

## **ESSAY #4 REVISED**

### Me as a Visual Learner

Everybody has a different way of learning new information; this is called your learning style. Your learning style is how you best learn information. According to a BusinessWorld article, "A person's learning style, or the way he begins to concentrate, process, or retain new and difficult information, influences largely the way he works, teaches, leads, or does just about anything ("Experts grace"). I took the Index of Learning Styles Test, and found that I learn best visually. According to Steve Hastings, "Most learning style analyses rely on self assessment questionnaires, with children ticking boxes to indicate which activities they prefer, and which they find easy or difficult" (11). There are different learning styles such as visual, sensing, intuitive, verbal, active, reflective, sequential, and global. Each of these learning styles are different in their own ways, and not all teachers teach according to every style. I believe that if teachers would not stick to one learning style, then a lot of students wouldn't be as lost in class as some are now. Since I took the learning styles test, I agree with it because when I learn new information, I like for the teacher to be very visual so that I can see what he/she is explaining.

I found out that I best learn visually. By being a visual learner, I find that I like for the teacher to use pictures and graphs when they teach. A visual learner tends to learn by watching someone do something visually instead of just listening to the information. Richard Felder and Joni Spurlin define visual learners as, "Visual (prefer visual representations of presented material, such as pictures, diagrams, or flow charts)" (103). When the teacher is teaching something new; they usually just lecture, but when they give examples and write it out on the board, I am able to imagine it in my head and the information is more likely to stay with me. I agree with Richard Felder and Linda Silverman when they say, "Visual learners remember best

what they see: pictures, diagrams, flow charts, time lines, films, demonstrations. If something is simply said to them they will probably forget it." (676). But some teachers have different learning styles, and I sometimes have to adjust my learning style in order to learn how the professor teaches. Even though it's hard, I have to fit my techniques into how the professor gives his information. If I am in a class where the teacher doesn't teach according to my learning style, I write my own notes or highlight the handouts they pass out different colors so I can visually see the information. According to a WestSide News article, "'They learn by seeing and looking and often take numerous detailed notes,'" ("Senses dictate"). I find that it is helpful for me to take notes in class and to look at what the teacher is teaching.

I remember when I first learned how to put my shoes on and tie them. When I was younger, I would always try to put my shoes on by myself and I always ended up putting them on backwards. I was at my grandmas' house, and I asked her if she could teach me. She first demonstrated on herself how to put them on correctly and tie them as I sat there and watched. When she told me it was my turn, I looked at my shoes and she started to explain everything step-by-step. She said, "First, put your shoes on the floor and make sure that when you put the shoes together, they should come towards each other, not away." So I looked at my shoes and made sure the toes formed a letter "M". She told me that the M was for Michelle. That was a way for me to remember how to put them on. She then proceeded to explain how to tie my shoes. I pulled the two strings up and tied those together. Then I got the shoe strings and made bunny ears. Finally I crossed one around the other, pulled it through the hole, and that was it. Since my grandma was so visual and verbal with how she explained it, I learned very quickly.

Another time I learned something new by being a visual learner was the time I learned

how to ride a bike. When I was younger, I would see my brothers always riding around on their bikes, and I was still stuck riding with my training wheels. My brother said that he would teach me how to ride a bike. First, he told me to notice how he gets on the bike, and how he takes off. So I looked at every little movement that his body made. Then he explained that once you get on, you have to start peddling because if you don't you will tip over. I first got on my bike and went down a small hill so that the hill will help me move my bike. Once I got down the hill, my speed would slow down and my bike tipped over. My brother told me to keep trying to go down the hill but to also try to take off after I leave the hill. So I tried and to my surprise it worked. I was so happy, and I just keep peddling down the street. My brother joined me and said, "You see, its not hard to ride a bike." After I took the learning style test, I saw that I tend to scale much higher on the visual part. I agree with that because I have to be able to see what I am about to do or try. In my story, my brother was very visual with the way he was teaching me. I noticed how he got on the bike, how he rode the bike, and how he would stop the bike. I bet if he would have just told me verbally what to do, then I probably wouldn't have learned so fast. It would have taken me a long time to learn how to ride a bike. If I am learning something new, I like to visualize how I am going to accomplish the task and I like to think about how I am going to do it.

I really like how one teacher in particular taught one of his classes last semester that I took. I was taking a math 0303, and the professor was really helpful and used different techniques to teach for different learning styles. In my case, he was really visual, so that helped out a lot. I remember he would be teaching us a lesson, explain everything full out, ask if we had questions, then demonstrate the problem on the board. Every once in awhile he would test us and ask us to come to the board to try out the different problems. I would first think about the problem to myself and then try it out on the board. I found that by trying it out by myself and

having him there to help correct me was very useful. I think this is why I passed his course so easily. In one particular instance, we were learning about how to find the domain and range of equations and graphs. First, he drew a graph on the board, then proceeded to explain how to find the domain and range while drawing on the graph. By seeing the graph on the board visually, I found it very easy to find the domain and range when I look at the graph. If he would of just lectured and told us how to find it verbally, then I would of had a hard time in class. I can also remember another time when we started learning about the different translations of graphs. He began by handing out a sheet of paper with the different types of translations. Then he talked about them one-by-one. While he was explaining them, I would highlight parts of the graph or make little notes to myself on the paper. Every time we had a problem with translations, I was able to pull out my hand out and look at it visually, instead of just trying to remember all the information verbally. The way he taught new information was by using examples on the board or giving us handouts, and that really helped me to remember the information.

Out of all the different learning styles, the one that I really learn from is visual. The different techniques my professor used in class to teach us new information really came out strong and I rarely had a problem in his class. I liked how he would teach different ways in class instead of just sticking to just reading the information to us students. He actually took time out to make sure we understood everything and also answered every question we had before we would moved on. I really found it useful how he was visual by working out problems on the board. I believe this is what helped me get through the class.

## **Work Cited Page**

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