

**Shaftesbury School**  
*Aspiration Action Achievement*

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# **Learning Styles and Revision**

# Firstly...

- Complete the 'Learning Styles' questionnaire over the page. DO NOT think too long about your answers – it should be an instinctive response. Don't talk to anyone as you complete it, the answers are to be your own. Only put one answer for each question (you can tick, circle or highlight your answers)
- Once you have completed it, add up the totals and fill in the boxes at the bottom of each column
- If you have a large number for one style, you have a definite preference
- If you have a fairly even number for 2 or 3 of them then you have no particular preference

<b>Situation: When you....</b>	<b>Your preferred course of action: Do you....</b>		
	<b>Visual</b>	<b>Auditory</b>	<b>Physical (Kinaesthetic)</b>
<b>Spell a word</b>	Try to visualise it (does it look right?)	Sound it out (does it sound right?)	Write it down (does it feel right?)
<b>Are concentrating</b>	Get most distracted by untidiness.	Get most distracted by noises.	Get most distracted by movement, or physical disturbance
<b>Choose a favourite art form</b>	Prefer paintings.	Prefer music.	Prefer dance/sculpture
<b>Reward someone</b>	Tend to write praise on their work in a note.	Tend to give them oral praise.	Tend to give them a pat on the back.
<b>Talk</b>	Talk quite fast but keep idle conversation limited. Use lots of images, e.g.: "It's like a needle in a haystack".	Talk fluently with an even pace, in a logical order and with few hesitations. Enunciate clearly.	Use lots of hand movements, talk about actions and feelings. Speak more slowly with longer pauses.
<b>Meet people</b>	Remember mostly how they looked / the surroundings.	Remember mostly what was said / remember their names.	Remember mostly what you did with them / remember their emotions.
<b>See a movie, watch TV or read a novel</b>	Remember best what was seen / what the people looked like.	Remember best what was said and how the music sounded.	Remember best what happened / the character's emotions.
<b>Relax</b>	Generally prefer reading / TV	Generally prefer music	Generally prefer games, sports.
<b>Try to interpret someone's mood</b>	Mainly note their facial expressions.	Listen to their tone of voice	Watch body movements
<b>Are recalling something</b>	Remember what you saw / people's faces / how things looked.	Remember what was said / people's names / jokes.	Remember what was done – what it felt like.
<b>Are memorising something</b>	Prefer to memorise by writing something repeatedly.	Prefer to memorise by repeating words aloud.	Prefer to memorise by doing something repeatedly.
<b>Are choosing clothes</b>	Choose almost exclusively by how they look, how they co-ordinate and by the colours.	Take a lot of notice of the brand name, what the clothes 'say' about you.	Choose mainly on how they feel, the comfort, the texture.
<b>Are angry</b>	Become silent and seethe.	Express it in an outburst	Storm about, clench your fists, throw things.
<b>Are inactive</b>	Look around, doodle, watch something.	Talk to yourself or others.	Fidget, walk about.
<b>Express yourself</b>	Often use phrases like 'I see / I get the picture / Let's shed some light on this / I can picture it'	Often uses phrases like 'That sounds right / I hear you / That rings a bell / Something tells me / It suddenly clicked / That's music to my ears'.	Often uses phrases like: 'That feels right / I'm groping for an answer / I've got a grip on it / I need a concrete example'.
<b>Total responses</b>			
<b>My preferred learning style is....</b>			

# How does the brain learn?

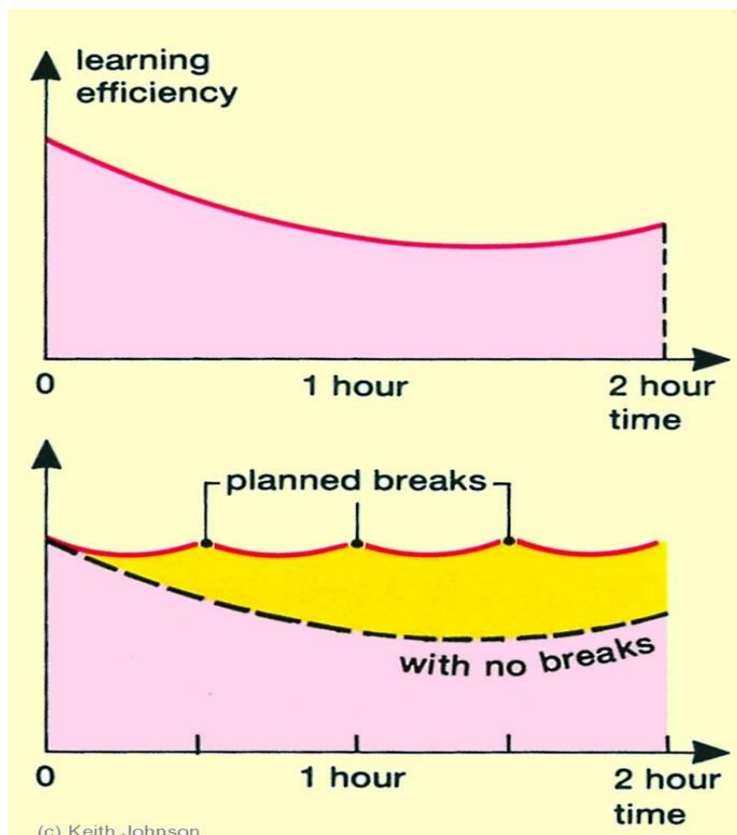


- <https://vimeo.com/142378753>

# Repetition strengthens learning.

VAK can give us ideas about how to strengthen that pathway and stay engaged with revision.

Variety and breaks in revision are the key to using the brain to its full capacity



# Visual Suggestions

- · Recopy notes in colours
- · Visually organise or reorganise notes using columns, categories, outline forms, etc.
- · Remember where information was located in visual field
- · Create timelines, models, charts, grids, etc.
- · Write/rewrite facts, formulas, notes on wall-hanging, bedsheet, poster for visual review at any time
- · Facts, formulas, notes on index cards arranged/rearranged
- on wall, pin-board, floor, bed
- · Use of colour-coded markers or cards for previous two above
- · Use of visual mnemonics
- · TV/video supplements important for understanding or remembering
- · Use of "background" visual activity helps you to concentrate
- · Use of highlighters
- · Near memorisation of chapter/notes

# Auditory suggestions

- Discuss concepts/facts/aspects with friend
- • Tape records lesson or notes for re-listening later
- • Must say facts/formulas/information over and over to retain
- • Simultaneous talking-walking studying
- • Set information to rhyme, rhythm, or music to aid retention
- • Aural Mnemonics
- • Remember where information was located in auditory field
- (eg tagged to "who said that?")
- • Use of different voices to study (like creating a script, or
- acting out a play)
- • TV/video/radio supplements useful for obtaining information
- • Prefer to listen without taking notes
- • Prefer group discussion and/or study groups – revision classes will run nearer the exams
- • Use of background music helps you to concentrate
- • Prefer quiet study environment

# Kinaesthetic Suggestions

- - Taking notes is still important and organising them/spacing them may be helpful for a kinaesthetic learner
- - Doodles
- Different muscular or body movements to remember key words
- - Moving about when studying – walk route for your memory walk
- - Alternates sitting still and moving during homework/studying
- - Simultaneous talking-walking, talking-exercising study, or walking-reading study
- - Sometimes does all of previous two in one study session
- - Move hands or feet for rhythm emphasis while studying
- - Make charts, grids, timelines, diagrams (usually several times)
- - Trace key words with finger, marker, hand
- - Re-enact situations while studying
- - Constructs things while studying (house of cards, blocks, etc.)
- - Prefers learning by doing
- - Frequently takes things apart, or "tinkers with things" for understanding
- - Prefers on-site visits for understanding



**Which 3 ideas do you think  
would most help your child?**