

## Grasha-Reichmann Student Learning Style Scales Inventory

Tony Grasha and Sheryl Hruska-Reichmann developed this inventory to identify and categorize student learning behavior preferences as Avoidant, Dependent, Participant, Independent, Competitive, and Collaborative. Of course, no student has any one style that they use in every situation. The following are general descriptions of each of these preferences.

**Avoidant**—Not enthusiastic about learning content and attending class. Do not participate with students and teachers in the classroom. Uninterested and overwhelmed by what goes on in class.

**Dependent**—Show little intellectual curiosity and learn only what is required. View teacher and peers as sources of structure and support and look to authority figures for specific guidelines on what to do.

**Participant**—Good citizens in class. Enjoy going to class and take part in as much of the course activities as possible. Typically eager to do as much of the required and optional course requirements as they can.

**Independent**—Students who like to think for themselves and are confident in their learning abilities. Prefer to learn the content that they feel is important and would prefer to work alone on course projects rather than with other students.

**Competitive**—Students who learn material in order to perform better than others in the class. Believe they must compete with other students in a course for the rewards that are offered. Like to be the center of attention and to receive recognition for their accomplishments in class.

**Collaborative**—Typical of students who feel that they can learn by sharing ideas and talents. They cooperate with teachers and like to work with others.

Please note- This handout does not constitute a promotion from The Center for Teaching of this assessment tool. It is however a useful tool because rather than labeling the participant as any one of these descriptors, the LSI rates how well the participant fits into each category.