

PERSONALITY TYPE AS A KEY TO LEARNING STYLES

Modified from Essential Study Skills, Wong, Harcourt Press, 2003

Research in education has shown that if you present information in a manner that matches an individual's learning style, they will absorb the information more quickly and have an easier time transferring it into long-term memory. We also know that if you appeal to an individual's personality type they will be more receptive. Here we look at how what you know about the True Colors Personality Typing system can help you identify and respond to an individual's learning style.

Review the following common characteristics of the three primary learning styles and on the blank line write in the probable "Color" of that individual. Use Gld for Gold, O for Orange, B for Blue, and Gr for Green.

Visual Learners

- _____ Can easily recall printed information in the form of numbers, words, phrases, or sentences.
- _____ Can easily understand and recall information presented in pictures, charts, or diagrams.
- _____ Can make "movies in their minds" of information they are reading.
- _____ Have strong visual-spatial skills that involve sizes, shapes, textures, angles, and dimensions.
- _____ Pay close attention and learn to interpret body language (facial expressions, eyes, stance).
- _____ Have a keen awareness of aesthetics, the beauty of the physical environment, and visual media.

Auditory Learners

- _____ Can accurately remember details of information heard in conversations or lectures.
- _____ Have strong language skills that include well-developed vocabularies and appreciation of words.
- _____ Have strong oral communication skills that enable them to carry on conversations and be articulate.
- _____ Have "finely tuned ears" and may find learning a foreign language relatively easy.
- _____ Hear tones, rhythms, and notes of music and often have exceptional musical talents.

Kinesthetic Learners

- _____ Learn best by using their hands ("hands-on" learning) or by full body movement.
- _____ Learn best by doing.
- _____ Learn well in activities that involve performing (athletes, actors, dancers).
- _____ Work well with their hands in areas such as repair work, sculpting, art, or working with tools.
- _____ Are well-coordinated with a strong sense of timing and body movements.
- _____ Often wiggle, tap their feet, or move their legs when they sit.
- _____ Often were labeled as "hyperactive."

Learning Strategies in School That Utilize Modalities

Once you have identified that individual's Color, you can use the following presentations strategies to make learning meaningful.

For Visual Learners

- Create stronger visual memories of printed materials by highlighting important ideas with different colors of highlighters or by highlighting specific letters in spelling words or formulas or equations in math.
- Take time to visualize pictures, charts, graphs, or printed information and take time to practice recalling visual memories when you study.
- Create "movies in your mind" of information that you read; use your visual memory as a television screen with the information moving across the screen.
- Use visual study tools such as visual mappings, hierarchies, comparison charts, and time lines to represent information you are studying. Expand chapter mappings or create your own chapter mappings to review main ideas and important details in chapters. Add colors and/or shapes or pictures.

- Enhance your notes, flash cards, or any other study tools by adding colors and pictures (sketches, cartoons, stick figures).
- Color-code study tools. (Different colors imprint into memory more easily for some students.) Colors can be used to accentuate specific parts of textbooks, notes, or any written materials you work with or you have created.
- Use your keen observational skills to observe people and pick up on clues they may give about important information, emotions, or their general state of being.
- Always be prepared with a pen and notepaper (or a small notepad) to write down information or directions. (Written information is easier to recall more accurately.)

For Auditory Learners

- Talk and read out loud to explain new information, express your ideas, practice information you are studying, or paraphrase another speaker.
- Work with a “study-buddy,” or in a study group and verbally explain information or processes to someone. Also take ample opportunity to ask questions, articulate answers, and express your understanding of information orally.
- For lectures, take your own notes, but back your notes up with a tape recorded version of the lecture. Review only the parts of the lecture that are unclear or confusing.
- When you practice reciting your notes, flash cards, study tools or information from a textbook, turn on a tape recorder and review the most important information prior to a test. Tapes made in your own voice often become valuable review tools.
- Create rhymes, jingles, or songs to help you remember specific facts.
- Read confusing information using exaggerated expression. The natural rhythm and patterns of your voice often group information in such a way that it becomes easier to understand.
- Use computerized technology (electronic spell checkers, calculators with a “voice,” speech synthesizers on computers) to help with the learning process. Access CD-ROM programs and multimedia software that provide auditory and visual stimuli for learning.

For Kinesthetic Learners

- Handle objects, tools, or machinery that you are trying to learn. For example, handle the rocks you study in geology, repeat applications several times on a computer, or hold and use tools or parts of machinery that are discussed in class or in your textbook.
- Create study tools that you can move around with your hands. These may include flash cards or cards that can be shuffled, spread out, sorted, or stacked as a way to categorize information.
- Cut charts or diagrams apart, reassemble them in their correct order.
- Use exaggerated movements and hand expressions, drama, dance, pantomime, or role playing to assist the development of long-term memory. Muscles also hold memory, so involving movement in the learning process creates muscle memory.
- Type or use a word processor. Using a keyboard involves fine motor skills and muscle memory; it may be easier to remember information that you typed or entered into a computer.
- Talk and walk as you recite or practice information. Pacing or walking with study materials in hand helps some people process information more naturally.
- Work at a chalkboard, with a flip chart, or on a large poster paper to create study tools. List, draw, practice, or write information while you stand up and work on a larger surface.
- Learn by doing. Use every opportunity possible to move as you study. For example, if you are studying perimeters in math, tape off an area of a room and walk the perimeter.