

LEARNING STYLES

- How do you learn? Have you ever studied for a test and "forgotten" the material?

Different people learn in different ways!

Take the following Learning Styles Inventories: [The VARK Questionnaire](#) and [What's Your Learning Style?](#) - then return to this site and get some great ideas of how to study SMARTER not HARDER!

IF YOU ARE THIS TYPE OF LEARNER...

- **Visual Numerical/Visual Language Learner:** This style of learner will learn better by seeing words and numbers in a book, on the chalkboard, workbook or text book. The learner is more likely to remember and understand facts when they are presented visually.

Auditory Numerical/Auditory Language Learner: This style of learner will learn better by hearing words and numbers spoken. This learner is more likely to remember and understand facts and new material by reading or doing number games and puzzles out loud.

Kinesthetic - Tactile Learner: This style of learner will learn best by doing, self-involvement and manipulation. The manipulation of material along with accompanying sight and sounds (words and numbers seen and heard) will aid his or her learning. This student may not understand or be able to concentrate or work unless totally involved! This learner will need to handle, touch and work with what is being learned!

Expressive Scores: If you are an ORAL expressive learner, you prefer to tell what you know rather than write it! WRITTEN expressive learners prefer to write, can usually write fluently and are usually very organized in putting thoughts on paper.

Group Learners like to study with others. This learner will not accomplish as much when working alone and likes and values the opinions of others. The Individual Learner would rather work alone - and remembers best and more when not distracted by other students.

HERE ARE SOME HINTS...

- Here are some hints for YOU now that you know what style of Learner you are!

Visual:

- draw pictures
- highlight

- use the chalkboard or whiteboard
- use maps, charts and pictures
- watch a video
- flash card
- pay attention to details in photographs and pictures
- use acronyms

Auditory:

- listen to all spoken words - don't miss class!
- listen to books on audio tape
- make tapes of class notes
- participate in class discussions
- ask questions
- whisper new information to self
- listen for spoken instructions
- make rhymes, songs, or poems to remember new information

Kinesthetic-Tactile:

- be involved in classroom "hands on" projects/labs
- physical involvement in class-related activity out side of class
- flash cards
- games
- build projects to help understand the ideas
- change pencils and pens frequently
- use manipulatives
- study in small, frequent chunks
- study with another Kinesthetic-Tactile Learner

Social- Individual:

- work alone
- make personal connection between information and yourself
- be aware of your surroundings, such as light, noise, temperature, time of day

Social-Group:

- study with a study buddy
- ask a teacher if a group activity is possible
- study with someone who understands your learning style

Expressive-Oral:

- speak to others about the information
- take oral tests/quizzes when possible
- use a recorder to organize thoughts

Expressive - Written:

- organize thoughts by writing them down
- take essay type tests when possible

The

VISUAL

LEARNER

Characteristics

1

Sees to learn

You learn by seeing things. You like to take in information by reading and/or through diagrams and pictures.

2

Likes images

You prefer to see rather than listen. Colour, diagrams and pictures help you stay interested.

3

Takes notes

You usually take detailed notes in lectures, tutorials and meetings.

4

Looks around

You tend to start looking around for something to watch or look at when you lose interest.

5

Struggles with ...

You can find spoken directions hard to remember and you are easily distracted by noise.

Learning Tips

1

Watch

You will take in spoken information better if it is accompanied with visual aids. Video is a great learning tool for you.

2

Visualise

Try to visualise things that you hear. This will help you remember them better.

3

Write it down

Write down key words, ideas or instructions, particularly if they are only being given orally.

4

Draw

Consider using drawings, mind maps and flow charts to help explain and remember new concepts.

5

Colour

Use colour. Colour code, highlight, circle and underline words in your notes.

Visual Strategies

Keywords:

different formats, space, graphs, charts, diagrams, maps, interesting layouts, and plans.

Description:

This preference uses symbolism and different formats, fonts, and colors to emphasize important points. It **does not** include video and pictures that show real images and it is not Visual merely because it is shown on a screen.

People with a Visual preference prefer:

- to draw things.
- working with plans, maps, and diagrams.
- working with logos, branding, and design.
- tasks where they are able to detect patterns.
- written information that is filled with graphs, charts, and diagrams.
- the layout on a page to be different, striking, or unusual; for them, it is often more important than the content.
- to use color and shape; they appreciate different and interesting layouts, fashion, design, and the clever use of color and space.
- things that make good use of color and shape, like food, decorations, festivals, and spectacular and original displays.
- presenters use gestures and picturesque language.

To take in information:

- use pictures, videos, posters, and slides where the emphasis is on the design (not the sound or the words or the content).
- use books with diagrams and pictures.
- use maps and free-drawn plans.
- use flowcharts, decision trees, family trees, organizational charts, and graphs.
- turn tables of figures into graphs.
- read the words and convert them into your own-designed diagrams.
- use different `font`s, UPPER and lowercase letters, underlining, **different colors**, and **highlighting**.
- use symbols @, #, & and white space; the extra spaces between text and diagrams.
- try different spatial arrangements on the page.

To present information to others:

- Construct images in different ways. Try spatial arrangements.

- Draw things to show your ideas, using diagrams, symbols, and graphs.
- Make complex processes and lists into flowcharts.
- Make each page look different.
- Be aware that others may NOT have a Visual preference like you. Respect their differences. Find the preferences of those you are presenting to, and learn to be multimodal and deliver something in their preferred modes.

In education:

- Use all of the techniques above.
- Convert your “notes” into a learnable package by reducing every three pages down to one page. Give your brain some help!
- Reconstruct any images in different ways to suit your way... try different spatial arrangements.
- Redraw your learnable pages from memory. Replace some keywords with symbols or drawings.
- Look at your pages and search for patterns.
- Practice turning your visuals back into words.

In the workplace:

- Draw things to show your ideas. Draw things freehand and watch the reactions of others.
- Make complex processes and lists into flowcharts.
- Create your own symbols to simplify things.
- Make each page of your reports look different.
- Spend time on the design of your presentations and less on the content.

Your Quote: *“Good design is always important.”*

Your Style: You are holistic. You want the whole picture; the big picture first. And you are probably going to draw or plan something.

Your Leadership: is based on a chart or plan or diagram of the overall process and your goals. *“The overall goal for us is ... outcomes and results ... following this plan.”*

Feedback: is based on graphs of targets and goals.

The AUDITORY LEARNER

Characteristics

1 Hears to learn

You learn by actively hearing and listening. You are likely to be good at remembering conversations and the words to songs.

2 Likes listening

You prefer to listen to instructions rather than read them and you may not take notes. You like music.

3 Good talker

You are likely to be good at talking slowly and explaining things to people. You may be good at presenting.

4 Chatterbox

You tend to start chatting when you lose interest in what's being taught and may have been told off for talking at school.

5 Struggles with ...

You get very distracted by noise and may read slowly. You may find complicated diagrams difficult to interpret.

Learning Tips

Watch 1

You will take in information better if it is accompanied with audio. Video is a great learning tool for you.

Say 2

Try reading out loud the information you want to take in.

Repeat 3

To remember facts, try repeating or chanting them with your eyes shut.

Discuss 4

Talking through new concepts and ideas with a group and attending Q&A sessions will be productive learning activities for you.

Avoid noise 5

If you are trying to learn, find somewhere that is quiet and away from other people.



Aural Strategies

Keywords:

listening, discussing, talking, questioning, recalling

Description:

This preference is for information that is spoken or heard. Making statements and using questions are important for those with this preference.

People with an Aural preference prefer:

- to talk things over, even if you have not got things sorted out.
- “*Holding the floor*” – but remember your talk often goes in different directions and may lack structure.
- to explain things by talking.
- putting forward a case – for and against.
- to learn from the ideas of others and from what they say about your ideas.
- debates and arguments and “deep” discussions.
- to listen to those who know a lot and who have authority.
- inserting witty comments.
- using different voices to emphasize things.
- putting forward your own point of view.

To take in information:

- Join or set up discussion groups. Discuss topics with others. Argue your case.
- Comment on ideas as soon as you get an opportunity. Repeat information to others and use your voice to show your emphasis.
- Explain new ideas to other people. Check out their ideas with yours.
- Listen to your own self-talk, and have conversations with yourself.
- Use voice recorders, and listen to podcasts.
- Shift any pictures and graphs into talk and chat.
- Pay attention when others are speaking. You sometimes pretend to listen while preparing your response.

To present information to others:

- Listen and talk, but also learn the best times to do each of these.
- Find others who like to listen and talk.
- Join online chat and discussion groups and make your contributions; use email, blogs, and Twitter to chat with others.
- Use your mobile phone for conversations.
- Realize that others can sometimes improve on what you say.
- Be aware that others may NOT have an Aural preference like you, so respect their differences. Find out the preferences of those you are presenting to, and learn to be multimodal and deliver something in their preferred modes.

In Education:

- Convert your notes into a learnable package by reducing them into memorable ways for you to recall (three pages down to one page).
- Your notes may be poor because you prefer to listen rather than take notes. You will need to expand your notes by talking with others and collecting notes from other sources. Leave spaces in your notes for later recall and ‘filling’.
- Read your summarized notes aloud.
- Explain your notes to another person with an Aural preference; ask others to “hear” your understanding of a topic.
- Record your summarized notes and listen to them.
- Attend classes, discussions, and tutorials.
- Discuss topics with your teachers and other students. Explain new ideas to other people.
- Remember interesting spoken examples, stories, jokes...

You may have to present information in a written format. For those occasions, practice:

- Recalling what was said and what you heard.
- Turning your recordings into written words.
- Explaining your own ideas in written form.
- Imagine talking with the examiner.
- Listen to your “voices” and write them down.
- Spend time in quiet places recalling the ideas.
- Practice writing answers to old assessment questions.

In the Workplace:

- Get your questions answered by consultants, facilitators, and leaders who have genuine authority.
- Participate in discussion sessions, whether workshops, meetings, training, or information sharing. Turn up to coffee breaks and water-cooler conversations.
- Seek online talk about your area of expertise – podcasts and other oral sessions.
- Attend live training sessions where you can present any findings and report back orally.
- Read any written notes out loud and allow for colleagues’ questions and re-statements.
- Respect others’ views by allowing them to speak first. Sometimes silence is best – somebody else may say it better than what you were going to say.

Your Quote: *“Those who speak well hold the key to leadership.”*

Your Style: You prefer to have this page explained to you. The written words are not as valuable as those you hear. You will probably go and tell somebody about this.

Your Leadership: is based on meetings, discussions and emailed or phoned instructions. *“Let’s exchange some ideas and work towards a shared understanding of the issues.”*

Feedback: is based on discussions and a chance to collect oral feedback or make your case as well as to listen, question, and respond.

The READ WRITE

LEARNER

Characteristics

- 1 Studies to learn**
You learn by reading and writing and fit well into the traditional style of learning by using books and writing notes.
- 2 Likes to read**
You prefer to read or write down something to learn it. You like essay questions and books and will look words up in dictionaries.
- 3 Big on notes**
You are likely to take loads of notes in meetings, at presentations and in class. This helps you to remember what is being said.
- 4 Perfect student?**
You tend to stay interested in traditional style presentations or classes, except if you don't have a pen and paper! Then you struggle to take it all in and get distracted.
- 5 Struggles with ...**
You tend not to learn well through diagrams. You may also find disorganised presentations hard to follow.

Learning Tips

- 1 Read**
Obviously! You will take in information better if you read it yourself. Hold on to your handouts and notes.
- 2 Take notes**
This is so important for you as the act of writing notes makes you remember. Always carry a pen and paper and write everything down.
- 3 Re-write**
Once you've taken notes, re-write them. This repetition is the best way to get information to stay in your brain.
- 4 Use your words**
When re-writing your notes, try to put things in your own words. This will help you remember concepts and facts better.
- 5 Translate**
If you are struggling with a diagram, try adding notes to explain it or even translating it into your own words.

Doesn't sound like you? Most people are a mixture of styles. Check our other infographics on learning types.
www.workreadytraining.com.au

 Work Ready Training

Read/Write Strategies

Keywords:

lists, notes, handouts, print, and text in all its formats and whether on screens or on paper.

Description:

This preference uses the printed word as the most important way to convey and receive information.

People with a Read/Write preference prefer:

- to write and read. They like words that have interesting meanings and backgrounds.
- to use lists (a, b, c, d, and 1, 2, 3, 4) and to order things into categories.
- to arrange words into hierarchies and points; order and structure in anything presented.
- extracting meanings from headings and titles.
- correcting mistakes.
- clarity in what has been written.
- challenging rules and regulations because of their wording.
- people who write or speak using challenging words.

To take in information:

- use lists (like this one!)
- use titles and headings that clearly explain what follows.
- use bullet points and numbered paragraphs.
- use dictionaries and glossaries, and articles about trends in word usage.
- spell-check; correct written language errors.
- read handouts.
- read books that are dense with text, essays, manuals, and reading lists.
- use definitions, constitutions, legal documents, minutes, and rules.
- write notes (often verbatim).
- get information from people who use words well and have lots of information in their sentences.
- as you listen, sort out what they are saying into your own categories and lists.

To present information to others:

- Order things into priorities of importance, categories, or schemas...
- Contribute in print to a variety of print media.
- Rewrite any ideas and principles in your own words.

- Be aware that others may not have a Read/Write preference like you, so respect their differences.

In education:

- Convert your “notes” into a learnable package by reducing them from three pages down to one page.
- Write out the words again and again.
- Read your notes (silently) again and again.
- Do any “extra” suggested reading.
- Organize any diagrams, or graphs ... into statements, e.g. *“This graph shows that the trend is...”*
- Use a digital device to arrange your ideas and to “try” different words.
- Imagine your lists arranged in multiple choice questions and distinguish them from each other.

In the workplace:

- Use SWOT analyses showing **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats.
- Use Risk analyses.
- Strategic and management plans e.g. management by objectives (MBO), especially written ones.
- Write out your words for others to read, and use handouts, noticeboards, and post-its.
- Read carefully what others have written.
- Watch and read new material appearing on noticeboards – in the workplace, office, and online.
- Have current business news running on your computer.
- Quote from business magazines and journals.
- Write lists of tasks and carefully record important print information.
- Find out the preferences of others and deliver in their preferred modes.

Your Quote: *“If it is not in print, it may not exist.”*

Your Style: You like this page because the emphasis is on words and it is arranged into lists. You believe the meanings are within the words, and that people need to be careful when using words.

Your Leadership: is based on a bullet point listing of actions and a full description of outcomes. *“This document outlines our plans for implementing strategies that will achieve our objectives.”*

Feedback: is based on written comments and a table of figures showing detailed results.

The **TACTILE** LEARNER

Characteristics

1

Moves to learn

Also known as a kinaesthetic learner, you learn by touching and doing. You favour physical movement and are probably good at sport.

2

Likes hands-on

You prefer to move, build, touch and draw, rather than listen or watch. You like to try something for yourself.

3

Does to remember

You remember things best when you have done them yourself, for example cooking a meal or fixing an engine.

4

Gets fidgety

You tend to start fidgeting when you've had to sit still for too long or when something is getting boring.

5

Struggles with ...

You may suffer from a short attention span and can find it difficult to sit still.

Learning Tips

Examples

1

Training that uses examples and case studies to explain concepts will be easier for you remember.

Discuss

2

Try discussing what you have learned with someone. This can help you remember things better.

Get active

3

You will take information in better if it is accompanied with activity. Try active learning, like role plays and problem solving.

Move

4

Move while you study. Tap a pencil (if appropriate), squeeze a ball, shake a foot. This can help to keep you focused. Typing can also help reinforce learning.

Take breaks

5

Don't attempt marathon study sessions. You work better in short, frequent bursts. Do something physical in your breaks.



Kinesthetic Strategies

Keywords:

senses, practical exercises, experiences, examples, case studies, trial and error.

Description:

This preference uses your experiences and the things that are real even when they are shown as images and on screens.

People with a Kinesthetic preference prefer:

- autobiographies and documentaries.
- applications before theories.
- demonstrations followed by applying what they have learned.
- talking about *real* things in their life.
- their own experiences over the experiences of others.
- doing things with others; action; making things happen.
- physicality.
- practical problems and problem-solving techniques.
- finishing tasks.
- outcomes that can be measured.
- being part of a team.
- being valued for their experiences.
- people who can apply their ideas.
- people who are concrete, relevant, and *down-to-earth*.

To take in information:

- use all your senses – sight, touch, taste, smell, hearing...
- use hands-on approaches.
- read case studies.
- watch videos, especially those that show real things.
- look at exhibits, samples, photographs....
- attend laboratory and practical sessions.
- use surveys, field trips, and interviews.
- use recipes and solutions to problems.
- take notice of real-life examples and personal stories.
- look for examples of principles.

- learn by trial and error.
- look for opportunities to apply what you have learned.
- use actions to help your understanding.

To present information to others:

- Focus on the “*real*” things that happened; reality is what is important.
- Use plenty of examples when you talk, discuss, present or write.
- Use your previous experience as the basis for any decision-making.
- Use case studies and applications to help with difficult principles and abstract concepts.
- Get others to focus on the detail. Use detail to argue against principles or abstract ideas.
- Stay in *this world* and in *this time*. **Now** is where you want to be.
- Be aware that others may NOT have a Kinesthetic preference like you, so respect their differences. Find the preferences of those you are presenting to, and learn to be multimodal and deliver something in their preferred modes.

In education:

- Your notes may be poor because the topics were not “*concrete*” or “*relevant*”. So expand them into a learnable package. Then reduce them from three pages down to one page.
- Put plenty of examples into your notes and answers.
- Remember the “*real*” things that happened. Search for the reality and the applications of ideas.
- Go back to the laboratory or your laboratory manual or your practical notes. Recall the experiments and field visits where you learned.
- Find pictures and photographs that illustrate an abstract idea, theory, or principle.
- Talk about your notes with another person with a Kinesthetic preference.
- Use previous exam, assessment and test papers.
- Role-play the test situation in your own study room.
- You want to experience the exam so that you can understand it; recall previous examinations, especially those where you did well.

In the workplace:

- Use role-plays to get your ideas across.
- Use simulation techniques.
- Recall past examples and performances.
- Recall the exact things that happened; the experiment, the journey, the incident, the client, the customer, and the facts.
- Emphasize *Practice, Practice, Practice*.
- Review videos and demonstrations of practical action.
- Base your ideas on your experience and your examples and applications.
- Demonstrate the “*How*”.
- Use trial and error as a way to show others.

Your Quote: “*The very first priority is to apply it, practice it, and make it work.*”

Your Style: You want more experiences so you can understand things. The ideas on this page are only valuable if they sound practical, real, and relevant to you. You need to do things to understand.

Your Leadership: is based on action, personal examples, and role modeling. *“Follow me and I will show you what we can achieve.”*

Feedback: is based on face-to-face discussions with examples of projects showing success or failure.