Visual Learners

If you have a strong preference for Visual (V) learning, you should use some or all of the following:

INTAKE [To take in the information, use]
underlining
different colors
highlighters
symbols
flow charts, charts, graphs
pictures, videos, posters slides
different spatial arrangements on the page
white space
textbooks with diagrams, pictures
lecturers who use gestures and picturesque language

SWOT [Study without tears]
To make a learnable package
Convert your lecture 'notes' into a learnable package by reducing them (3:
1). into page pictures.
Use all techniques above to do this
Reconstruct the images in different ways - try different spatial arrangements
Redraw your pages from memory
Replace words with symbols or initials.
Look at your pages

OUTPUT [To perform well in the examination]
Recall the 'pictures' of pages
Draw - use diagrams where appropriate
Write exam answers Practice turning your visuals back into words
You are holistic rather than reductionist in your approach.
You want the whole picture.
Visual learners do not like handouts, words, lectures, textbooks or assessment that hinge on word usage, syntax and grammar.

Aural Learners

A If you have a strong preference for learning by Aural methods (A = hearing) you should use some or all of the following:

INTAKE [To take in the information]

attend lectures

attend tutorials

discuss topics with other students

discuss topics with your lecturers

explain new ideas to other people

use a tape recorder remember the interesting examples, stories, jokes..

describe the overheads, pictures and other visuals to somebody who was not there

leave spaces in your lecture notes for later recall and 'filling'

SWOT [Study without tears]

To make a learnable package

Convert your lecture notes into a 'learnable package by reducing them (3:1) expand your notes by talking with others and collecting notes from the textbook.

Put your summarized notes onto tapes and listen to them.

Ask others to 'hear' your understanding of a topic.

Read your summarized notes aloud.

Explain your notes to another 'aural' person.

OUTPUT [To perform well in the examination]

Talk with the examiner

Listen to your voices and write them down

Spend time in quiet places recalling the ideas

Practice writing answers to old exam questions

Speak your answers

You prefer to have all of 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.

Kinesthetic Learners

K   If you have a strong preference for Kinesthetics (doing) learning you should use some or all of the following:
INTAKE [To take in the information, use]
all your senses - sight, touch, taste, smell, hearing . .
laboratories, field trips , field tours
examples of principles , lecturers who give real-life examples
applications, hands-on approaches (computing)
trial and error
collections of rock types, plants, shells, grasses..
exhibits, samples, photographs..
recipes--solutions to problems
previous exam papers

SWOT [Study without tears]
To make a learnable package
Convert your lecture notes into a learnable package by reducing them (3:1)
Your lecture notes may be poor because the topics were not 'concrete' or 'relevant'.
You will remember the 'real' things that happened
Put plenty of examples into your summary. Use case studies and applications to help with principles and abstract concepts
Talk about your notes with another 'K' person
Use pictures, photographs which illustrate an idea
Go back to the laboratory or your lab manual
Recall the experiments, field trip

OUTPUT [To perform well in the examination]
Write practice answers, paragraphs
Role play the exam situation in your own room
You want to experience the exam so that you can understand it.
The ideas on this page are only valuable if they sound practical, real and relevant to you.
You need to do things to understand.

Adapted from http://www.vark-learn.com/english/page.asp?p=helpsheets