

MAKING THE
DAYS COUNT

**SPECIAL
POINTS OF
INTEREST:**

- Preferred learning styles
- How to support your learning style
- Reflective learning
- How to do reflective learning

Key Words

How to, study, learning style, reflective learning, success

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iAspire Student Support

What is your preferred learning style?

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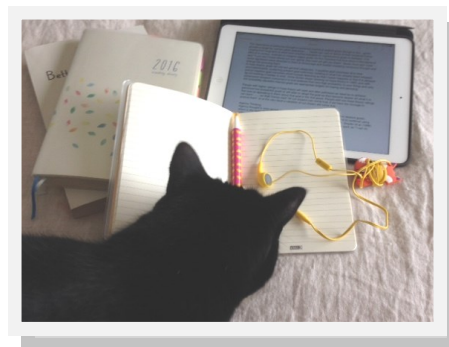
Preferred Learning Styles

A tremendous amount of research has explored how people learn and there are many opinions. The most common approach considers the use of senses and which senses learners rely on the most. The learning styles are visual, auditory, reader/writer, tactile/kinaesthetic and multi-modal.

Do you know what your preferred learning style is?

The VARK Questionnaire version 7.1 is free and with only 16 questions it takes less than 8 minutes to complete and it provides your results instantly.

<http://vark-learn.com/the-vark-questionnaire/>



NOTE: this is a free assessment tool designed to give a broad indication of preferred learning style(s).

How to support your learning style

Visual learners

- Rely heavily on visual cues: mannerisms, expressions, gestures and body language; seeing and observing
- Tend to think in pictures
- Use phrases: 'show me', 'let's have a look at'
- like using lists

In Class Tips

- Sit in the front of class
- Use visual aids, diagrams,

illustrations, tables, video...

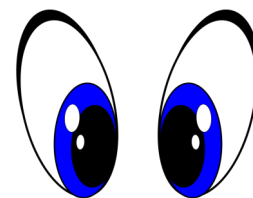
- Underline – use different colours

Study Tips

- Redraw pages from memory
- Replace words with symbols and acronyms

Exam Tips

- Recall pictures, draw/use diagrams where appropriate
- Practice turning visuals back into words





“Without reflection, we go blindly on our way, creating more unintended consequences, and failing to achieve anything useful.”
- Margaret Wheatley
(writer)

How to support your learning style cont.

Auditory

- Learn from traditional lectures and discussions
- Listen to vocal pitch, tone, speed and mannerisms
- May struggle while reading but it comes to life when you hear it
- Use phrases: ‘tell me’, ‘let’s talk it over’

In Class Tips

- Attend lectures/tutorials – discuss topics – explain ideas – use a recorder – describe your lectures to someone or a pet

Study Tips

- Your notes may be poor because you prefer to listen so expand your notes later

- Read notes out loud

Exam Tips

- Speak your answers to yourself
- Listen to your internal voice and write it down



Reader/Writer

- Learn from reading and writing
- Like using books, manuals, and handouts

In Class Tips

- Use lists, headings and notes

Study Tips

- Use dictionaries; definitions; handouts; textbooks; read and reread lecture notes
- Write out information again and again

- Write ideas into words; organize diagrams into statements

Exam Tips

- Practice multiple choice answers; write out lists; write paragraphs



Tactile (Kinaesthetic)



- Use all your senses; Learn best by doing, participating, hands on; use trial and error methods; listen to real life examples;
- Easily bored while sitting still – doodlers
- Use phrases: ‘let me try’, ‘how do you feel?’

In Class Tips

- Poor note takers; put examples into

notes; use pictures or illustrations

- Talk about notes with another kinaesthetic learner

Study Tips

- Do something physical while studying
- Participate in labs

Exam Tips

- Write practice answers



Multi-modal

Use a combination of visual, auditory, reader and kinaesthetic

You may find it beneficial to use one or more of these strategies.



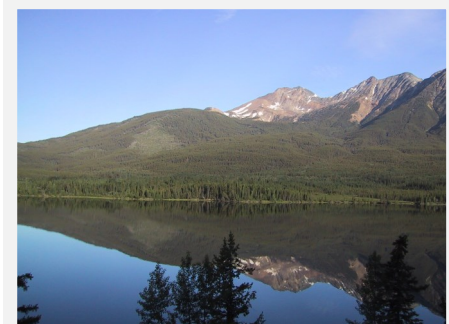
Reflective Learning



Reflective Learning is another form of learning used in education. Reflections can lead to growth of an individual's moral, personal, psychological, emotional and cognitive abilities. The habit of reflection provides a means of continuing to learn and for personal and professional growth.

Students sometimes view reflective writing as an annoying interruption to the serious business of gathering knowledge. However, there are sound reasons why reflective writing is included in student assessments.

Reflective writing tasks are given to students to help them establish links between reflection and deeper learning for more success in the future. Reflection is simply another word for learning. What distinguishes it from some other forms of learning is that 'reflection' grows out of experience.



How to do reflective learning

1. Description of what happened (event/experience).
2. How did it make me feel and how well did I responded to the event/experience. **Self-Awareness** statements can be expressed in first, second or third person. Statements indicate participation in the evaluation of self and awareness of one's own thinking, reasoning, participation and knowledge. Reflection on one's own thinking and reasoning and participation in advocacy and inquiry are an attempt to discover who they are and what they wish to become.
3. How might I respond to a similar event/experience in the future? **Acceptance**: A Person has made positive and/or consistent statements in the first person. Statements must show commitment and some decisions toward action.

What would I do differently? Attempt to discuss **Acceptance** using the following statements: 'I found.....; I discovered.....; I think.....; I have.....; I am beginning to....; I thought.....; I realize.... .

4. How do I see this being relevant to my future? **Action**: First person specific statements are made making links between experience, knowledge and skills gained or skills required. Focus on your ability to see personal alternatives and choose one. Action statements include: I decided.....; I will.....; I'm going to.....; I plan to.....; From what I have learned I.....; This allows me to..., making links between experience, knowledge and skills gained.

This process encourages self-directed reflection of your learning progress and behavioural changes through analysis which can build your confidence and your reactions, behaviour and abilities which will improve your future success. The major objectives of the pathways to academic success are classified according to **Awareness—Acceptance—Action** paradigms of behavioural change as described by Mitstifer (1976; 2006).

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