Characteristics of an Auditory Learner

- Learns best when information is presented auditory or in an oral language format
- In a classroom, benefits from listening to lecture and participating in group discussions
- Retains information well by hearing it
- When trying to remember something you can often "hear" the way someone told you the information, or the way you previously repeated it out loud
- Learns best when interacting with others in a listening/speaking exchange
- May become bored easily when problems are to be done silently in class
- Tends to listen to movies instead of actually watching them
- Often has poor handwriting
- Usually does not like to draw or sketch
- Often does not copy notes from a chalkboard accurately
- Often reverses or omits letters when writing them
- May rub eyes frequently or say that they are bothering him
- Often holds the material close to face when reading
- Looks like their head is on the table when writing
- May have trouble spelling in written work but can spell well verbally
- May have trouble remembering what was read if it was not vocalized
- Often confuses words that look similar in written texts
- Usually likes classes with active group discussions and remembers the material well
- Usually is very talkative
- May make consistent errors in math (inattention to signs, reverses numbers, etc.)
- Often talks to self or mumbles when doing assignments in class
- Often points at what is being read
- Class work and tests do not seem to show student's potential

Tips for Studying for an Auditory Learner

- Join a study group to assist you in learning course material. Work with a "study buddy" on an ongoing basis to review key information and prepare for exams.
- When studying by yourself, talk out loud to aid recall. Get yourself in a room where you won't be bothering anyone and read your notes and textbook out loud.
- When learning mathematical or technical information, "talk your way" through the new information. State the problem in your own words. Reason through solutions to problems by talking out loud to yourself or with a study partner. To learn a sequence of steps, write them out in sentence form and read them out loud.
- Talk about the material before and after class with classmates.

Adapted from: http://www.cowley.edu/academics/skills/index.html
Characteristics of a Visual Learner

- Learns best when information is presented visually and in a picture or design format.
- In a classroom setting, benefits from instructors who use visual aids such as film, video, maps and charts.
- Benefit from information obtained from the pictures and diagrams in textbooks.
- Tend to like to work in a quiet room and may not like to work in study groups.
- When trying to remember something, can often visualize a picture of it in their mind.
- May have an artistic side that enjoys activities having to do with visual art and design.
- May not remember verbal directions.
- Often asks to have questions or instructions repeated.
- Frequently appears to daydream during class or lecture.
- May have a limited vocabulary.
- Often has poor articulation.
- May watch the teacher's lips closely.
- May become distracted or start a conversation with another student if the teacher's back is turned while explaining things at the blackboard.
- Watches others when directions are given and then follows their lead.
- Often dislikes music class and prefers art class.
- Usually says "huh" a lot.
- Prefers to do demonstrations rather than to tell, explain or report on a subject.
- May get lost in rote memorization drills in class.
- Often answers with one word answers or incomplete sentences.
- May misunderstand instruction and other material presented verbally.
- Often dislikes speaking in front of groups.

Tips for Studying for Visual Learners

- Make flashcards of key information that needs to be memorized. Draw symbols and pictures on the cards to facilitate recall. Use highlighter pens to highlight key words and pictures on the flashcards. Limit the amount of information per card, so your mind can take a mental "picture" of the information.
- Mark up the margins of your textbook with key words, symbols, and diagrams that help you remember the text. Use highlighter pens of contrasting colors to "color code" the information.
- When learning mathematical or technical information, make charts to organize the information. When a mathematical problem involves a sequence of steps, draw a series of boxes, each containing the appropriate bit of information in sequence.
- Use the computer to assist in organizing material that needs to be memorized or to manage one’s time.

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Characteristics of the Tactile/Kinesthetic Learner

- Learns best when physically engaged in a "hands on" activity
- In the classroom, benefits from a lab setting where they can manipulate materials to learn new information
- Learns best when they can be physically active in the learning environment
- Benefits from instructors who encourage in-class demonstrations, "hands on" student learning experiences, and fieldwork outside the classroom.
- Bears down extremely hard with pencil or pen when writing
- Often enjoys working with tools
- Remembers best by writing things down several times
- Often plays with coins or keys in pockets
- May chew gum, smoke, or snack during studies
- Learns spelling by "finger spelling" the words
- Often is good at working and solving jigsaw puzzles and mazes
- Often doesn’t like to read directions, would rather just do it
- Learns best when shown how to do something and then have the opportunity to do it
- Often prefers not to study at a desk
- Think better when they have the freedom to move around
- When they can’t think of a specific word, uses hands a lot and calls something a “what-cha-ma-call-it” or a “thing-a-ma-jig”
- Often needs frequent breaks during studying
- Usually not skilled in giving verbal explanations or directions

Tips for Studying for Tactile/Kinesthetic Learner

- To help you stay focused on class lecture, sit near the front of the room and take notes throughout the class period. Don’t worry about correct spelling or writing in complete sentences. Jot down key words and draw pictures or make charts to help you remember the information you are hearing.
- Think of ways to make your learning tangible, i.e. something you can put your hands on. For example, make a model that illustrates a key concept. Spend extra time in a lab setting to learn an important procedure.
- To learn a sequence of steps, make 3 x 5 flashcards for each step.
- When reviewing new information, copy key points onto a chalkboard, easel board, or other large writing surface.
- Copy and paraphrase notes. When possible, sketch out diagrams of problems and trace over those diagrams with finger.
- Use your computer as much as possible

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