TOWARDS SUCCESS

IN TERTIARY STUDY

discovering your learning style

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Table of Contents

Acknowledgments

TOWARDS SUCCESS
IN TERTIARY STUDY

WHY READ THIS BOOKLET?

This booklet has been written for
students who are studying or intend
studying at tertiary level and who want
to learn more about their learning
styles. The booklet builds on existing
resources, both print and electronic
media.

Learning is an important part of life, and
learning in an academic environment
can be very challenging. Getting to
know how you learn best will help you
use the most effective study techniques
which is an excellent start to tertiary
study.

study can change your life

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The learning process can be seen as involving five steps:

1. taking in information through the senses
2. figuring out what the information means
3. filing the information into memory
4. at some later stage, withdrawing that information and remembering it
5. feeding the information back to the outside world through speech, writing or
   action.

People learn and process information in a variety of ways. Some have particular
strengths in some areas and weaknesses in others (for example, Einstein was
dyslexic but excelled in Physics).

A **learning style** refers to how your mind receives and processes information.
There are many different systems and inventories for determining learning
styles. Some subjects tend to favour certain learning styles. For example,
Philosophy may favour a more abstract thinking style compared with Art which
may benefit from a more practical style.

Discovering your learning styles and preferences is an important step for success
at tertiary study as it can optimise your learning efficiency.

The following sections introduce you to a range of quizzes that lead you to
explore learning styles and temperaments. Each section provides you with study
strategies based on your preferences. The outline for the booklet is as follows:

TOWARDS SUCCESS
IN TERTIARY STUDY

1. Discovering Your Learning Environment Preferences
    - Discovering Your Study Environment
    - Discovering Your Daily Rhythms
    - Discovering Your Task Processing Preferences
2. Discovering Your Sensory Preferences (Visual, Auditory, Kinaesthetic)
3. Discovering Your Learning Intelligence
4. Discovering Your Learning Styles
5. Discovering Your LearningPersonality

DISCOVERING YOUR LEARNING ENVIRONMENT PREFERENCES

Discovering Your Study Environment

Environment quiz

What sort of study environment do you prefer?
Tick the items that apply to you below.

- A quiet environment with no interruptions
- An environment with the radio or TV providing background sound
- An environment with lots of people around
- An environment that incorporates nature.
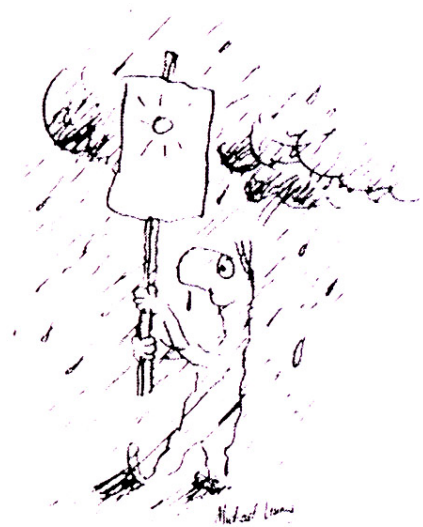
Study strategies to optimise your study environment

- If you prefer to have absolute quiet then choose appropriate study places. Remember the value of investing in ear-plugs. They can turn a noisy atmosphere into a heavenly (well not quite) learning space.
- If you want a lot of people around then study in discussion areas of the library or form study groups.
- If you like studying with music, then put your walkman to good use. Baroque music is said to put the brain into alpha wave state which increases learning capacity.
- Choose parks or the seaside to listen to lecture tapes or read books if you prefer open surroundings. Great for the lungs too!

My preferred study environment is_____.

Discovering Your Daily Rhythms

Knowing when you are at your peak concentration is a good way to schedule or complete difficult and demanding tasks. Are you a night owl or an early morning sparrow?

Concentration/Creativity quiz

When are you at your best?
Tick the items below that best describe you.

I have greatest concentration:
- early in the morning
- in the morning
- in the afternoon
- in the evening
- late at night
- tends to vary.

I am most creative or get inspiration mostly:
- early in the morning
- in the morning
- in the afternoon
- in the evening
- late at night
- tends to vary.

It might be interesting for you to plot your concentration and inspiration/creativity curves below to see where the maximum points intersect.

Concentration & Inspiration/Creativity

6am	12 noon	6pm	12 midnight	6am
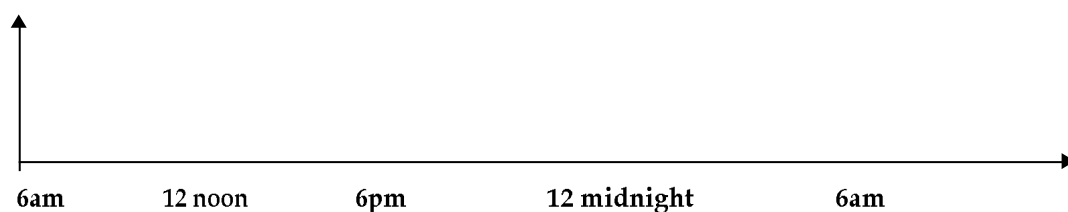
Study strategies to optimise your daily rhythms

- Schedule difficult and demanding tasks to suit your body and mind rhythms. Remember what is considered difficult and demanding may vary from student to student.

TOWARDS SUCCESS
IN TERTIARY STUDY

- Distinguish between tasks that require inspirational / creative ideas and thinking and those requiring concentration.

My peak concentration times are _____.

My peak inspiration/creativity times are _____.

Discovering Your Task Processing Preferences

Linear and Holistic Learners

Are you a linear learner?

Tick the items that best suit you.

- I prefer to learn in a step-by-step way.
- I understand best material that is presented in a linear logical fashion.
- I like to understand small sections first and then piece these together to get the full picture.
- I like to go from easier to complex materials.
- **Total:**

Are you a holistic learner?

Tick the items that best suit you.

- I learn best when I'm presented with the big picture.
- I need to know where and how small sections of information fit together.
- I prefer open ended creative tasks.
- I like to mull over information and then I suddenly understand it.
- **Total:**

Your highest score indicates your preference.

Study strategies for linear learners

- Break tasks down into smaller chunks and work from easy to complex material.
- Schedule tasks into smaller time segments.
- Rewrite your notes into a logical and hierarchical format with indentation and headings.

Study strategies for holistic learners

- You may prefer to work in large blocks of time.
- Brainstorm ideas to get the big picture.
- Use concept maps and start from the general, then move to specifics later.
- Study one subject at a time over a block of time.

DISCOVERING YOUR SENSORY PREFERENCES (VISUAL, AUDITORY, KINAESTHETIC)

We all process and deliver information in different ways. Which method of processing information do you prefer: visual (by seeing images and pictures), auditory (by hearing sounds or words), or kinaesthetic (by feeling emotions or muscle movements)?

Very few people operate in one mode only, most people have a preferred mode. Almost everyone also uses taste (gustatory) and smell (olfactory) but only occasionally and rarely in a formal study context (however, **aromatherapy may** be used to induce alertness).

When people talk to us in a channel we don't normally use, it may be difficult for us to follow. For example, visual learners will find it more difficult to respond when someone says: *"What was the last thing I said?"* or *"Tell me what you are saying in more detail?"*. They will feel more comfortable with: *"How do you see the situation?"*.

Try to recall a phone number you use only occasionally. Do you get a picture of the numbers, did you repeat them to yourself, hear them in your head or did you put them into a rhythm?

How do you locate a letter in the alphabet (by visualising it, or by repeating each letter until you come to the one you want)?

What sort of words come up most in your vocabulary? (*"I see what you mean; I hear what you say; I follow; Give me a clear picture of how you see it; are you in touch with what I mean; tell me more about what you're saying"***).**

DISCOVERING YOUR LEARNING INTELLIGENCE

Incorporating the Visual, Auditory and Kinaesthetic model of learning styles is another theory, the **Multiple Intelligence** theory, developed by a Harvard university professor, Howard Gardner. He suggested that people have at least 7 intelligences with some intelligences being more developed than others.

TOWARDS SUCCESS
IN TERTIARY STUDY

Multiple Intelligence Quiz

The following table was adapted from The Simcoe County Board of Education
(1996). **Multiple Intelligence Theory** (no longer available online).

Rank each of the items below from **most like you (5), to least like you (1)**. Place
the number next to each of the items that best suit you and add up each column
at the end.

1	2	3	4	5
least like me				most like me

Multiple Intelligence Theory Quiz	
People's tendencies	
Visual Spatial Intelligence - **PICTURE SMART**	• think in images and pictures • know the location of everything • remember by seeing pictures • find it hard to concentrate when there are people or music • work better in a quiet place • use and understand maps readily • like drawing • **TOTAL**
Linguistic/Verbal Intelligence - **WORD SMART**	• love talking • prefer verbal instructions to written • remember things that are heard rather than seen • think in words • love books • have highly developed auditory skills • prefer to listen to an explanation • **TOTAL**

Musical/Rhythmic Intelligence - **MUSIC SMART**	• sing or hum all the time • are sensitive to environmental sounds • appreciate music • think in sounds, rhythms and patterns • put text to music • readily respond to music • join choirs or orchestras • **TOTAL**
Intra-personal Intelligence - **SELF SMART**	• have a strong personality • recognise their own strengths/weaknesses • prefer to work alone • are connected to their inner feelings • reflect on their feelings • **are able to meditate or focus on themselves** • require solitude • **TOTAL**
Logical/Mathematical Intelligence - **NUMBER SMART**	• think in concepts • have excellent problem solving skills • **question their environment** • test theories • explore ideas and relationship patterns • can calculate numbers quickly • are able to use flow charts easily • **TOTAL**
Interpersonal Intelligence - **PEOPLE SMART**	• think by relating and communicating with other people • **have many friends** • understand people • can resolve conflict and act as mediators • organise and communicate well • are able to sense people's intentions • tend to be leaders • **TOTAL**
Bodily Kinaesthetic Intelligence - **BODY SMART**	• use gut feelings about things • can mimic other people well • may seem hyperactive • use body sensations to interpret the world • **think better if they can move around** • **prefer to do things** • use extensive body language when speaking • **TOTAL**

Your highest ranking totals indicate your preferences. Remember that these only indicate preferences, they don't mean that you don't use or can't develop the other intelligences too.

TOWARDS SUCCESS
IN TERTIARY STUDY

List your highest scoring intelligences below.

Highest Scoring Intelligences	_____ _____
Lowest Scoring Intelligences	_____ _____

Study strategies to optimise your learning intelligence

These are only a few suggestions to assist you with selecting study strategies that can maximise your potential in your study areas. The secret is to learn to use these as launching points for your own individual experimentation.

Visual Spatial Intelligence - PICTURE SMART

- Use visual images and flow charts to convert concepts into diagrams and arrange ideas.
- Use colour and arrows when editing your notes so that you can clearly see a structure of the main headings, examples and so on.
- Use pictorial outlines and schematic diagrams for editing your notes.
- Use flash cards for memory and summary techniques.
- Use visual images and associations for memory.

Linguistic/Verbal Intelligence - WORD SMART

- Form discussion/study groups to talk about your studies and ideas.
- Record your notes and summaries.
- Use mnemonics and acronyms for memory.
- Explain your work to others.
- Create word webs to illustrate relations between concepts.

Musical/Rhythmic Intelligence - MUSIC SMART

- Associate content of what you learn with songs.
- Create rhyme mnemonics for memory.
- Listen to music while studying, so long as it's not too distracting.
- Take breaks and listen to music for inspiration.

TOWARDS SUCCESS
IN TERTIARY STUDY

Intra-personal Intelligence - SELF SMART

- Think about the relevance of your material and stop periodically when reading to write summaries.
- Investigate the personal impact of information you are studying.
- Study in a quiet, interruption-free zone.
- Allow yourself time to absorb your study material.

Logical/Mathematical Intelligence - NUMBER SMART

- Deal with the theories and concepts first to get the big picture.
- If you are bombarded by detail, link the facts to the big picture.
- Read questions in exams and read multiple choice questions carefully.
- Look for patterns in your topics and arrange these into a system that makes sense to you.
- Organise material into sections before remembering it.
- Focus on the logical relation words when studying material such as, *because, consequently, but, or, if/then,* and so on.
- Arrange information into flow chart diagrams.

Interpersonal Intelligence - PEOPLE SMART

- Form a study group and study with other students.
- Explain your learning to others.
- Select group projects that require interaction with others.
- Establish roles for group members when working collaboratively with other students.
- Use sociograms which are visual illustrations of people and the relation between them to remember information.

Bodily Kinaesthetic Intelligence - BODY SMART

- Use body movement or tapping to remember information.
- Pace or move while reading or learning.
- Convert your topics into stage plays and create action dramas for them.

DISCOVERING YOUR LEARNING STYLES

There are many learning style systems. The one chosen here, based on integrating the 4 MAT system with Kolb's system, classifies learning styles into four types. There are two continuums: the **active/reflective** referring to how information is **processed**, and the **abstract/concrete** referring to how information is **perceived**.

The following is a quick and simplified test to identify your preferred processing and perception styles adapted from **Keys to Success: How to achieve your goals** (2nd ed), by Carter, Bishop & Kravits (1998, pp. 47-48).

Rank each of the itmes below across the columns from **most like you (5), to least like you (1)**. Place the number next to each of the items that best suit you and add up each column at the end.

1	2	3	4	5
least like me				most like me

Concrete (Sensors/Feelers)	Active (Doers)	Reflective (Observers)	Abstract (Thinkers)
1. I prefer lecturers/tutors/demonstrators who			
• give me step-by-step instructions	• provide active and stimulating learning	• have a supportive classroom	• provide challenging materials
2. I prefer materials that are			
• well arranged	• hands-on	• about humanity and improving the world	• intellectually challenging
3. Other people view me as			
• loyal and reliable	• creative and dynamic	• caring and compassionate	• intelligent and inventive
4. When I'm stressed I would prefer to			
• take control of life	• do something adventurous	• talk to friends	• reflect alone about my circumstances
5. I dislike people who are			
• irresponsible	• rigid and like routine	• selfish and unsympathetic	• illogical
6. One word that describes me is			
• sensible	• spontaneous	• giving	• analytical
7. My holidays can be described as			
• traditional	• adventurous	• pleasing to others	• new learning experiences
• **Concrete Total.**	• **Active Total.**	• **Reflective Total**	• **Abstract Total**

Add up your total for each column and the highest scoring columns indicate your quadrant preferences. See the diagram below for some strategies to suit this classification.

TOWARDS SUCCESS
IN TERTIARY STUDY

> **Write your two preference types according to your highest scores for each of the Concrete/Abstract continuum and the Active/Reflective continuum.**
>
> _____.

Learning Styles Diagram
adapted from McCarthy (1980)

horizontal continuum = how we process information.
vertical continuum = how we perceive information.

Concrete
(Sense/Feel)

Preferred question: _What If?_ Starting point is feeling and seeing.	Preferred question: _Why or why not?_ Starting point is reflecting on life.
• learn by trial and error • need to see/feel first • seek hidden possibilities • want to see all options **Active** **(Doers)**	• need to be involved personally • learn by listening and sharing ideas with others • always seek meaning and clarity **Reflective** **(Observers)**
Preferred question: _How?_ Starting point is testing an idea.	Preferred question: _What?_ Starting point is reflecting on an idea.
• seek usability • need to know how things work • learn by testing and doing	• seek facts • need to know what experts think • learn by thinking through ideas

Abstract
(Thinking)

Personality strengths for the 4 learning types

The personality strengths that these categories have can be summarised as follows (adapted from Carter, Bishop & Kravits, 1998, p. 55).

Personality strengths for different learning types.	
Concrete learners	• manage heavy work loads • have leadership qualities
Active learners	• are flexible • are creative • are dynamic and fast paced
Reflective learners	• always want to help others • have good communication skills • like sharing ideas with others
Abstract learners	• have good analytical skills • deal well with complex problems • are thorough and precise

Study strategies for the four matrix system

Based on these categories, you can develop study strategies that suit your individual preferences. The following table outlines some of the possible strategies that you may wish to use to match your preferred mode.

Student learning strategies for each type.	
Concrete	• ask lecturers for concrete applications of theory • ask for specific examples • brainstorm specific ideas with other students • relate theories to the real world
Active	• discuss topics with others in a study group • move around and recite while you learn • act out the material you are learning • use flash cards explain the material to other people
Reflective	• choose a quiet study space • reflect on your reading • consider the causes and effects of your reading material and their relevance • write summaries of your materials in your own words
Abstract	• convert facts into concepts and link them to theories • read directions carefully and scrutinise the detail • look at the big picture and arrange information into patterns • analyse your topics

DISCOVERING YOUR LEARNING PERSONALITY

This personality test was developed by Isobel Briggs and her daughter Katherine Briggs based on the work by Carl Jung. Jung divided personalities into 16 different types with four basic temperaments by measuring four scales:
- where a person prefers to focus attention (**Extroversion or Introversion**)
- the way a person prefers to take in information (**Sensing or Intuition**)
- the way a person prefers to make decisions (**Thinking or Feeling**)
- how a person orients themselves to the outside world (**Judging or Perceiving**).

According to Jung personality can be divided into **character** and **temperament**. Temperament refers to your natural inclinations, and character refers to your acquired habits. There are many online detailed personality tests that you can take (see **Resources** section).

Myer-Briggs personality quiz

The following sections will provide you with a shortened version of the tests as an indicator of your personality type (see **Resources** for more detailed tests).

Rank each of the items below from **most like you (5)**, to **least like you (1)**. Place the number next to each of the items that best suit you and add up each column at the end of each section.

1	2	3	4	5
least like me				most like me

Extroversion (E)	Introversion (I)
Extraverts:	Introverts:
• prefer to communicate by talking	• prefer to communicate by writing
• have wide interests	• show depth of interest
• act first, reflect later	• learn best by reflection
• take initiative	• are private persons
• gain energy from other people	• gain energy from internal world
• are sociable and expressive	• are drawn to the inner world
• **Total E**	• **Total I**

Sensing (S)	Intuition (N)
Sensors:	Intuitives:
• focus on what is real	• focus on the big picture
• are factual	• value imagination
• are in tune with the environment	• like ideas and possibilities
• are aware of details	• trust inspiration
• prefer step by step instructions	• reach conclusions quickly
• value practical applications	• anticipate easily
• **Total S**	• **Total N**

Thinking (T)	Feeling (F)
Thinkers:	Feelers:
• are logical	• are sympathetic
• are fair	• take sides
• are impartial	• are compassionate
• are systematic	• are considerate
• are tough minded	• are vulnerable
• **Total T**	• **Total F**

Judging (J)	Perceiving (P)
Judgers:	Perceivers:
• like schedules	• are spontaneous
• are neat/orderly	• are untidy/creative
• are methodical	• are flexible
• avoid last minute stresses	• feel energised by pressure
• are inflexible	• are indecisive
• like conclusions to decisions	• like to probe options
• **Total J**	• **Total P**

Based on whichever score is highest for each of the 4 tables, select the categories (for example, E or I, T or F) that best describe you. If you have equal scores for any of the tables, this means that you are border line and can shift either way. Give yourself an X category.

Improve your problem solving skills using Myer-Briggs

A useful way to learn to problem solve effectively is to use both kinds of perception, Sensing (S) and Intuition (N) and both kinds of judgements, Thinking (T) and Feeling (F).

You can use these categories to help you approach issues and questions from a **range** of perspectives. What tends to happen is that we use the mode that we are most comfortable with, which leads to avoiding other perspectives. The following steps can help you look at an issue or question in a balanced way by considering the question types that are less natural for you (obviously not all questions would be relevant to your particular issue). (Adapted from **Introduction to Type** (5th ed) [booklet], revised by L. K. Kirby & K. D. Myers, 1993, p. 29, Consulting Psychologist Press, CA.)

1. Use **Sensor** questions to define the issue.
   - What are the facts and figures?
   - What is the precise nature of the issue?
   - **What action has been taken?**
   - Have the actions been successful?
   - What are the realities of the situation?
   - What resources do you have to address the issue?

2. CAP (Consider all possibilities) by using **Intuitive** questions.
   - What possibilities are there?
   - **What might work?**
   - **What other perspectives are there?**
   - What are the implications for x, y and z?
   - What other issues and connections to other parties/areas exist?
   - What are the patterns in the facts and details?

3. Use **Thinking** questions to evaluate the issue.
   - What are the advantages/disadvantages?
   - What are the logical relationships between the different aspects of the issues?
   - What are the consequences of the issue?

TOWARDS SUCCESS
IN TERTIARY STUDY

4. Use **Feeling** questions to evaluate the human impact of the issue.
   - How do the options fit in with your personal values?
   - How will the different aspects affect the people involved?
   - How will the choices influence the relationships between the parties involved.
   - How can you offer support?

Optimising your writing skills based on the Myer-Briggs personality style

The following is based on material from Brown's (1996, pp. 159-189) book, **Key Skills for Writing and Publishing Research**.

Extraverts

Extraverts get their ideas from the external world by talking to people. The main aim is to get your ideas from the spoken version into the written format.

Tips for getting started for Extraverts:

- Find someone to listen to your ideas and brainstorm your topics with them.
- Review what you have said and decide on a structure.
- Write down from memory what you have discussed.
- Or try to record your information onto a cassette or video recorder, while imagining your audience so that you are telling it to someone.
- Or write and talk out your ideas so that you can pretend to be delivering the content to your friend, tutor or lecturer.
- Remember that this may produce gaps in your outline, but it will give you a base from which to start the editing process.

Redrafting tips for Extraverts

- Eliminate any unnecessary passages, you can give paragraphs temporary headings to assist with this.
- Check on the order of your ideas and create an outline from what you have written and check the pattern of development and whether it is logical.
- Check that your content is not too superficial and that you have sufficient depth.
- You may need to cut down on the scope in order to cover depth.
- Reduce your words by cutting out repetitious ideas.

Introverts

Introverts get their ideas from the world of thought and tend to think deeply and abstractly.

Tips for getting started for Introverts

- Don't rush, give yourself time to think about the issues after collecting your information.
- Plan a structure and restructure in your head if you can't start writing straight away.
- Often introverts prefer to have ideas in their head and may never get down to writing, if this happens then throw yourself into the act of writing.
- Tape record your ideas and then transcribe them (as a way of encouraging you to get idaes on paper).

Editing tips for Introverts

- Link your ideas to the outer world and consider the depth and complexity of your points.
- Arrange for feedback on your writing to get another perspective, ask the questions for example, "is my writing concrete enough? or do I give the big picture? or how does my writing affect you?".

Sensors

Sensors tend to be strong on specifics and facts and can produce papers easily if they know what the final product should look like.

Tips for getting started for Sensors

- Write down all the facts and concrete examples about your topic first.
- Avoid writing about concepts and abstract ideas at the start, but rather move from the concrete to the abstract.
- Observe models of the writing product of your assignment, for example, a Business report differs from a Psychology report or a Philosophy essay.
- Use careful punctuation and sentence constructions.

Editing tips for Sensors

- Build generalisations around your facts.
- Try finding short sentences that give headings to your paragraph.
- Ask someone else what they think the main picture is or the overall theme of your writing is.
- Expand the wording of your sentences if your sentences are too short.
- Examine whether you need all the facts to support your writing or theme, use only relevant and necessary facts.

Intuitives

Intuitives tend to be prefer the big picture and writing in generalisations rather than focusing on detail.

Tips for getting started for Intuitives

- Put down all your generalisations first and worry about the facts later on.
- Be original in your approach and don't let the writing format restrict your creativity.

Editing tips for Intuitives

- Add the details and supporting evidence for your generalisations.
- Use concrete examples.
- If you get stuck on the details then move on and go back to it later.
- Cut out generalisations that you can't support.
- If your ideas are too big and you can't get started, talk to someone about them.
- Avoid using too many words, for example, use *now* rather than *at this point in time.*

Thinkers

Thinkers focus on the thinking process and their texts may seem lacking in interest and enthusiasm but can readily use logic and structuring in their writing.

Tips for getting started for Thinkers

- Be an observer in your writing, but if you need to write about people and human emotions, try not to sound too distant.
- Use a structure before attempting any writing.
- Think of the pattern of development for your writing, for example, logical structure, chronological.
- Use signpost words such as *because, consequently, firstly,* and so on.

Editing tips for Thinkers

- Remember that you are writing for people; personalise your writing if that is accepted.
- Talk to your audience in your writing.
- Use logical signposts to show where your writing is heading.

Feelers

The most important thing for feelers is that they need to be personally involved. So clarity is achieved only after something has been felt. They can often be creative in their writing and can turn dull, dry texts into texts that are vibrant.

Tips for getting started if you are a feeler

- Engage yourself with the topic in whatever way you wish.
- Become the reader of your paper.
- Allow the flow of ideas first and worry about structure later.

Editing tips for Feelers

- Insert signposts in your writing to show your reader where you are heading, such as, *for example, firstly, secondly, consequently, because, however*, and so on.
- Become an objective critic of your writing by stepping back from it and looking at all the evidence.
- Look for objective evidence to support your opinions.
- Look at all views and the evidence for and against.
- Analyse how any solutions will affect a system overall.
- Get someone else to read your writing and tell you if it's objective.

Judgers

Judgers like to make plans first and then write. They will often judge their evidence before writing.

Tips for getting started for Judgers

- Narrow the focus of your topic and start on a small section first.
- Build your writing by progressive elaboration of smaller parts.
- Write drafts early even if you haven't come to a conclusion; writing will often provoke a conclusion.
- Make a rough and detailed outline before writing.
- Set an allotted regular time to work on your writing.

Editing tips for Judgers

- Use qualifiers in your writing such as, *may be, can, may sometimes , usually, often, seem to be, tend to be* and so on.
- Become aware of any uncertainties in your information or conclusions.
- Write down any question that you have about your writing.
- Avoid sweeping generalisations, for example, rather than *everyone* use *some people.*
- Distinguish your opinions from facts.

Perceivers

Perceivers like to be spontaneous and creative in their approaches, however, they can get carried away at times and provide too much information.

Tips for getting started for Perceivers

- Look at the broader context first and see where your information fits.
- Keep your focus broad at the start and then narrow down later.
- Make associations across the big picture.
- Allow yourself large blocks of time and also write when the urge takes you (but don't procrastinate).
- Don't worry about the length initially, just write when doing the first draft.
- Use your writing to investigate and explore the topic rather than just reporting on it.
- Write down any questions about issues that may arise as a process of your writing.

Editing tips for Perceivers

- Make sure that you make your conclusions clear and don't just present complex information.
- Make sure that your readers have your conclusions encapsulated in strong clear sentences.
- Cut out as many unnecessary qualifications as you can in your sentences.
- Cut out any repetitious material.

FINALLY...

Knowing your learning preferences is an important empowerment tool that will assist you in all aspects of life, but especially in the world of academia. These quizzes are only indicators of your preferences and they do not mean that you can not change or adapt your learning styles. Frequently, this may happen at an unconscious level to suit a particular subject or task. Further, knowing that people all learn and interact in different ways can assist you in working collaboratively in groups to benefit from the strengths all group members. The key is to be flexible and creative in your solutions and responses.

RESOURCES

Many students have found online resources very useful and easy to access. This list should help you get started in using electronic and print resources to achieve your study goals. Your librarian may also be of help.
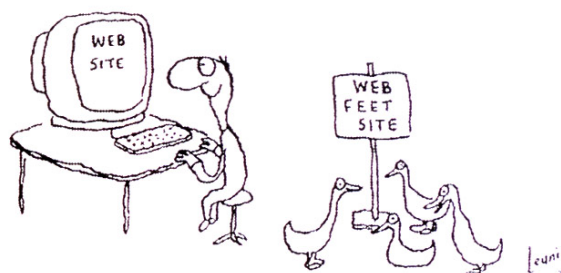
Check out **Some Hot Links for Online Research** at http://www.services.unimelb.edu.au/lsu/resources/reading.html

The Keirsey Character and Temperament Sorter II (Based on Myer-Briggs)
http://keirsey.com/

How Your Learning Style Affects Your Use of Mnemonics
http://www.mindtools.com/mnemlsty.html

Learning Styles Links
http://www.ldrc.ca/projects/

Learning Styles Questionnaire
http://www.engr.ncsu.edu/learningstyles/ilsweb.html

Memory Techniques and Mnemonics
http://www.mindtools.com/memory.html

Personality: Character and Temperament
http://keirsey.com/

Personality Tests on the WWW
http://www.2h.com/Tests/personality.phtml

What is Your Personal Learning Style
http://www.howtolearn.com/personal.html

Books

Carter, C., Bishop, J., Kravits, S. L. (1998). **Keys to success: How to achieve your goals** (2nd ed). Prentice Hall: NJ.

Gardner, H. (1983). **Frames of mind: A theory of multiple intelligences.** Basic Books: NY.

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TOWARDS SUCCESS
IN TERTIARY STUDY