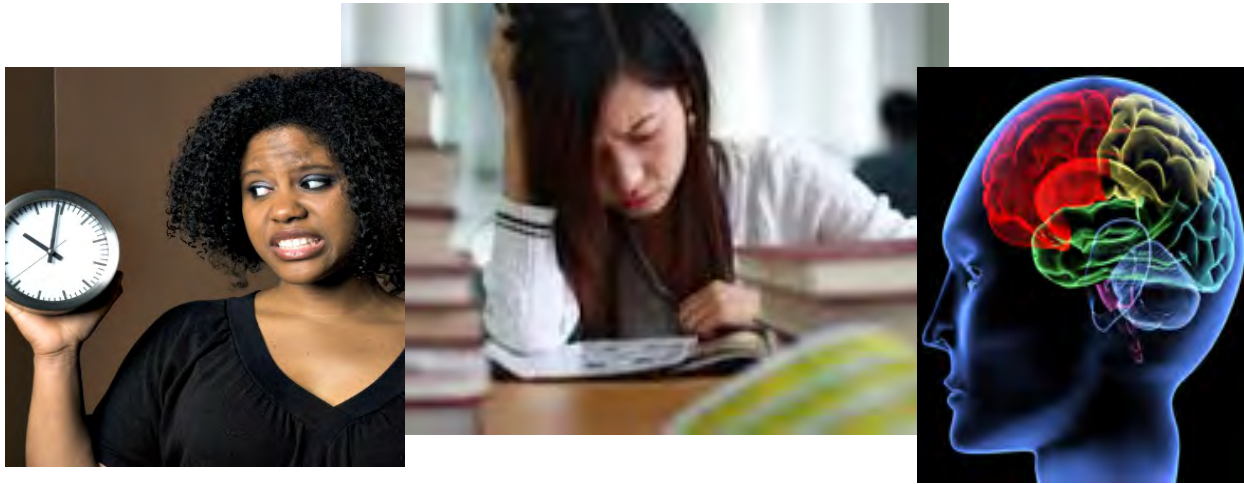


Learning Styles and Effective Study Strategies



Using what we know to help struggling students

Rick Gubash, MS
Disability Resource Center

10,000 Lakes and my Former Frozen Home



Overview and Objectives

- Overview: Two parts –
 - Learning Styles and
 - Strategies for Struggling Students

Common Goal – we want to help (struggling) students find the resources they need to be successful

- Take aways:
 - Study tools, Time Management tools to share with students
 - Screening tool to make referrals to the DRC



Learning Styles



We Learn by Perceiving Through our Senses



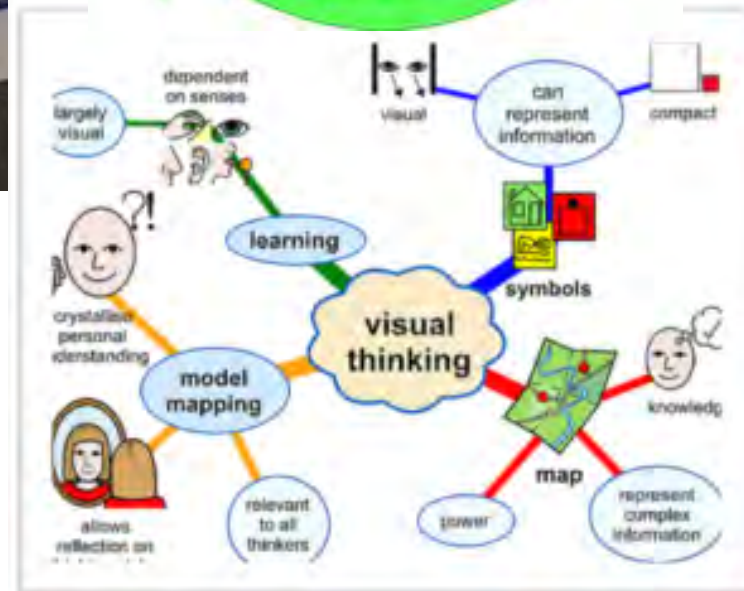
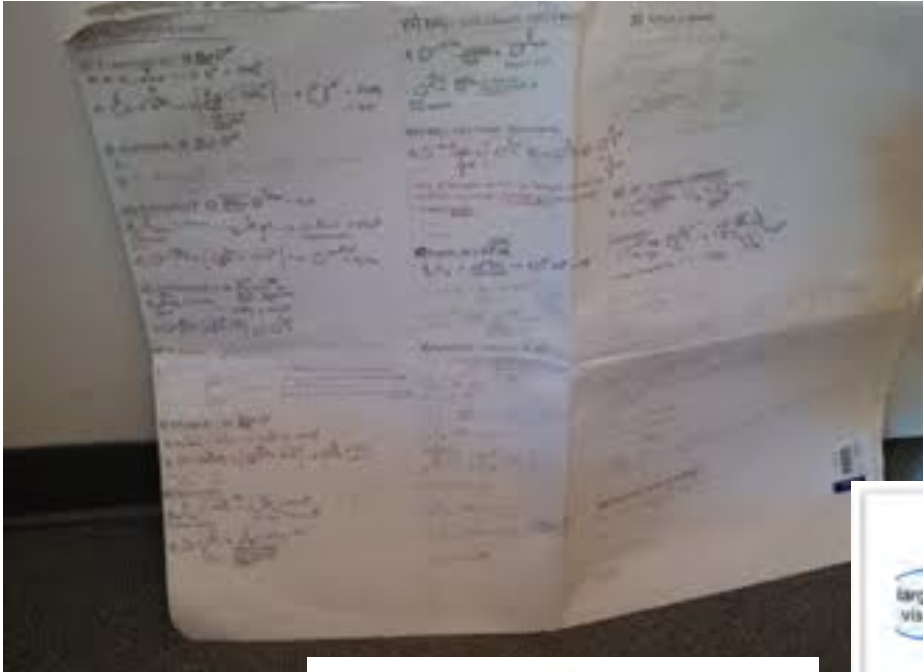
Learn by:

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

Source:

VAK system taken from Becoming a Master Student, Ellis, D.

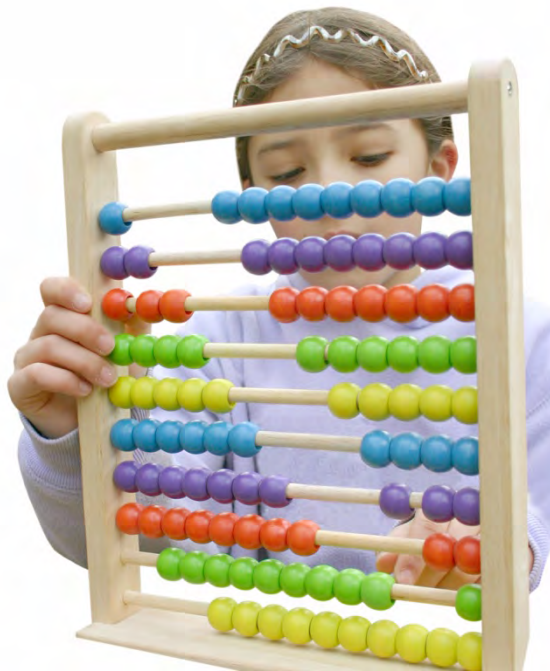
Visual Learner with Context



Auditory Learning



Kinesthetic



Activity #1

What is your learning style?

Visual, Auditory or Kinesthetic

1. Take a moment and consider your own preferred learning style.
2. New Mobile Smart Phone – How do you learn the features
3. Now stand and turn someone you are near and share your learning style (1 minute).

Share

- Volunteers to share their learning style and how they differed with their partner.

We all have preferences for learning

- Research tells us that these preferences do not have a significant impact on the learning experience.
 - According to Mark K. Smith's 2001 investigation of the existence of learning styles, there is little empirical evidence to support claims made by David Kolb's learning styles.
<http://www.infed.org/biblio/b-explrn.htm>

So how can Learning Styles be Helpful?

- While aligning teaching strategies to learning styles may or may not be effective, **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.**

<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.
 - But we must go beyond what they prefer and help students expand their learning modalities for each subject.

Multimodal Learning

- Ultimately, no one student can use one learning style method for all subjects.

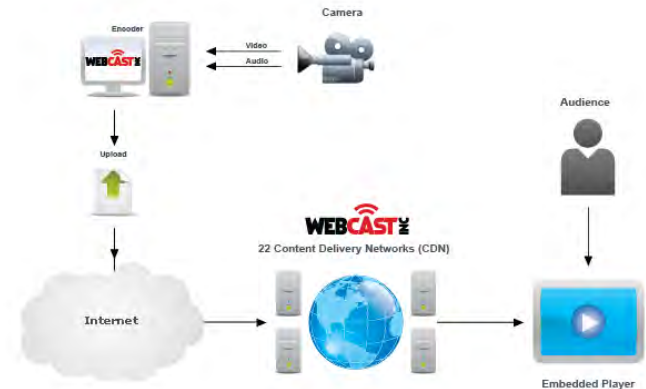
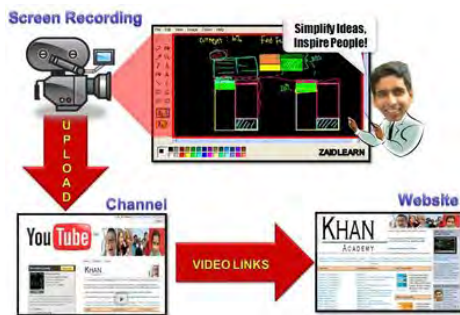


- Imagine learning geography with only an auditory style of learning...
- This would be counterproductive.

Webcasts

[Webcast Main Page](#)
webcast.ucsc.edu/

Webcast lectures appeal to multiple modes of sensory input.

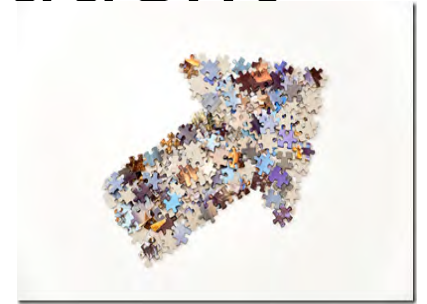


- Khan academy integrates visual and auditory presentations to help students learn.

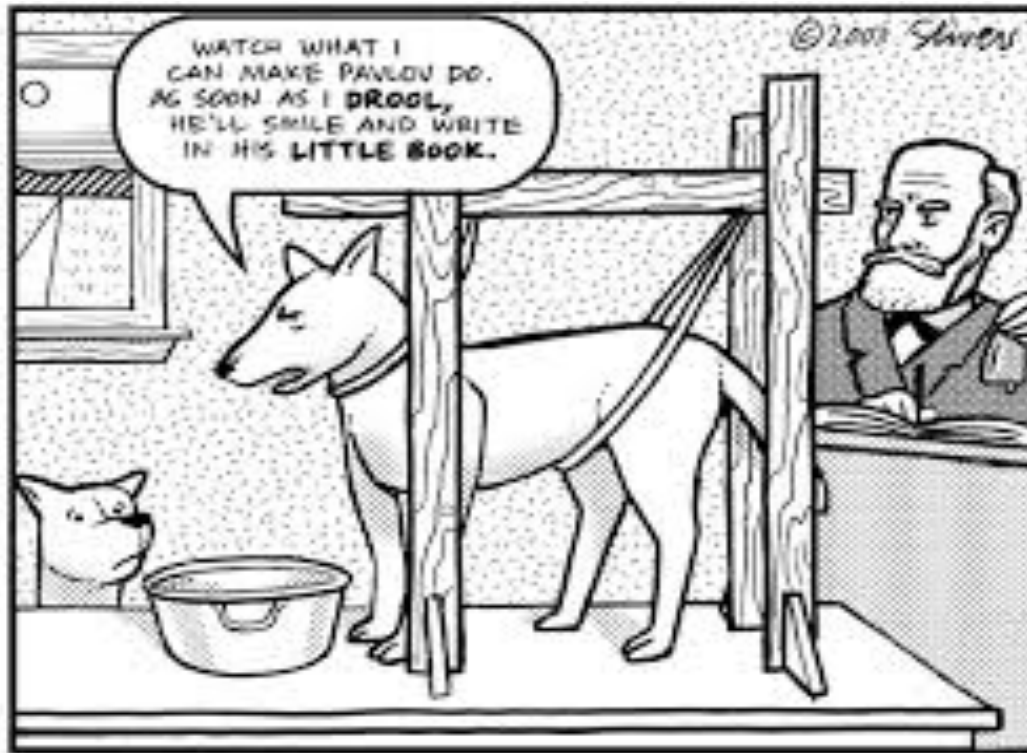
Wrapping up Learning Styles

- Take aways:
 - Help students understand preferences
 - Encourage multimodal learning
 - examples Webcasts, Labs, Census Access Conversion Tool on Ecommons
 - Help faculty understand universal design for instruction strategies

Helping the Struggling Student



Learning Strategies



Learning with Context



<https://www.youtube.com/watch?v=mzbRpMIEHzM>

Schema

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.

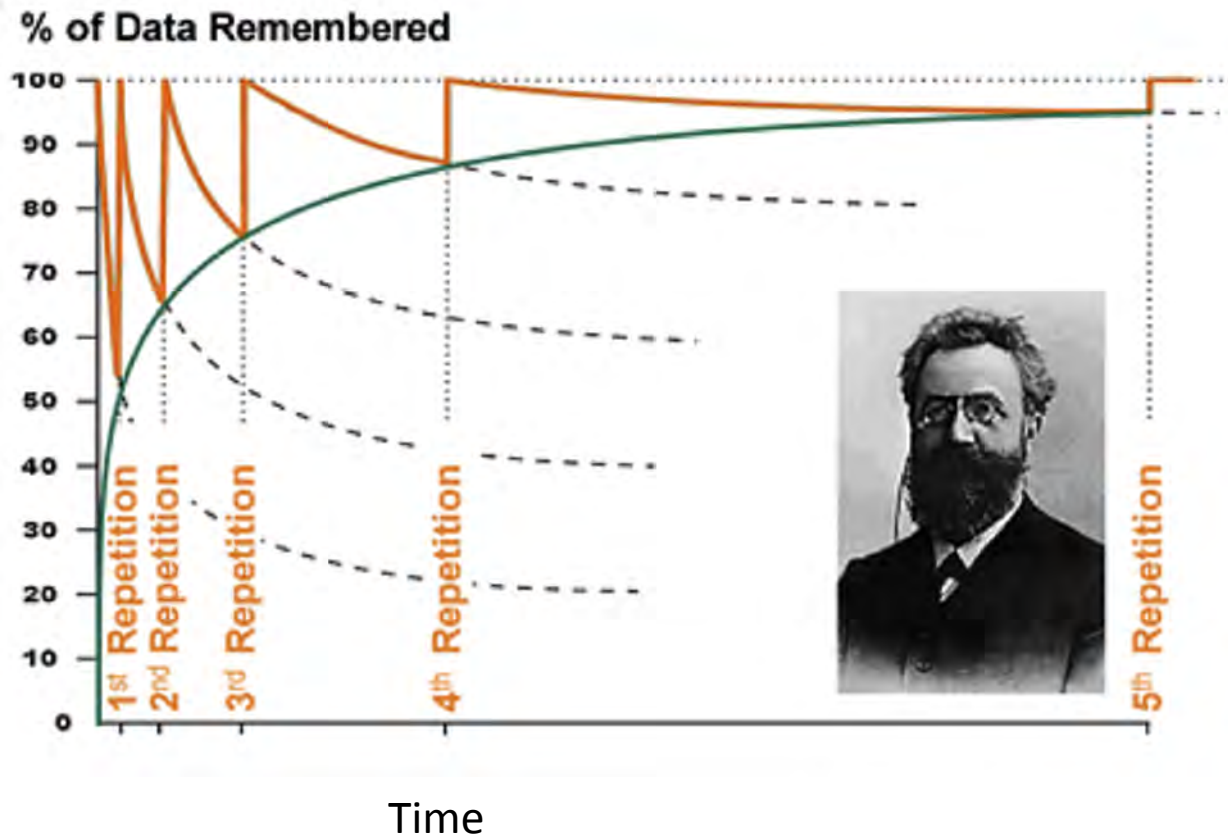
Create a Study Sequence with a goal of 7 iterations

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 (connect to the lecture points)
6. Recite/Review vocab and key points
7. Look at the big picture again (outline review)

SQ3R

- This 7 step process is a variation of 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

The Curve of Forgetting and overlearning > Long Term Memory



Time Management



Mahatma Gandhi:

"Action expresses priorities."

Ben Franklin:

"Lost time is never found again"



Time Management and Goals

Help students connect their “free time” to their values, goals and roles!

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.”

Stephen Covey's Time Management Matrix

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



List and Prioritize

“If everything is a priority, nothing is a priority.”

Simon Fulleringer

- Help students build a to do list
- Help assign priorities A, B, C; then A1, A2, A3
 - This helps create order and sequence

Sample Prioritized To Do List

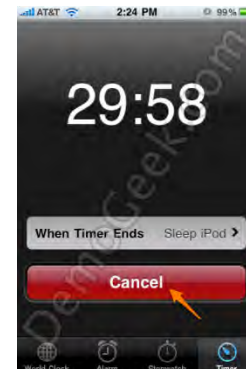
- A2 Review research articles
- A1 Email Instructor regarding exam schedule
- B1 Call mom
- A3 Begin annotated bibliography
- B Sort and wash 1 load of laundry
- A4 Review O-Chem Notes
- A7 complete problem set due tomorrow
- A5 Make Flashcards for O-Chem
- C Pay tuition bill due February 19th
- C Transfer money to checking
- C Apply for Financial Aid by March 1
- A6 attend MSI on Tuesday

Building a Study Routine

- Visual Tools to help students plan out their time.
- **Weekly planner** – Google Calendar with classes, work, meal study times
- **10 Week Planning Calendar**
- Google Calendar – reminders for appointments

Addressing Procrastination

- Here are a few strategies
 - Screen for perfectionism
 - “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
 - Get up and move during breaks



Making Appropriate Referrals



- Depression, Anxiety, Attentional Difficulty, 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

What are your strategies for helping struggling students?

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

Thank You

- Email: Rgubash@gmail.com
- Photos/images: courtesy of Google Images