

# C.I.T.E

## #1

### Learning Style

Most Like Me - Least Like Me

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. When I make things for my studies, I remember what I have learned better.                              | 4 | 3 | 2 | 1 |
| 2. Written assignments are easy for me to do.   | 4 | 3 | 2 | 1 |
| 3. I learn better if someone reads a book to me than if I read silently to myself.                        | 4 | 3 | 2 | 1 |
| 4. I learn best when I study alone.   | 4 | 3 | 2 | 1 |
| 5. Having assignment directions written on the board makes them easier to understand.                     | 4 | 3 | 2 | 1 |
| 6. It is harder for me to do a written assignment than an oral one.                                       | 4 | 3 | 2 | 1 |
| 7. When I do math problems in my head, I say the numbers to myself.                                       | 4 | 3 | 2 | 1 |
| 8. If I need help in the subject, I will ask a classmate for help.  | 4 | 3 | 2 | 1 |
| 9. I understand a math problem that is written down better than one I hear.                               | 4 | 3 | 2 | 1 |
| 10. I do not mind doing written assignments.  | 4 | 3 | 2 | 1 |
| 11. I remember things I hear better than things I read.   | 4 | 3 | 2 | 1 |
| 12. I remember more of what I learn if I learn it alone.  | 4 | 3 | 2 | 1 |
| 13. I would rather read a story than listen to it read.   | 4 | 3 | 2 | 1 |
| 14. I feel that I talk smarter than I write.  | 4 | 3 | 2 | 1 |
| 15. If someone tells me three numbers to add, I can usually get the right answer without writing it down. | 4 | 3 | 2 | 1 |
| 16. I like to work in a group because I can learn from  | 4 | 3 | 2 | 1 |

others in the group.

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

33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When the teachers say a number, I really do not understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I cannot think as well when I work with someone else as when I work alone.	4	3	2	1

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

### CITE Learning Styles

<b>Visual Language:</b>	I learn well from seeing words in books, on the chalkboard, or in workbooks. I remember and use information if I have read it.
<b>Visual Numerical:</b>	I have to see numbers on the board, in a book, or on paper to work with them. I am more likely to understand math facts if I have seen them.
<b>Auditory Language:</b>	I learn from hearing spoken words. I will be more capable of understanding and remembering information if I hear it.
<b>Auditory Numerical:</b>	I learn from hearing numbers and oral explanation. I may do as well without math books because written materials are not as important. I can probably compute problems in my head.
<b>Tactile-Kinesthetic:</b>	I learn best by experiencing—doing, self-involvement. I definitely need manipulation of material along with accompanying sights and sounds. I seem unable to understand or keep my mind on my work unless I am totally involved.
<b>Social-Individual:</b>	I get more work done alone. I think best and remember more when I learn by myself. I care more for my opinions than for the ideas of others.
<b>Social-Group:</b>	I strive to study in groups and I do not accomplish much individually. Group interaction increases my learning and subsequent fact recognition.
<b>Expressiveness-Oral:</b>	I easily tell you what I know. I speak fluently, comfortably, and precisely. I am not shy about giving reports or talking to the teacher or classmates.
<b>Expressiveness-Written</b>	I write fluently and qualify answers to convey my knowledge. I feel less comfortable perhaps even "stupid", when giving oral answers. My thoughts are better organized on paper.

Team Work C.I.T.E. Learning Styles Inventory – This tool may be photocopied

CITE Inventory Score Sheet

34-40= Major Learning Style  
20-32= Minor Learning Style  
10-18= Negligible Use

**Visual Language**

- 5 \_\_\_\_\_
- 13 \_\_\_\_\_
- 21 \_\_\_\_\_
- 29 \_\_\_\_\_
- 37 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (score)

**Social-Individual**

- 4 \_\_\_\_\_
- 12 \_\_\_\_\_
- 20 \_\_\_\_\_
- 28 \_\_\_\_\_
- 45 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (score)

**Visual Numerical**

- 9 \_\_\_\_\_
- 17 \_\_\_\_\_
- 25 \_\_\_\_\_
- 33 \_\_\_\_\_
- 41 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (score)

**Social-Group**

- 8 \_\_\_\_\_
- 16 \_\_\_\_\_
- 24 \_\_\_\_\_
- 32 \_\_\_\_\_
- 40 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (score)

**Auditory Language**

- 3 \_\_\_\_\_
- 11 \_\_\_\_\_
- 19 \_\_\_\_\_
- 36 \_\_\_\_\_
- 44 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (score)

**Expressiveness-Oral**

- 6 \_\_\_\_\_
- 14 \_\_\_\_\_
- 22 \_\_\_\_\_
- 30 \_\_\_\_\_
- 38 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (score)

**Auditory Numerical**

- 7 \_\_\_\_\_
- 15 \_\_\_\_\_
- 23 \_\_\_\_\_
- 31 \_\_\_\_\_
- 39 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (score)

**Expressiveness-Written**

- 2 \_\_\_\_\_
- 10 \_\_\_\_\_
- 27 \_\_\_\_\_
- 35 \_\_\_\_\_
- 43 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (score)

**Tactile-Kinesthetic**

- 1 \_\_\_\_\_
- 18 \_\_\_\_\_
- 26 \_\_\_\_\_
- 34 \_\_\_\_\_
- 42 \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (score)

Team Work, 1997

C.I.T.E. Learning Styles Inventory – This tool may be photocopied

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income. The text suggests that a systematic approach to record-keeping is essential for identifying trends and making informed decisions.

In the second section, the author explores various methods for organizing financial information. One key recommendation is the use of clear, descriptive labels for all accounts and entries. This helps in quickly locating specific data points and understanding the context of each transaction. Additionally, the text highlights the value of regular reviews and reconciliations to catch any discrepancies early on.

The third part of the document focuses on the role of technology in modern accounting. It discusses how software solutions can streamline the recording and reporting process, reducing the risk of human error and saving valuable time. The author notes that while technology offers many benefits, it is still important to understand the underlying principles of accounting to effectively utilize these tools.

Finally, the document concludes with a series of practical tips for ensuring long-term financial success. These include maintaining a consistent record-keeping routine, staying up-to-date with changes in tax laws and regulations, and seeking professional advice when needed. The overall message is that diligent and accurate record-keeping is the foundation of sound financial management.