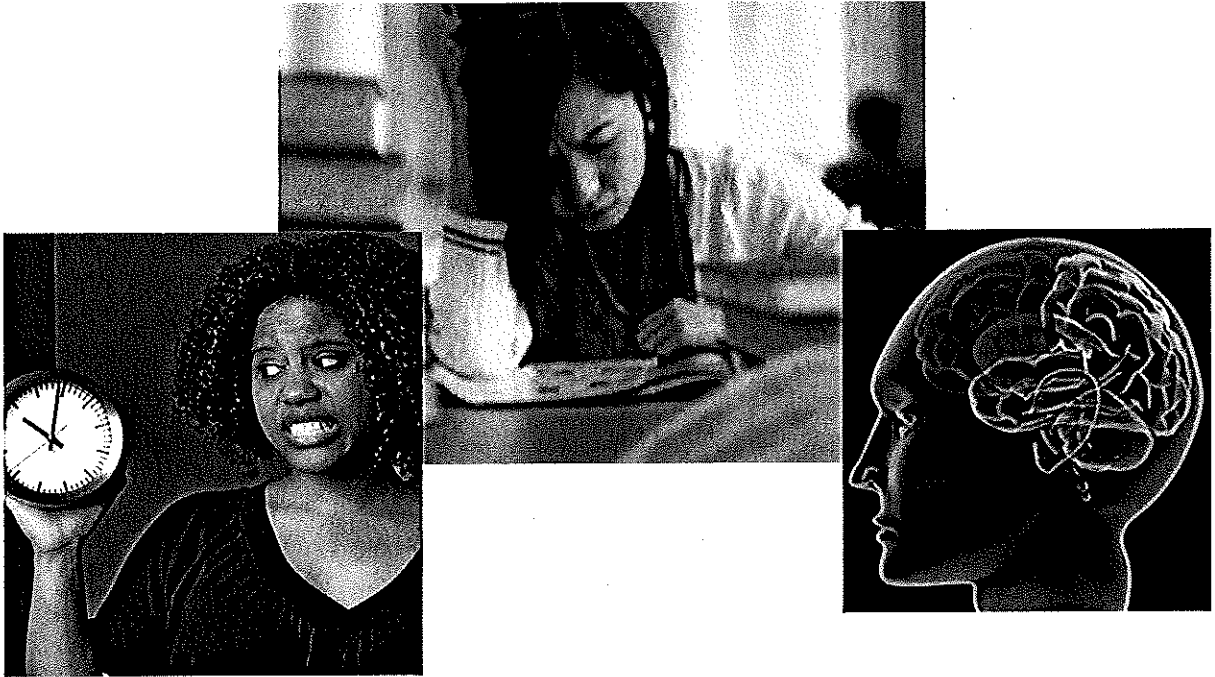


# Learning Styles and Effective Study Strategies: Using what we know to help struggling students



Rick Gubash, MS  
Learning Specialist,  
Disability Resource Center

## **Overview and Objectives**

Learning Styles and  
Strategies for Struggling Students

Common Goal – to help students find the resources they need to be successful graduates

## **Take aways:**

Study tools, Time Management tools to share with students

## Learning Styles

We Learn by Perceiving Through our Senses

Learn by:

- Seeing (visual)
- Hearing (auditory)
- Touching/manipulating (Kinesthetic)



### Visual, Auditory or Kinesthetic - Activity

We all have preferences for learning, but what does research tell us about learning styles?

*- That multimodal ways of learning works best for learning and understanding new information*

## So how can Learning Styles be Helpful?

Students might find that understanding their own learning preferences can be helpful. For example, if you know that visual learning appeals to you most, using visual study strategies in conjunction with other learning methods might help you better remember the information you are studying.

[psychology.about.com/od/educationalpsychology/a/vark-learning-styles.htm](http://psychology.about.com/od/educationalpsychology/a/vark-learning-styles.htm) Retrieved: 01/22/14

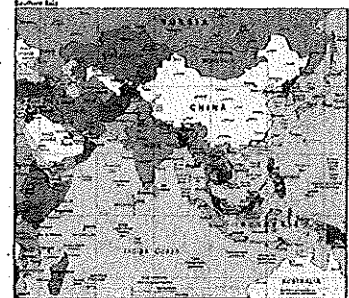
### How can we use Learning Styles to help students?

Helping students to understand their preference for learning is important.

- This helps us approach each student as an individual.
- But we must go beyond what they prefer and help students expand their learning modalities for each subject.

### Multimodal Learning—(e.g. Webcasts And Universal Instructional Design)

- Ultimately, no one student can use one learning style method for all subjects.
- Imagine learning geography with only an auditory style of learning.....
- Webcast lectures appeal to multiple modes of sensory input.
- Khan academy integrates visual and auditory presentations to help students learn.



stu-

### Wrapping up Learning Styles

Take aways:

- Help students understand preferences
- Encourage multimodal learning—ex: Webcasts, Labs, Census Access Conversion Tool
- Help faculty understand universal design for instruction strategies

## Learning Strategies

The most universal study tip I give students:

- *Create context for learning new information!*

How do we create context?

### SQ3R Creates Schema

One of the best study tips I share with students is to create a context (schema) for learning.

SQ3R = Survey, Question Read Recite & Review

This creates a framework for learning based on previous knowledge.

### SQ3R

- Survey Chapters (create global outline)
- Questions (turn headings and subheadings into questions)
- Read chapter sections and summarize
- Recite important information
- Review the information again

## Time Management and Goals

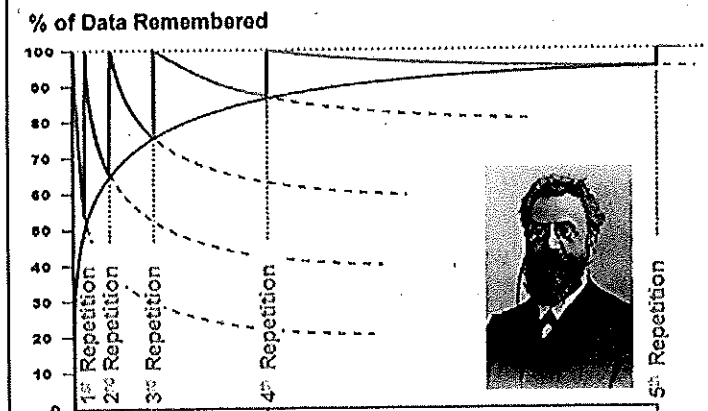
Covey's TM Matrix

	Urgent	Not Urgent
Important	<b>I</b> • Crisis • Pressing Issues • Deadlines • Meetings	<b>II</b> • Preparation • Planning • Prevention • Relationship building • Personal Development
Not Important	<b>III</b> • Interruptions • Some mail • Many popular activities	<b>IV</b> • Trivia • Some phone calls • Excessive TV/Games • Time wasters

Create a Study Sequence  
with a goal of  
7 Iterations

1. Before each lecture: outline/review chapter headings
2. Just before class, review notes from previous lecture
3. Take notes during class (Cornell Notes suggested)
4. Very soon after class, review freshly taken notes
5. Dig into the chapter reading sections and summarizing key points
6. Recite/Review vocab/key points

The Curve of Forgetting



Stephen Covey:

*"The key is not to prioritize what's on your schedule, but to schedule your priorities."*

*"The way you spend your time is a result of the way you see your time and the way you really see your priorities"*

*"Most of us spend too much time on what is urgent and not enough time on what is important."*

"If everything is a priority, nothing is a priority."

Simon Fulleringer

#### Sample To Do List

A2 Review research articles

A1 Email Instructor regarding exam schedule

B1 Call mom

A3 Begin annotated bibliography

B Sort and wash 1 load of laundry

A4 Review O-Chem. Notes

#### Task Management

Help students build a to do list

Help assign priorities A, B, C; then A1, A2, A3

### Building a Study Routine

Visual Tools to help students plan out their time:

- Weekly planner + Google Calendar with study times
- 10 Week Planning Calendar
- Google Calendar

#### Who should you refer to the DRC?

- Depression, Anxiety; Attentional, Reading, Writing and Math Difficulties
- Screening tool

#### Language for guiding students to resources:

- Are you working with other offices on campus?
- What do you see as your biggest barrier to academic success?

#### Financial Resources for getting Psychoeducational Assessments

- Student's with USHIP insurance and Financial Aid

#### Wrapping up and Take Aways

- Learning Styles – Help students expand learning modalities
- Study skills – Follow the seven step study sequence and incorporate schema/context
- Time Management – Organize and Execute Priorities
- Build a study routine with a weekly planner
- Refer students to CAPS and the DRC for screenings

### Addressing Procrastination

Here are a few strategies:

- Screen for perfectionism/ anxiety
- "Perfect is the enemy of \_\_\_\_\_!"
- Commit to ten minutes
- Allow for breaks every 30 minutes – reflect and walk around for five minutes – use countdown timer

Learning with Context  
[www.youtube.com/watch?](http://www.youtube.com/watch?)

Source:

VAK system  
taken from Be-  
coming a Master  
Student, Ellis, D.

2014 Spring 10 week Planner

	Monday	Tuesday	Wednesday	Thursday	Friday	Satur- day	Sunday	Notes
Week 1	March 31 Spring Instruction begins	April 1	April 2	April 3	April 4	April 5	April 6	
Week 2	April 7	April 8	April 9	April 10	April 11	April 12	April 13	
Week 3	April 14	April 15	April 16	April 17	April 18 Add/Drop/Swap ends	April 19	April 20	
Week 4	April 21	April 22	April 23	April 24	April 25	April 26	April 27	
Week 5	April 28	April 29	April 30	May 1	May 2	May 3	May 4	
Week 6 Advising Week	May 5	May 6	May 7	May 8	May 9 Withdrawal Deadline	May 10	May 11	
Week 7	May 12	May 13	May 14	May 15	May 16	May 17	May 18	
Week 8	May 19	May 20	May 21	May 22	May 23	May 24	May 25	
Week 9	May 26 Memorial Day Break	May 27	May 28	May 29	May 30	May 31	June 1	
Week 10	June 2	June 3	June 4	June 5	June 6 Instruction ends	June 7	June 8	
Finals Week	June 9	June 10	June 11	June 12	June 13	June 14	June 15	