied.	Pause periodically to summarize or paraphrase what I've just studied.	Look for connections between what I'm studying right now and what I've studied in the past or heard in class.	Ask the instructor for more concrete examples and picture them in my mind.
	Create outlines, concept maps, or organizational charts of how the ideas fit together.	Look for connections between what I'm studying right now and what I've studied in the past or heard in class.	Work through any problems that are illustrated in the text or in my class notes	Make a class presentation.
	Reorganize and fill in the notes I took in class.	Reorganize and fill in the notes I took in class.	Create vocabulary lists with definitions and my own examples.	Have a range of strategies for learning so that if one isn't working I can try another
	Work through any problems that are illustrated in the text or in my class notes	Create vocabulary lists with definitions and my own examples.	Take breaks periodically to keep from getting too tired.	
	Take breaks periodically to keep from getting too tired.	Put things into my own words.	Take breaks periodically to keep from getting too tired.	
	Help another student who is behind in progress.	After studying, meet with a partner to trade questions and explanations.	Make up my own examples for concepts I am learning.	
	Make sure I can answer my own questions during studying.	Write out my own descriptions of the main concepts.	Be sure I understand any example the instructor gave me.	
	Have a range of strategies for learning so that if one isn't working I can try another	Discuss the course content with anyone willing to listen.	Create concept maps and diagrams that show relationships among concepts.	
		Answer questions in class.	Ask the instructor for more concrete examples and picture them in my mind.	
		Help another student who is behind in progress.	Look for practical applications and real life settings for the things I'm learning.	
		Make sure I can answer my own questions during studying.	Have a range of strategies for learning so that if one isn't working I can try another	
		Work with another student to quiz each other on main ideas.		
		Keep track of things I don't understand and note when they finally become clear and what made that happen.		
		Have a range of strategies for learning so that if one isn't working I can try another		