



Kornel Makuszyński Primary School no. 13  
in Częstochowa

*How to succeed in learning and teaching*  
*Handbook of a successful learner and teacher*

Materials worked out  
as part of Comenius  
*Lifelong Learning Programme*

***„To learn anything fast and effectively  
you have to see it, hear it and feel it“***

Tony Stockwell

*Why is working with one group of students satisfying?*

*Why do the methods work?*

*Why are the children interested in learning?*

*Why is working with other group difficult or even ineffective?*

A human being perceives the world using senses: vision, hearing, touch, taste and smell. However the role of vision, hearing and touch is dominant. One of the senses is usually better developed than others and in consequence it is subconsciously chosen by individuals in the process of learning. Some people learn better when they see what they learn, some people have to touch it and others want to hear about it. That's why there are different types of learning styles: visual, auditory and kinesthetic. Most students combine two or three learning styles. Diagnosing the preferable learning styles among students will help both the teacher (in choosing and using the right techniques) and students (in acquiring knowledge and skills easily).

## Key facts - different learning styles



*Visual learners*



*Auditory learners*



*Kinesthetic learners*

**Test yourself and find your style of learning!**

## How to teach?



### *Visual learners*

Those children benefit from the visual medium. They should get written instructions. Before listening the lecture they should familiarize with its content. Encourage them to take notes and use mnemotechniques - the set of symbols or words which recall associations helpful in bringing back information.

Interlard longer lectures with experimental exercises and introduce shows, diagrams, charts, pictures and other visual means wherever it is possible.

### *Auditory learners*

Those children learn better when they listen, discuss or repeat what they've heard. They must have enough time to express what they've learned in their own words. They can be good teachers for other children; it helps them in consolidating knowledge, gives opportunity to speak and lets them feel useful. Working together with other auditory learners gives them a chance to tell what they know at their own pace as well as practice listening to others.

### *Kinesthetic learners*

The best learning methods for those children are: specific activities, manual work and experiments. They acquire information when participating in trips, using models or authentic objects or having a chance to smell, touch, feel and see different things in order to compare them with their description. Kinesthetic learners remember things done by themselves best. Teach kinesthetic learners by showing them how to do something. They like to learn by using their hands. They remember new information by watching others and then trying things themselves. They need to tinker to figure it out.

## Methods which facilitate and fasten teaching

**A dictation for active-** a technique for remembering whole sentences and spelling (*recommended for kinesthetic learners*).

Teacher prepares a text of mini - story on a few sticky-notes and puts them around the classroom. Children work in groups. Each member of a group must come to the text, remember a sentence, come back to the group and dictate it. The group which wrote the text faster and with the smallest amount of mistakes wins.

**A camera** - a technique for comprehension reading, discussing orthographical issues, story-telling, describing (*recommended for visual and kinesthetic learners*).

Teacher puts around the classroom pieces of paper with short texts, orthographical rules, difficult sentences or pictures illustrating a story. Children stand in pairs one after another. Student standing in front („a camera”) closes eyes and the other one („a photographer”) holds the classmate's shoulders. Students both move around the classroom and „take pictures”- student in front opens eyes and tries to remember texts, pictures, rules etc. When all the pairs in class have taken the „pictures” they take the pieces of paper off the walls and work on the collected materials - make albums. They look through all the „photographs” and exchange them. Eventually all „cameras” look for the most interesting „shots”- key charts to exercises.

**„Give and get” sessions** -a technique for mutual learning (*recommended for auditory learners*).

Students work in groups of four. During a session all students must talk and share their knowledge. Those sessions are useful:

- in elementary education to teach story-telling (teacher orders children to tell a short reading text; the best student should tell the story first and in that way students who has difficulties in story-telling will listen to the story a few times before telling it by themselves)
- to consolidate new material (in a few minutes students have a chance to consolidate new material; as a stimulating element children may score one another from 1 to 10 points )
- at the beginning of a lesson to figure out what students remember. (a student who thinks his knowledge is the least tells first, other students shouldn't repeat what the classmates said but add only new information)
- to check homework ( students share the acquired knowledge)

**You learn a lot but you don't get good grades**

**Change it!**



**Here are some simple and helpful hints:**

**1. Learn systematically!**

It's difficult to study for 4 hours before the test but it's easy to do it

everyday for 15 minutes. After two weeks you will see how easily you pick up everything. You've exercised your brain which is now used to systematical training. You must train like a sportsman - everyday - of course if you want to pick up some knowledge.

2. Do your homework the same day it is given.

You can do your homework easily when you have recent information.

3. Learning means repeating! Nothing more.

We forget the most right after studying. It's important not to put the repeating off. The first revision should take place about an hour after studying and it should last for about 5 minutes.

4. Start doing homework with your favourite subjects.

5. Don't put your homework off until evening, because you will be tired and your brain will make more mistakes. Try to come back home on foot - at least half-hour walk is essential for resting.

6. When you do your homework don't think what else you have to do

but how many new things you will get to know.

7. Test yourself -

it seems to you that you know everything very well but it might not be that easy in writing.

## Concentration techniques

### Short but sweet

It's better to concentrate thoroughly on a short task than work on a longer one with poor concentration. Check what are your „concentration ranges“ for learning different things and try to keep to them.

### Eat vegetables before dessert

If your concentration reduces set yourself an additional task eg. „I will read two more pages“ etc. Gradually increase this task before a brake.

### Don't sit still, do something

Change over from passive to active learning  
underline important sentences, words, mark passages of the text, write in the margins, make verbal comments,  
use mnemotechniques, make mind maps,  
imagine, that you are explaining to your friend what you've read, play an actor and recite what you read.

### Grass is greener

When you are bored or tired with the task, start learning something different, more stimulating to your mind and body.

You will remember best what you will see as a text, film, picture, diagram, chart and presentation.

When you prepare [a longer speech](#), make a plan first. During the presentation use your notes or props illustrating the speech.

Use mnemotechniques- a set of symbols and words, which recall associations- it will help you to bring the information back.

[Make notes](#) when you study or have lessons. It will help you remember things.

When you make notes [use colour pens](#). When you read mark the most important issues.

Make mind maps, charts, diagrams, illustrations. Words with difficult spelling note as a simple pictures.



When you **read a book make notes** in the margins, mark the most important passages, sentences or words; use frames, underlinings and bolds.

**Keep space** around you tidy - a mess distracts you.

When you learn languages, **try to see a word** and check its phonetic representation in a dictionary.

During the lesson you have to **see the teacher well** and look at the illustration the teacher shows.

When you read different **stories imagine** them - it develops your ability of reasoning and remembering.

## Useful memorizing techniques:

**Cards** - a technique for consolidating and memorizing vocabulary (*recommended for all learners*).

Write words in different colours eg. noun- green, verb - red. On one side of a card write a word and on the other side write its meaning. Then take 3 envelopes and make signs on them : **heaven, hell, paradise**. Draw cards one after another, read them aloud, translate and check if you were right. If you succeed put the card into the **heaven** envelope, if not put it into the **hell** envelope. Repeat words from the **hell** envelope everyday. Once a week check the words from the **heaven** envelope. After a month you can put the words from the **heaven** to a **paradise** envelope if you remember all of them and then repeat them only once a month.

Preparing cards, using colours, reading aloud and moving during repeating vocabulary engage 3 senses in the process of learning. That's why memorizing is faster and more effective.



**A different crib** - a technique for a quick and thorough learning (*recommended for all learners*)

Read everything you have to memorize. Then try to tell it eg. to a lamp on your desk. Write down all you couldn't remember. Read it and repeat. Then take a smaller piece of paper and write down information you can't remember. Repeat all the actions until there is nothing to write down because you remember everything!



*Visual learners*

Some advice :

- **Always have the "big picture" before you** especially when studying its parts or details
- **When trying to remember things,** close your eyes to get a "picture" or image of the information to facilitate recall or use flash cards with limited information so that you can "picture" details and concepts
- **Once a concept is grasped,** Practise applying the information to new situations or progressive stepped learning in place of routine drill and practice that will challenge your attention span
- **Use mind or concept maps (rather than outlines)** to organize writing assignments to visualize ideas, their

connections, sequences, and conclusions  
Brainstorm using illustrations, mind maps and models

- **Look for alternative sources of visual material when you study**

videos, overheads and PowerPoint demonstrations, graphs, maps, and media programs

- **Take advantage of the visual elements** of the computer in studying or locating information

- **Take advantage of stop/start/replay** in mediated programs

- **Produce your own mediated programs** in place of written reports

- **Develop and apply graphical and/or three dimensional models** to understand new material

- **Review and organize your notes after class** with concept maps

- **Keep and organize a file of handouts** and summary documents after lectures for review

- **Request "guided notes" or blanks in handouts** that provide you with cues for completion

*The soul never thinks  
without a picture.*

Aristotle, Greek 384-322 B.C.



## *Auditory learners*

### Some advice :

- **Use** rhyming word games.
- **Read** aloud, even when reading independently
- **Answer** questions orally.
- **Give** oral reports.
- **Repeat** facts aloud with their eyes closed.
- **Use repetition** to memorize.
- **Recite** information aloud when they're studying (i.e., facts, spelling words).
- **Use tape recorders** to record and play back lessons.
- **Participate** in small and large group discussions before working independently.
- **Study** in groups.

*You don't understand anything until you learn it more than one way. ~*

Marvin Minsky





## *Kinesthetic learners*

### Some advice :

- Before learning at home move, **play, run or walk** outside in order to use your energy, later you will be able to concentrate
- When revising **move, take brakes or just get up and stretch**
- You can **chew gum** while studying,
- **Act** the text or the dialogue you're reading
- **Write words** with your finger on your friend's back, he/she must guess the word and then exchange roles. Use your hands to learn.
- You learn best through getting experience so **touch, smell, observe and try on, make experiments , investigate and search**

*I am always ready to learn although I do not always like being taught.* ~Winston Churchill