

Multimodal Study Strategies

If you have multiple preferences you are in the majority as somewhere between fifty and seventy percent of any population seems to fit into that group.

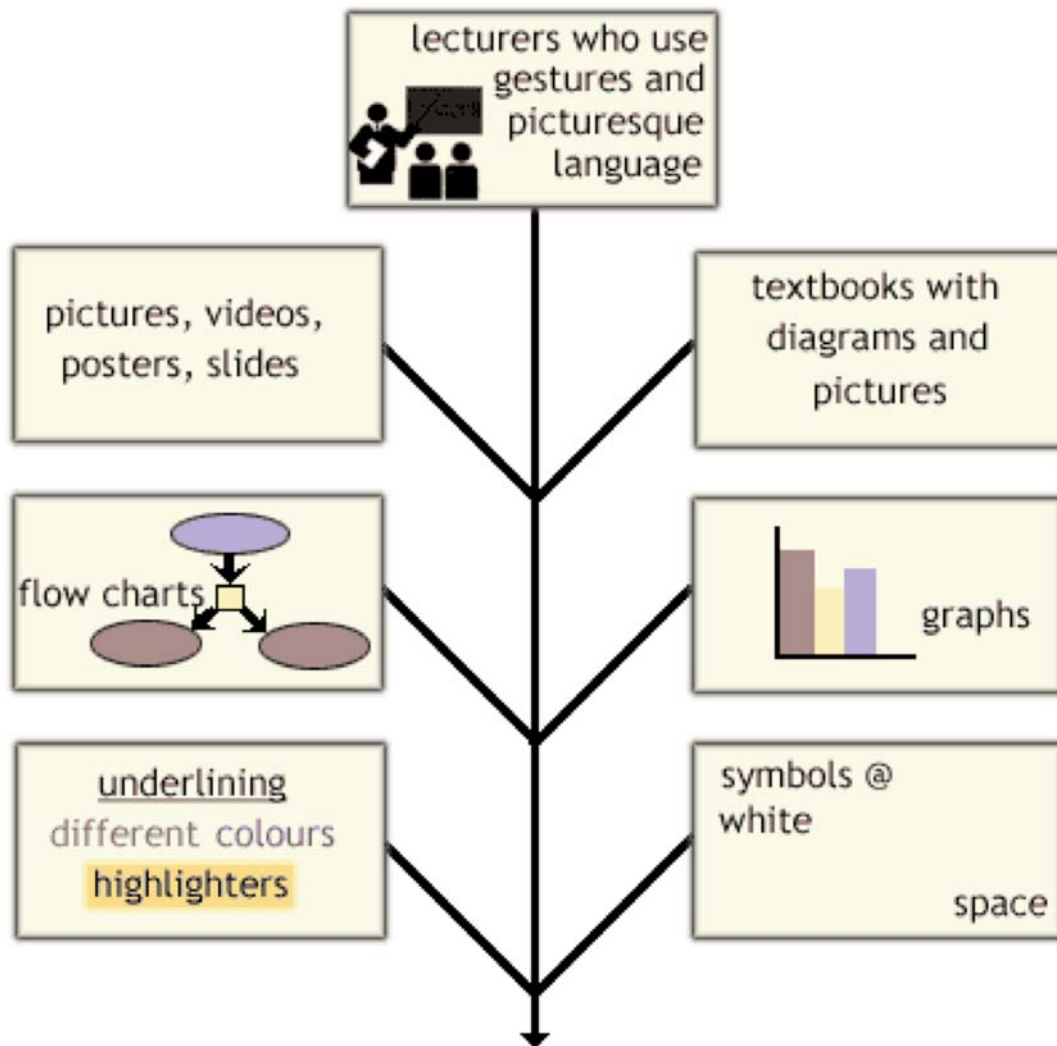
Multiple preferences are interesting and quite varied. For example you may have two strong preferences V and A or R and K, or you may have three strong preferences such as VAR or ARK. Some people have no particular strong preferences and their scores are almost even for all four modes. For example one student had scores of V=9, A=9, R=9, and K=9. She said that she adapted to the mode being used or requested. If the teacher or supervisor preferred a written mode she switched into that mode for her responses and for her learning.

So multiple preferences give you choices of two or three or four modes to use for your interaction with others. Some people have admitted that if they want to be annoying they stay in a mode different from the person with whom they are working. For example they may ask for written evidence in an argument, knowing that the other person much prefers to refer only to oral information. Positive reactions mean that those with multimodal preferences choose to match or align their mode to the significant others around them.

If you have two dominant or equal preferences please read the study strategies that apply to your two choices. If you have three preferences read the three lists that apply and similarly for those with four. You will need to read two or three or four lists of strategies. One interesting piece of information that people with multimodal preferences have told us is that it is necessary for them to use more than one strategy for learning and communicating. They feel insecure with only one. Alternatively those with a single preference often "get it" by using the set of strategies that align with their single preference.

We are noticing some differences among those who are multimodal especially those who have chosen fewer than 17 options and those who have chosen more. If you have chosen fewer than 17 of the options in the questionnaire you may prefer to see your highest score as your main preference - almost like a single preference. You are probably more decisive than those who have chosen 17+ options.

Visual Study Strategies



Aural Study Strategies

If you have a strong preference for learning by **Aural** methods (**A** = hearing) you should use some or all of the following:

INTAKE

To take in the information

- attend classes
- attend discussions and tutorials
- discuss topics with others
- discuss topics with your teachers
- explain new ideas to other people
- use a tape recorder

- remember the interesting examples, stories, jokes...
- describe the overheads, pictures and other visuals to somebody who was not there
- leave spaces in your notes for later recall and 'filling'

SWOT - Study without tears

To make a learnable package:

Convert your 'notes' into a learnable package by reducing them (3:1)

- Your notes may be poor because you prefer to listen. You will need to expand your notes by talking with others and collecting notes from the textbook.
- Put your summarised notes onto tapes and listen to them.
- Ask others to 'hear' your understanding of a topic.
- Read your summarised notes aloud.
- Explain your notes to another 'aural' person.

OUTPUT

To perform well in any test, assignment or examination:

- Imagine talking with the examiner
- Listen to your voices and write them down.
- Spend time in quiet places recalling the ideas.
- Practice writing answers to old exam questions.
- Speak your answers aloud or inside your head.

You prefer to have all of this page explained to you.

The written words are not as valuable as those you hear.

You will probably go and tell somebody about this.

Read/Write Study Strategies

If you have a strong preference for learning by **Reading** and **Writing (R & W)** learning you should use some or all of the following:

INTAKE

To take in the information

- lists
- headings
- dictionaries
- glossaries
- definitions
- handouts
- textbooks
- readings - library
- notes (often verbatim)

- teachers who use words well and have lots of information in sentences and notes
- essays
- manuals (computing and laboratory)

SWOT - Study without tears

To make a learnable package:

Convert your notes into a learnable package by reducing them (3:1).

- Write out the words again and again.
- Read your notes (silently) again and again.
- Rewrite the ideas and principles into other words.
- Organize any diagrams, graphs ... into statements, e.g. "The trend is..."
- Turn reactions, actions, diagrams, charts and flows into words.
- Imagine your lists arranged in multiple choice questions and distinguish each from each.

OUTPUT

To perform well in any test, assignment or examination:

- Write exam answers.
- Practice with multiple choice questions.
- Write paragraphs, beginnings and endings.
- Write your lists (a,b,c,d,1,2,3,4).
- Arrange your words into hierarchies and points.

You like this page because the emphasis is on words and lists.

You believe the meanings are within the words, so any talk is OK but this handout is better.

You are heading for the library.

Kinesthetic Study Strategies

If you have a strong **Kinesthetic** preference for learning you should use some or all of the following:

INTAKE

To take in the information

- all your senses - sight, touch, taste, smell, hearing ...
- laboratories
- field trips
- field tours
- examples of principles
- lecturers who give real-life examples
- applications
- hands-on approaches (computing)

- trial and error
- collections of rock types, plants, shells, grasses...
- exhibits, samples, photographs...
- recipes - solutions to problems, previous exam papers

SWOT - Study without tears

To make a learnable package:

Convert your lecture "notes" into a learnable package by reducing them (3:1).

- Your lecture notes may be poor because the topics were not 'concrete' or 'relevant'.
- You will remember the "real" things that happened.
- Put plenty of examples into your summary. Use case studies and applications to help with principles and abstract concepts.
- Talk about your notes with another "K" person.
- Use pictures and photographs that illustrate an idea.
- Go back to the laboratory or your lab manual.
- Recall the experiments, field trip...

OUTPUT

To perform well in the examination:

- Write practice answers, paragraphs...
- Role play the exam situation in your own room.

You want to experience the exam so that you can understand it.

The ideas on this page are only valuable if they sound practical, real, and relevant to you. You need to do things to understand.

Notes and Reflection

Use this blank page for reflecting upon the week’s activities, your academic work, your athletics participation and anything else that will be useful for you to remember, think about or talk about with your coach. Note positive experiences and outcomes as well as things that may have been difficult, frustrating or confusing. Reflection is a strong learning tool that will help you maximize your experience.

Things that I’d like to discuss with my coach at our next Accountability meeting:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Coach and Scholar-Athlete Accountability Meeting Week #5

NAME: _____

DATE OF MEETING: _____

Area of Focus: Learning Styles

Task: Complete the “V.A.R.K. Learning Styles Assessment for Athletes”

AREA	EXPLANATION / FOLLOW UP	
1. Was this week's <i>Area of Focus</i> task completed?	<input type="checkbox"/> YES <input type="checkbox"/> NO	
2. Was a time planning sheet maintained this week?	<input type="checkbox"/> YES <input type="checkbox"/> NO	
3. How many hours were spent studying or completing class assignments?		
4. Were any classes missed? Reason(s)?	<input type="checkbox"/> YES <input type="checkbox"/> NO	
5. Review upcoming tests, papers, assignments and due dates.	<input type="checkbox"/>	
6. Have upcoming tests or assignments been recorded in time planning sheet?	<input type="checkbox"/> YES <input type="checkbox"/> NO	
7. Attended Library Resources meeting?	<input type="checkbox"/> YES <input type="checkbox"/> NO	
8. Sleep patterns, concentration and general health.	<input type="checkbox"/>	
9. Finances, work study or other job.	<input type="checkbox"/>	

Other notes or discussion (including referrals, suggestions or specific goals for next week):

Other discussion items:

1. Do you have a relationship with each of your professors? (Do they know you are an athlete?)
2. Are there any classes or professors that you find difficult learning from? Why?
3. Are you clear about next week's Game Plan assignment?

Athlete Signature: _____

Coach Signature: _____