

# Visual Learner Checklist

- Do you use pictures in your notes to help you better understand the material?
- Do you doodle while you are taking notes in class?
- Do you remember things better if you write them down? (e.g. directions and "To Do Lists"?)
- Do you visualize things in order to remember them?
- When reading do you picture scenes in your head?
- Do you find it is easier to remember faces then names?
- Do you use visual reinforcers such as colour underlining and highlighting?

If you answered yes to most of these questions it is likely that you are a visual learner. Keep reading for some strategies that may work for you.

**Try 1 new strategy each week and then add another strategy the next week**

**Need more ideas? Check out these resources:**

- [http://library.queensu.ca/websrs/faculty\\_guide-Staff.html](http://library.queensu.ca/websrs/faculty_guide-Staff.html) Excellent Resource at Queen's University
- <http://www.queensu-hcds.org/> Resources, Assessment and Learning Strategies (RARC and BeWell-DoWell)
- [www.ldonline.org](http://www.ldonline.org) Good Technological Resources
- <http://www.parkland.edu/goals/Workshops.html> Online Survival Workshops
- <http://www.metamath.com/lsweb/dvcllearn.html> Learning styles

***Above all:*** Take care of yourself and focus on the POSITIVE... you do have strengths! Make sure your "Self Talk" (what you say internally to yourself about yourself) is positive and that you regularly exercise sleep and eat! ☺



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## Take Control of your Learning Through Visual Strategies!



"It appears to be some sort of tax cut promise."

## Research has shown that successful students use these strategies. Try to find a few that work for you!

### LIFE STRATEGIES:

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- When verbal instructions are given repeat them slowly and write them down immediately
- Ask for clarification right away- don't wait until you are lost
- Practice how to speak clearly and/or ask questions well
- Focus on the person speaking with you and make eye contact
- Reduce visual distractions where you study, read, and sit in lecture
- Ask people to demonstrate what they need done, then mimic them and practise

### READING STRATEGIES:

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- Use coloured pens, flash cards, mind mapping and sticky notes to highlight important information while studying/reading
- Read the textbook before going to lectures

### STUDY STRATEGIES:

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- Colour code each course you are taking (e.g. Biology -green binder,


green highlighter; English, yellow binder, yellow highlighter)

- Use structured note taking:
  - Leave the right hand margin open for questions, review notes, and text reinforcements
  - Date, number and write the course code at the top of each lecture note
  - Leave the bottom two inches blank for a summary of the lecture notes (3-5 key points)
  - Underline headings and questions for which you need clarification in different colour(s)
  - Number main points and sub points (e.g. 1 a, b, c...2 a, b, c)
  - Leave a lot of white space to easily read notes later
  - Use pictures, charts and diagrams to illustrate concepts -or write down the Figure # and see it later in the text
  - If you miss something don't panic: leave a blank space and keep following the lecture~ you can get that information from a friend/professor later

- At the top of the page write what chapter in the text corresponds to the lecture

### LECTURE TIPS:

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- Listen for key words that should alert you that important information is about to be given (e.g. "This is essential/fundamental"... "There are 3 main problems"... "This is an important concept", etc.)
- Use visual cues such as arrows, drawings, short forms (environment: enviro, example: e.g., do not understand: ?, increases: , important: NB, etc...)
- Check your lecture notes with someone else right away- you may miss things
- Discuss lecture information soon after it is given to help reinforce it
- Print off notes for lecture before class

### ACCOMMODATIONS AT SCHOOL:

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- Note taker
- Copies of overheads, charts and assignment instructions
- Use laptop, Alfasmart or Dana keyboard during lectures
- FM system