Learning Styles Overview

Everyone intakes and remembers information differently. Your learning style is simply the way you tend to learn information best or how you make sense of information. Below are 3 common preferences for learning new information and ways you can utilize the other preferences.

- **Auditory**
  - Learning By Hearing

- **Visual**
  - Learning By Seeing

- **Kinesthetic**
  - Learning By Doing

Materials Adapted from: http://www.sdc.uwo.ca/learning/?styles
Enhancing Auditory Learning

Lecture Learning:
- Listen to instructions and information given orally
- Sit towards the front of the room so you can hear well and so that you won’t be distracted by the noises
- Sit away from the doors, windows, and other sources of noise
- Repeat information silently to yourself
- “Subvocalize” as you take notes—repeat information to yourself as a quiet “mumble” that’s barely audible

Textbook Learning:
- Rehearse/ Repeat the information in your head or out loud
- Study with a partner and take turns reading to each other
- Work in quiet areas to minimize noise distractions
- If you prefer to study with music playing, choose something with no lyrics, and keep the volume low
- Use rhymes or jingles to help remember important points
- Talk to yourself about textbook diagrams and illustrations
- Tape yourself summarizing key points, then play the tape as a memory rehearsal strategy
Enhancing Visual Learning

Lecture Learning:

- Choose a location where you can see the instructor and all visual aids well
- Watch for key words written on PowerPoint slides/board
- Try to listen and write down what you hear; fill in your notes and check for understanding after each class
- Use visuals like symbols and color in notes to help flag new concepts and key ideas
- Ask instructor if other visual information is available

Textbook Learning:

- Minimize visual distractions in your study space (i.e. cover your computer screen, do not sit facing a window)
- Make an outline of key topics in chart or diagram format
- Make pictures in your mind
- Draw boxes or circles around terms/concepts and draw lines or arrows to show how they are related to one another
- Learn when and how to translate text into charts, graphs, or pictures. Examples include making a time-line from dates, or drawing percentages or statistical information in a pie chart
- Make notes colorful

Materials Adapted from: http://www.sdc.uwo.ca/learning/?styles
Enhancing Kinesthetic Learning

**Lecture Learning:**
- Ask questions and participate in discussions whenever possible.
- Question the relevance and applicability to the course, yourself, and life in general.
- Take a small object (i.e. stress-ball) to class to play with in one hand while the other takes notes.
- Consider choosing course sections offering 3 one-hour segments rather than 1 three-hour segment when possible.
- Use class breaks to stand up and stretch.

**Textbook Learning:**
- Do something physical before sitting down to read or study.
- Use your fingers or a piece of paper to help keep track of where you are.
- Break reading tasks into small sections and stop after each section and think about what you learned/ write a brief summary.
- Personalize the information—think about how the concepts apply to you or other people you know.
- Think about how you can use the information outside the classroom or course.
- Take regular, brief breaks to move around.
- Write processes and/or sequence concepts on cards, mix them up, then practice physically arranging them into the correct sequence.

Materials Adapted from: http://www.sdc.uwo.ca/learning/?styles