







Study for Your Learning Style

		
AUDITORY LEARNERS	TACTILE/KINESTHETIC LEARNERS	VISUAL LEARNERS
Explain the material to someone, as if you were a tutor.	Pick up the book as you are reading or talking.	Take notes.
Read explanations out loud.	Write while you are reading or talking.	Write questions and answers.
Make up a song using the subject material. The 'crazier' the better.	Walk around while reading books and other resources.	Use color-coded highlighting.
Review audio tapes while you drive.	Sit near the front of their classroom and take notes. This will keep you focused.	Use graph paper to help create charts and diagrams that demonstrate key points.
When learning new information, state the problem out loud. Reason through solutions out loud.	Spend extra time in any labs offered.	Use mnemonics, acronyms, visual chains, and mind maps.
Say words in syllables.	Use the computer to reinforce learning using your sense of touch.	Use the computer to organize materials and to create graphs, tables, charts, and spreadsheets.
<p>Make up and repeat rhymes to remember facts, dates, names, etc.</p> <p>Go over all important facts aloud.</p>	Write with their fingers in sand.	Organize the material.
Join or create a study group, or to get a study partner.	Write lists repeatedly.	Use visual analogies. Use photographs.
To learn a sequence of steps, write them out in sentence form, then read them out loud.	Exaggerate lip movements in front of a mirror.	Use visual metaphors.

		
AUDITORY LEARNERS	TACTILE/KINESTHETIC LEARNERS	VISUAL LEARNERS
Use mnemonics and word links.	Stand while you explain something to someone else.	Write an explanation of what you are trying to learn.
Discuss of the material.	Use rhythm (beats) to memorize or explain something.	Make flashcards, and use them. The act of writing (the cards) and viewing them doubles your comprehension.
	Point to the subject matter in the book, on the board, etc., while reading it out loud.	Visualize the scene, formula, words, charts, etc.
	Use gestures when giving explanations.	Use illustrations.
	Make models that demonstrate the key concept. (The purpose here is the act of making the model.)	
	Use hands-on experience when possible.	
	Make flashcards for each step in the procedure. Put the cards in order until the sequence becomes automatic.	
	Use audio tapes from classes. Play them while you walk or exercise.	
	Stretch and move in your chair.	

Adapted from:

http://www.trcc.comnet.edu/ed_resources/tasc/Training/Learning_Styles.htm