The Index of Learning Styles is a self-scoring questionnaire for assessing preferences on the four dimensions of the Felder-Silverman model.

To take the questionnaire immediately, click here.

https://www.webtools.ncsu.edu/learningstyles/

To get information about the questionnaire and then take it, click here.
https://educationdesignsinc.com/index-of-learning-styles/

Publications regarding the Felder-Silverman model.

The list that follows gives resources for a model of learning styles generally referred to as the Felder-Silverman model. The model was originally formulated by Dr. Felder in collaboration with Dr. Linda K. Silverman, an educational psychologist, primarily for use by college instructors and students in engineering and the sciences, although it has subsequently been applied in a broad range of disciplines.

1. R.M. Felder and L.K. Silverman, "Learning and Teaching Styles in Engineering Education." Engr. Education, 78(7), 674-681 (1988). The article that originally defined the Felder-Silverman model and identified teaching practices that should meet the needs of students with the full spectrum of styles. The paper is preceded by a 2002 preface that states and explains changes in the model that have been made since 1988.

2. R.M. Felder and B.A. Soloman, Learning styles and strategies. A four-page handout that briefly explains the learning style preferences defined by the Felder-Silverman model.

3. R.M. Felder, "Learning Styles and Teaching Styles." History of Dr. Felder's initial engagement with the sometimes controversial (although it wasn't at the time) topic of learning styles.

4. The Index of Learning Styles is a self-scoring questionnaire for assessing preferences on the four dimensions of the Felder-Silverman model.

   To take the questionnaire immediately, click here.

   To get information about the questionnaire and then take it, click here.


**Publications related to learning styles in general and other learning style models**


10. R.M. Felder and R. Brent, "Understanding Student Differences." *J. Engr. Education*, 94(1), 57-72 (2005). An exploration of differences in student learning styles, approaches to learning (deep, surface, and strategic), and levels of intellectual development, with recommended teaching practices to address all three categories.

11. R.M. Felder, "Matters of Style." *ASEE Prism*, 6(4), 18-23 (December 1996). Principles and applications of four learning style models (Felder-Silverman, Kolb, and models based on the Myers-Briggs Type Indicator and the Herrmann Brain Dominance Instrument). The paper concludes that the choice of a model is almost irrelevant: teaching designed to address all dimensions on any of the models is likely to be effective, and all of the models lead to more or less the same instructional approach.

12. R.M. Felder, G.N. Felder, and E.J. Dietz, "The Effects of Personality Type on Engineering Student Performance and Attitudes." *J. Engr. Education*, 91(1), 3-17 (2002). The Myers-Briggs Type Indicator was administered to 116 sophomore engineering students, whose progress through the curriculum for the next two years was monitored. Type differences in various academic performance measures and attitudes were generally consistent with the predictions of type theory. Active and cooperative learning improves the performance of MBTI types (extraverts, sensors, and feelers) found in previous studies to be disadvantaged in the engineering curriculum.


The subsequent references focus on individual dimensions of student differences.


17. R.M. Felder, "Meet Your Students: 3. Michelle, Rob, and Art." *Chem. Engr. Education*, 24(3), 130-131 (Summer 1990). Three different approaches to learning (deep, surface, and strategic), and the conditions that induce students to take a deep approach.