

SPATIAL

TACTILE

AUDITORY

READING

ANDREW ALDOUS (2013)

S.T.A.R LEARNING STYLES

"We all learn in different ways"

The S.T.A.R Learning Styles are a guide to different learning approaches for each student. They are in no way perfect, but attempt to provide a loose framework to how an individual may learn content beyond the traditional "chalk-and-talk". Hopefully, it helps unlock a new way of thinking and a better love of education.

Adapted from: www.businessballs.com/vak earningstylestest.htm

SPATIAL LEARNING STYLE

by Andrew Aldous (2013)

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Spatial Learning involves 'the use of seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart' (Chapman, 2012)

LEARNING NEW IDEAS:

To help learn new concepts a student could use:

- Flow Charts
- Symbols
- Infographics
- Power Point Slides
- Youtube Presentations
- Symbols
- Colour Coded Documents

These are not an exhaustive list, but could be used as a 'first strategy' before reading large amounts of text, copying notes or discussing ideas with others.

Spatial learners may enjoy:

- Large 'butcher paper'
- Flow chart software
- Bright or vibrant colours

MAKING STUDY AIDS:

Ideas for short and long term memory recall for spatial learners are varied:

- Drawing from memory
- Creating instructional posters
- Colour coding pathways
- Replacing words with symbols
- Synthesizing many 'worded' powerpoints into one visual powerpoint

PERFORMING WELL:

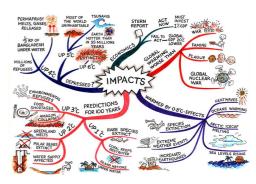
In order to better explain your ideas for assessment, a student could:

- Use diagrams
- Discuss the 'mental' pictures to explain relationships
- Draw a flowchart
- Use colours to display importance or complexity
- Present a visual power point.



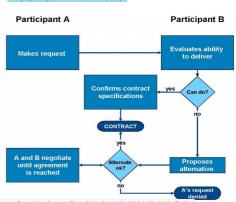
Infographics

Detailed charts and pictures can help the learning process by visualizing relations. By incorporating pictures, lines and brief descriptions, ideas and concepts can be better understood over 'slabs of text'. http://tinyurl.com/m6fcjvv



Mind Maps

Linking ideas from one central point can help the mind 'flow' and recall concepts sequentially. Emphasis on the relationships and how they interact can be formed for 'follow-on' logic. http://tinyurl.com/m6z7wga



Flowcharts

See the logical relationships between concepts can help the recall of ideas in a coherent order. Being able to visual the patterns and how they interact can help reinforce the complexity without the need for many words. http://tinyurl.com/mkwhthy

TACTILE LEARNING STYLE

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Tactile Learning involves 'physical experience - touching, feeling, holding, doing, practical hands-on experiences'. (Chapman, 2012)

LEARNING NEW IDEAS:

To help learn new concepts a student could use:

- Laboratories
- Field trips
- Using all senses
- Computing/Mouse
- Lecturers who give reallife examples
- Trial and error

These are not an exhaustive list, but could be used as a 'first strategy' before reading large amounts of text, copying notes or sitting through detailed lectures.

Tactile learners may enjoy:

- Mecanno/Lego
- Field Trips/The Outdoors
- Playing Games

MAKING STUDY AIDS:

Ideas for short and long term memory recall for tactile learners are varied:

- Discuss using 'real life' examples
- Solving a problem with other Tactile Learners
- Doing a 'risky' experiment
- Competing with others on a game
- Teaching others a concept

PERFORMING WELL:

In order to better explain your ideas for assessment, a student could:

- Role play the solution
- Create a diagram of the concept
- Build a model of the project
- Summarise notes with as many 'real-life' examples
- Teach the concept



Experiments

Moving into a laboratory or work-shed to practice the concept tends to solidify the abstract. Seeing first-hand the result of an experiment can help show the 'reality' of its significance http://tinyurl.com/kgdsmeu



Playing Games

Adding the element of competitive behaviour to a hands-on task can provide strong stimuli to recall. Seeing the action and reaction of another tactile learner to the situation can reinforce learning goals http://tinyurl.com/mkosrac



Design and Construction

Using building materials to make a model of the concept can help recall and evaluative skills to form. Allowing trial and error to naturally occur often provides a personal model of 'best-practice' http://tinyurl.com/lobwugg

AUDITORY LEARNING STYLE

by Andrew Aldous (2013)

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Auditory Learning involves 'the transfer of information through listening: to the spoken word, of self or others, of sounds and noises'. (Chapman, 2012)

LEARNING NEW IDEAS:

To help learn new concepts a student could use:

- attend discussions and tutorials
- discuss topics with parents
- discuss cases with teachers
- teach new ideas to little children
- record voice onto phone

These are not an exhaustive list, but could be used as a 'first strategy' before reading large amounts of text, copying notes or making scale models.

Auditory learners may enjoy:

- Good quality headphones
- Dedicated TED talks
- Musical Instruments

MAKING STUDY AIDS:

Ideas for short and long term memory recall for auditory learners are varied:

- Talk through your notes with other students
- Record and listen to ideas
- Add rhymnes to a mnemonic
- Join study groups
- Listen to music whilst reading

PERFORMING WELL:

In order to better explain your ideas for assessment, a student could:

- Imagine talking to the assessor
- 'Speaking out' answers in the mind before writing
- Talking to a 'critical friend' before the exam
- Using SKYPE or TANGO to review answers
- Voice over recording a Power Point.



TED Talks and Presentations

Listening and evaluating the advice of experts can provide strong stimuli for appreciating knowledge. Using high-quality headphones can allow better focusing and reception of tone http://tinyurl.com/mkosrqc



Study Circles and Groups

Sitting in a study circle and rebounding ideas between respected peers can help develop ideas. Being a 'critical-friend' to another student can produce evaluative skills and better judgements. http://tinyurl.com/mkqno2j



Making Music

Incorporating rhyme or melody into study notes can help improve the ease in which ideas flow during stress. Providing a music outlet through instruments can help develop ideas into lyrics http://tinyurl.com/lobwugg

READING LEARNING STYLE

by Andrew Aldous (2013)

Adapted from www.businessballs.com/vaklearningstylestest.htm

Reading Learning involves the use of written, numerical or symbol based language, including dictionaries, textbooks, glossaries, poetry and books' (Chapman, 2012)

LEARNING NEW IDEAS:

To help learn new concepts a student could use:

- headings
- dictionaries
- glossaries
- definitions
- handouts
- textbooks

These are not an exhaustive list, but could be used as a 'first strategy' discussing ideas with others, doing group presentations or making a scale model.

Spatial learners may enjoy:

- Good quality pens
- Nice leather bound books
- Rich poerty and languages

MAKING STUDY AIDS:

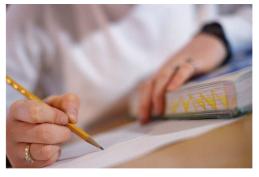
Ideas for short and long term memory recall for spatial learners are varied:

- Making glossaries
- Writing down lists
- Reading multiple perspectives
- Replacing words with symbols & vice versa
- Synthesizing many 'worded' powerpoints into one worded powerpoint

PERFORMING WELL:

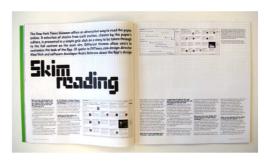
In order to better explain your ideas for assessment, a student could:

- Write out exam answers
- Summarise lists of key terms
- Make colour coded key headings and terms
- Reading multiple exam reports
- Proof reading textbooks



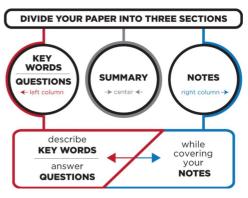
Practice Short-hand

Synthesising large quantities of information into quality notes help develop critical thinking skills. Employing a system of short-hand can provide a personalised approach to terms and recall http://tinyurl.com/m87r7yw



Skim Reading

Recognising key terms and headings instead of the bulk of the text can help scope and focus skills. Allowing the eye to settle on the main points over the fine detail can help organise key information https://tinyurl.com/lwdngu8



Rule of Third's Summary

Dividing a page into three key sections can allow block text to be better digested and understood. The division of key concepts into smaller areas can help subroutines develop into consciousness http://tinyurl.com/mggcjdd

S.T.A.R LEARNING STYLES QUALITATIVE DATA ANALYSIS

Question List

| # QUESTION | SPATIAL | TACTILE | AUDITORY | READING |
|---|--|--|--|---|
| 1 when operating new equipment for the first tim read the instructions | m read the instructions | have a go and learn by 'trial and error' | listen to or ask for an explanation | read the manual and the FAQ |
| 2 when seeking travel directions I | look at a map | follow my nose or maybe use a compass | ask for spoken directions | use google maps and follow the textinstructions |
| 3 when cooking a new dish I | follow a recipe on a youtube video | follow my instinct, tasting as I cook | call a friend for explanation | follow the receipe given by the author |
| 4 to teach someone something I | draw a diagram and show pictures | demonstrate and let them have a go | explain verbally | write line by line instructions |
| 5 I tend to say | "I see what you mean" | "I know how you feel" | "I hear what you are saying" | "let me take some notes on that" |
| 6 I tend to say | "show me" | "let me try" | "tell me" | "write it down for me" |
| 7 I tend to say | "watch how I do it" | "you have a go" | "listen to me explain" | "Let me write down some instructional material or FAQ" |
| 8 complaining about faulty goods I tend to | create a flow chart for what I and the company needs to do | go back to the store, or send the faulty item to the head office | phone | write a letter/email to the company |
| 9 I prefer these leisure activities | museums or galleries | physical activities or making things | music or conversation | libraries or bookshops |
| 10 when shopping generally I tend to | look and decide | try on, handle or test | discuss with shop staff | goes off a written shopping list I prepared earlier |
| 11 choosing a holiday I | read the brochures | imagine the experience | listen to recommendations | read over blog comments and reviews |
| 12 choosing a new car I | look at the advertising and brief descriptions | test-drive what you fancy | discuss with friends | look at detailed reviews by the experts |
| 13 learning a new skill | I watch what the teacher is doing | I like to give it a try and work it out as I go along by doing it | I talk through with the teacher exactly what I am supposed to do | take lots of notes and then read them over again later |
| 14 choosing from a restaurant menu. | I imagine what the food will look like | I imagine what the food will taste like | I talk through the options in my head | read over blog comments and reviews |
| 15 when listening to a band | I sing along to the lyrics (in my head or out loud!) | I move in time with the music | Histen to the lyrics and the beats | listen and read the meaning and power behind their lyrics |
| 16 when concentrating I | focus on the pictures in front of me | move around a lot, fiddle with pens and pencils and touch unrelated things | discuss the problem and possible solutions in my head | focus on the words and their meanings in front of me |
| 17 I remember things best by | making diagrams and flow charts | doing and practising the activity, or imagining it being done | saying them aloud or repeating words and key points in my head | writing notes or keeping printed details |
| 18 my first memory is of | looking at something | doing something | being spoken to | feeling the power in the words I just read |
| 19 when anxious, I | visualise the worst-case scenarios | can't sit still, fiddle and move around constantly | talk over in my head what worries me most | don't have effort detail in the notes or they are vague |
| 20 I feel especially connected to others because of how they look | of how they look | how they make me feel | what they say to me | the little notes of encouragement they give me |
| 21 when I revise for an exam, I | make diagrams and flow charts | imagine making the movement or creating the formula | I talk over my notes, to myself or to other people | write lots of revision notes (using lots of colours!) |
| 22 when explaining something to someone, I tend I show them what I mean | d t show them what I mean | encourage them to try and talk them through the idea as they try | explain to them in different ways until they understand | write down what I mean and given them the textbook |
| 23 my main interests are | photography or watching films or people-watching | physical/sports activities or fine wines, fine foods or dancing | listening to music or listening to the radio or talking to friends | reading an awesome book |
| 24 most of my free time is spent | watching television | doing physical activity or making things | talking to friends | read an awesome book (duh!) |
| 25 when I first contact a new person | l arrange a face to face meeting | I try to get together to share an activity | I talk to them on the telephone | send a detailed but friendly email |
| 26 I first notice how people | look and dress | stand and move | sound and speak | handwriting and what they read |
| 27 if I am very angry | I keep replaying in my mind what it is that has upset me | I stomp about, slam doors and throw things | I shout lots and tell people how I feel | write in down in a diary or text my friends |
| 28 I find it easiest to remember | faces | things I have done | names | the spelling of their name |
| 29 I think I can tell someone is lying because | they avoid looking at you | the vibes I get from them | their voice changes | the language they use avoids the question |
| 30 When I'm meeting with an old friend | I say "it's great to see you!" | I give them a hug or a handshake | I say "it's great to hear your voice!" | I send an email or text to say hello |
| TOTAL | | 0 | | 0 |

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Further Reading

http://en.wikipedia.org/wiki/Neuro-linguistic_programming http://en.wikipedia.org/wiki/Learning_styles