

Characteristics and Strategies by Channel Preference

Visual Learning Characteristics

- Learn best by seeing written words or pictures
- Often organized; may be distracted by a messy notebook or study area
- Like illustrations, overheads or handouts
- Like to follow lecture with overheads or handout
- Review and study material by writing and reorganizing notes

Visual Learning Strategies

- Skim readings and look at pictures, charts, graphs before lecture
- Take notes on information as you read
- Incorporate color, pictures, symbols, charts, and graphics into your notes
- Create and use visualizations---visualize notebook pages and objects
- Use “mapping” when you rewrite and reorganize notes
- Watch movies related to the topic
- Draw the situation for math or physics word problems
- Flash card, graphic organizers, patterns, outlines, and summary sheets are helpful study tools for visual learners

Auditory Learning Characteristics

- Use voices and ears as primary mode; feel comfortable in lecture classes
- Remember what they hear and may say things aloud to remember them
- Like class discussion, working and talking with others
- Are easily distracted by noises around them
- Often find it difficult to work quietly for extended periods of time

Auditory Learning Strategies

- Go to every class, even if you don't feel well
- Recite your notes out loud; record your own summaries and practice quizzes
- Participate in study groups or study orally with friends
- Explain materials to someone who knows nothing about it
- Tape a review of material and listen to it
- Use tape recorder (with a counter) to review specific parts of a lecture
- Rehearse answers to questions. Explain the steps of a math problem out loud.

Hands-on Learning Characteristics

- Learn better when physically involved
- Comprehend and remember when learning by acting out situations
- Learn by experimenting
- May fidget if asked to sit for long periods of time

Hands-on Learning Strategies

- Choose classes where you can learn by doing (math, sciences, computer, etc.)
- Write down what you are learning
- Set small, specific, measurable learning goals, i.e. read a certain number of pages or do a certain number of problems
- Break studying into 25-30 minutes periods of time separated by short breaks
- Use fingers to name off items or ideas that you are reviewing
- Read with pencil in hand or move fingers along page
- Move around or exercise while studying; walk while listening to a review tape or reciting material
- Study with someone else or a group. Be interactive. Talk, discuss, argue, question.