

RIGHT BRAIN **WRONG COLLEGE**

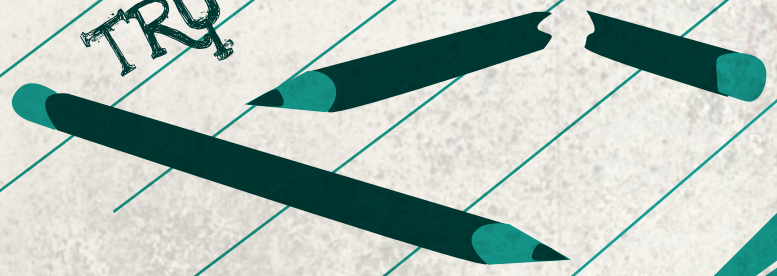


**MATCH YOUR LEARNING STYLE
WITH THE RIGHT COLLEGE**

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 **CLASSES & CAREERS**

I am bored...
TAKING NOTES
TRY TO LISTEN

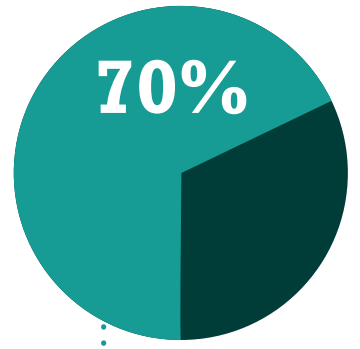


CHAPTER ONE BRILLIANT MISFITS

IN THE BEGINNING.

Most colleges and universities have historically catered to traditional learners by using the lecture method to teach students. Such an approach has catered to so-called auditory learners —those who learn best by listening to a speaker or having a conversation. But how many people really learn best by listening to a lecture? According to most research studies on the subject, about 30 percent. What are the other 70 percent (those who don't learn best by listening) doing? They're:

- Daydreaming
- Creating their own entertainment
- Bothering others in the class
- Doodling
- Feeling stupid
- Watching the clock and counting the seconds until class is over
- Confused
- Straining to understand



Most of these non-auditory learners are labeled as *trouble-makers, learning disabled, or lazy*. Nothing could be further from the truth.



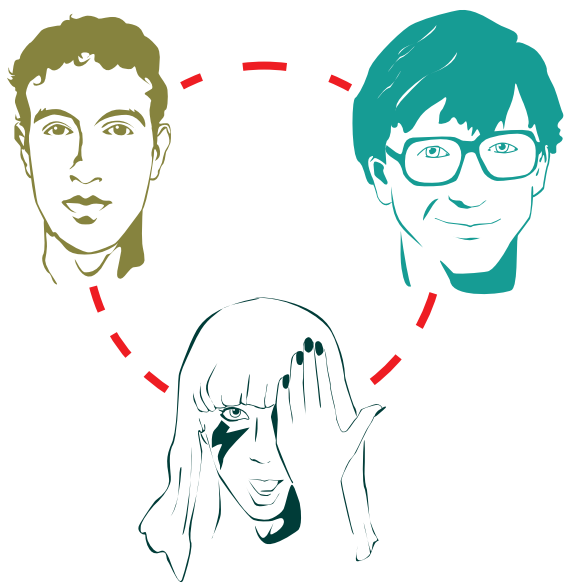
MISFITS ARE IN GOOD COMPANY

If you find you don't fit in at a traditional college or university, you're in good company.

Frank Lloyd Wright spent more time designing colleges than attending them. America's most celebrated architect left the University of Wisconsin-Madison after just one year to move to Chicago and become an apprentice under famed modernism architect Louis Sullivan.

Mark "Facebook" Zuckerberg dropped out of Harvard when his little Ivy League social network experiment exploded into one of the biggest business success stories in recent history.

Apple co-founder *Steve Jobs* dropped out of Reed college after only six months; Microsoft co-founder *Bill Gates* couldn't hack Harvard after just over two years; *Lady Gaga* quit Tisch School of the Arts after one year to pursue her music career full-time; and *Tom Hanks* left Sacramento State College to intern full-time at the Great Lakes Theater Festival in Cleveland, Ohio.



History is filled with successful people—entrepreneurs, entertainers, inventors—who dropped out of college because hitting the books made them want to hit their heads against a wall. They just weren't into the traditional college scene and thought they could learn more, accomplish more, and find more long-term fulfillment if they dropped out of college.

But why did they feel a traditional college wasn't the best route for their career success? Were they lazy? Unmotivated? Cognitively challenged?

Hardly.

Many college dropouts are millionaires and billionaires, have made great contributions to society, and are highly intelligent. (Bill Gates scored a near-perfect, 1590 out of 1600, on his SAT test.) But during their college years, they found themselves in a school system based on homogeneity and conformity rather than individualism and creativity. In other words: The teaching style of the college didn't match the learning styles of these free-thinking, creative individuals.

In a commencement speech to Stanford graduates on June 12, 2005, Steve Jobs said he saw no value in taking required classes that didn't interest him. After he dropped out of college he found he had the luxury of attending only classes that he found truly interesting. One of those classes was a calligraphy course that would later become a key factor in the mass appeal of the Mac; it was the first computer with beautiful typography.



Still, some rich and successful college dropouts say dropping out of school isn't a good idea. But they do acknowledge the "one-size-fits-all" approach of traditional universities doesn't fit all students. It doesn't even suit most students. In an April 21, 2010 speech to 1700 students at the University of Chicago, Gates said, "I don't think dropping out (of college) is a good idea... I am glad I got two-and-a-half years of college.

Now I have completed the equivalent of some number of degrees by online courses."

So why did Gates choose online courses rather than go back to a traditional college to complete a degree? Although he didn't mention this in his speech, my guess is that online programs were a better fit for his learning style, reasoning type, and personality.

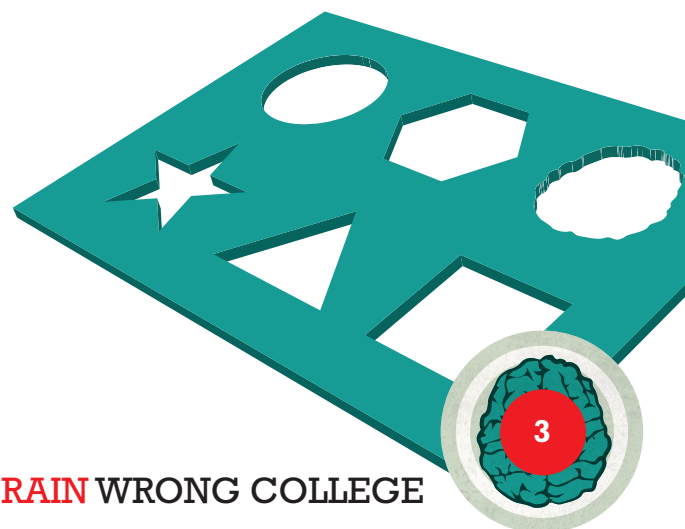
COOKIE CUTTER CURRICULA: STRIP MINING THE MIND

For many students, traditional colleges and universities are intellectually destructive and suppress creative abilities—if not destroy those competencies completely. Traditional education systems are no longer relevant in the current environment and "creative economy." Our public education system was developed at the end of the 19th century to meet the needs of industrialism. That system assumed everyone learned in the same way by reading books, attending lectures, taking notes, memorizing information, and taking a test where students would regurgitate information.

But memorization and recitation isn't real learning. And we're no longer in an industrial revolution. We've gone from a manufacturing economy to an information economy to a creative economy where diversity, unconventional problem-solving, and innovation are valued.

Yet, up until very recently, colleges didn't value innovative individuals who didn't fit a particular learning mold. This was in direct conflict with the types of professionals needed in the new economy.

Fortunately, the student with non-traditional learning styles has many more higher education options than they have had in the past. Today there are colleges that cater to the deductive, logical thinker and the inductive creative thinker.



Someone who learns more by doing than by reading and listening can find a college that aligns with that natural learning style. Regardless of whether someone prefers to work alone or in groups, there are colleges to accommodate those preferences.

Over the next several chapters, you'll explore the various learning styles, reasoning types, and working preferences. Through examples, scenarios, and a self-assessment, you'll identify how you learn best; how you think and how you prefer to attack a problem. Then you'll learn about the six different types of colleges and which are best suited to your individual style.

You don't have to be a misfit. Your intelligence can shine in college – as long as you select the college that most closely aligns with your learning style. So let's get started by exploring learning styles.





CHAPTER TWO

WHAT'S YOUR LEARNING STYLE

Let's assume you just bought a new piece of "build-it-yourself" furniture. You are sitting on your living room floor with all the pieces placed in front of you. The assembly instructions come in two forms: an audio CD and a printed pamphlet that includes written instructions with diagrams. How do you proceed to build the item?

Do you:

- a) Sit down and read the instructions completely before gathering your tools and beginning to assemble the pieces;
- b) Listen to the instruction CD as you assemble the item;
- c) Just jump right in and start putting the item together?

The option you chose gives some insight into your preferred learning style—at least for this project. A learning style is, simply put, how you best process information. Everyone has a dominant learning style. When information is presented in a way that best matches how you process and retain information, learning is accelerated, is more fun, and keeps your attention for a longer time period.

In our example, if you prefer to read the instructions, then you are likely a visual learner, which means you learn best by seeing visual



representations. Your learning mantra is “Show me and I’ll understand.” You learn best from pictures, diagrams, videos, and written instructions. You’re also probably keen on to-do lists, rules, and knowing exactly what is expected in a situation.

If you prefer listening to the CD to hear the instructions, then you are likely an auditory learner, or someone who makes sense of things by hearing about them. In your everyday conversations, you probably use phrases such as “I hear you,” and “That rings true.” You learn best by listening to lectures, or through one-on-one coaching.

Finally, if you’re one of those people who believes instructions are merely suggestions and you prefer to jump right in and get your hands dirty, your preferred style is kinesthetic—you learn by doing. You find lectures repulsive, but enjoy role plays, labs, and other hands-on activities.

Incidentally, by asking you to imagine yourself in a scenario in this example, I appealed to the visual learners, who typically create a visual movie in their minds.

But just because you chose one method in this example doesn’t necessarily mean you would choose the same type of learning style in all situations. Everyone has multiple learning styles—including a dominant style and usually a few secondary styles. Sometimes your style will change based upon the situation but, in general, you will usually revert to your dominant style.

**So, let’s discover
your dominant
learning style.**



LEARNING STYLE QUESTIONNAIRE

**FOR THESE QUESTIONS, CHOOSE THE FIRST ANSWER THAT COMES TO MIND.
SELECT A,B, OR C. DON'T SPEND TOO MUCH TIME THINKING ABOUT ANY ONE QUESTION.**

QUESTION 1

When you study for a test, would you rather:

- a)** Read notes you took in class, skim book headings and chapter titles, and look at diagrams and illustrations.
- b)** Have someone ask you questions or repeat facts silently to yourself.
- c)** Write things out on index cards and make models or diagrams.

QUESTION 2

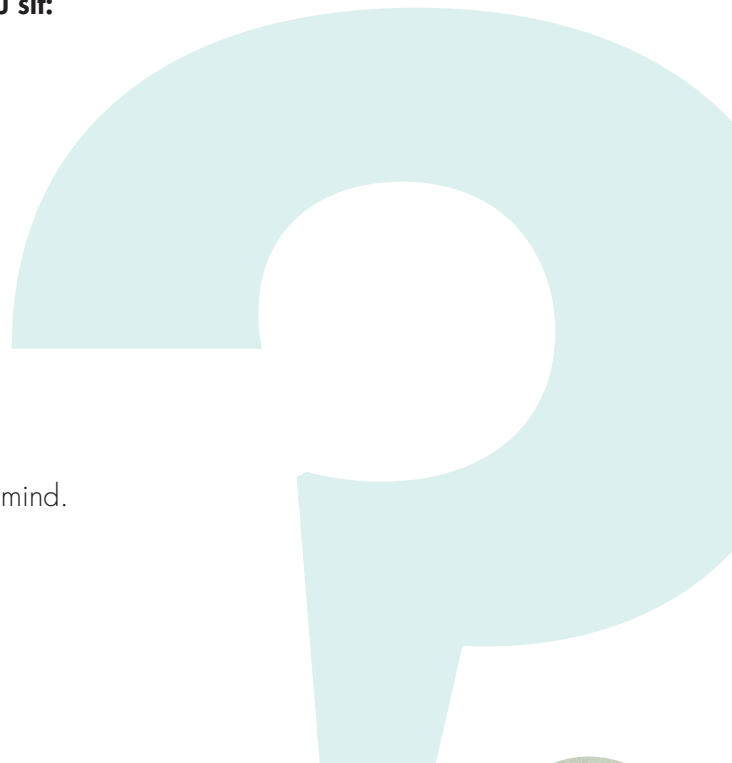
When attending a meeting or classroom presentation, you sit:

- a)** Near the front of the room.
- b)** Anywhere; it doesn't really matter to you.
- c)** Near the door.

QUESTION 3

When bored, you:

- a)** Daydream, doodle, or draw.
- b)** Talk to yourself silently or carry on a conversation in your mind.
- c)** Fidget, squirm in your chair, or strum your fingers.



QUESTION 4

What is most likely to crack you up and make you laugh?

- a) Funny facial expressions or elaborate mimes.
- b) A hilarious turn of a phrase, play on words, or the way someone says something.
- c) A slapstick routine or physical comedy that includes big gestures or clumsiness.

QUESTION 5

Which type of restaurant would you most prefer to visit:

- a) One with soothing lighting.
- b) One with pleasant music.
- c) One with ultra-comfortable chairs.

QUESTION 6

You are about to take a four-hour, non-stop flight. During the flight, you are most likely to:

- a) Watch a movie or just stare out the window.
- b) Listen to your iPod or the selections provided on the airline audio system.
- c) Play video games on your computer, do crossword puzzles, or do some work.

QUESTION 7

When watching a movie you are most likely to notice:

- a) The special effects.
- b) The sound track.
- c) The action of the characters.



QUESTION 8

Which would you rather do on the 4th of July:

- a) Attend a fireworks display.
- b) Hear a band play patriotic music.
- c) Help construct the floats for a parade.

QUESTION 9:

To learn how a computer works, you would rather:

- a) Watch a movie that explains it.
- b) Listen to someone explain it.
- c) Take the computer apart and try to figure it out for yourself.

QUESTION 10:

You are walking around in a town you are visiting and need to use a restroom. You go into a department store to find one. You are most likely to:

- a) Consult the store directory to find the location of the bathrooms.
- b) Ask a clerk where the restrooms are located.
- c) Wander around the store to find one. How hard can it be? You have a good sense of these things.



QUESTION 11:

You are asked to come up with three creative titles for a book, with no assistance from anyone else. To get your creative juices flowing you:

- a)** Develop a mind map with all of the concepts associated with the subject.
- b)** Jot down a list of sample titles and say each one out loud to see which one sounds the best.
- c)** Go for a walk while contemplating the subject matter and possible titles.

QUESTION 12:

When presented with something you don't believe, you are most likely to say:

- a)** That doesn't look right.
- b)** That doesn't sound right.
- c)** That doesn't feel right.

QUESTION 13:

You are in your home and your favorite song comes on the radio. You are most likely to:

- a)** Daydream.
- b)** Hum or sing along.
- c)** Dance, tap your toes, or sway to the beat.

QUESTION 14:

It's a beautiful sunny day outside. You would rather:

- a)** Go to an art fair.
- b)** Go to an outdoor concert.
- c)** Go for a swim, jog, hike, or walk.



QUESTION 15:

You're trying to remember someone you met six months ago at a business networking event, and...

- a)** You can remember the faces of the people, but their names are fuzzy.
- b)** You can remember the names of the people, but their faces are fuzzy.
- c)** The names and faces of the people you met are fuzzy, but you can remember where you were standing when you met them, what you were holding, and what was going on around you at the time.

QUESTION 16

Which are you most likely to do when standing in a long line at the grocery store?

- a)** Scan the magazines rack located at the checkout lane.
- b)** Talk to the person next to you.
- c)** Tap your foot, shuffle your feet, sigh, or move around in some other way.

QUESTION 17

When learning a new language, you prefer to:

- a)** Read a book about the grammar, sentence structure, and syntax of the language.
- b)** Listen to audio tapes of people speaking in that language.
- c)** Speak the lessons out loud, or use interactive software that helps you match words to pictures.

QUESTION 18

You need to make a big decision and choose between two options. To help you decide you:

- a)** Draw a chart or diagram that lays out all the advantages and disadvantages of each option.
- b)** Talk it over with your Dad, your Mom, your dog, or anyone else who will listen.
- c)** Clean the house, strum your fingers, tap a pencil on the table, play tennis, or anything else that will keep you moving while you think it over.



QUESTION 19

Your friend, roommate, spouse, or partner drives up to a store, and asks you to go in and pick up a few items. To remember what you are supposed to get, you:

- a) Write a list of the items.
- b) Repeat the items to yourself over and over as you walk into the store.
- c) Use your fingers to keep track of each item.

Total the number of “a,” “b,” and “c” responses.



If you have mostly “a” responses, you are likely a visual learner.



If you have mostly “b” responses, you favor the auditory learning style.

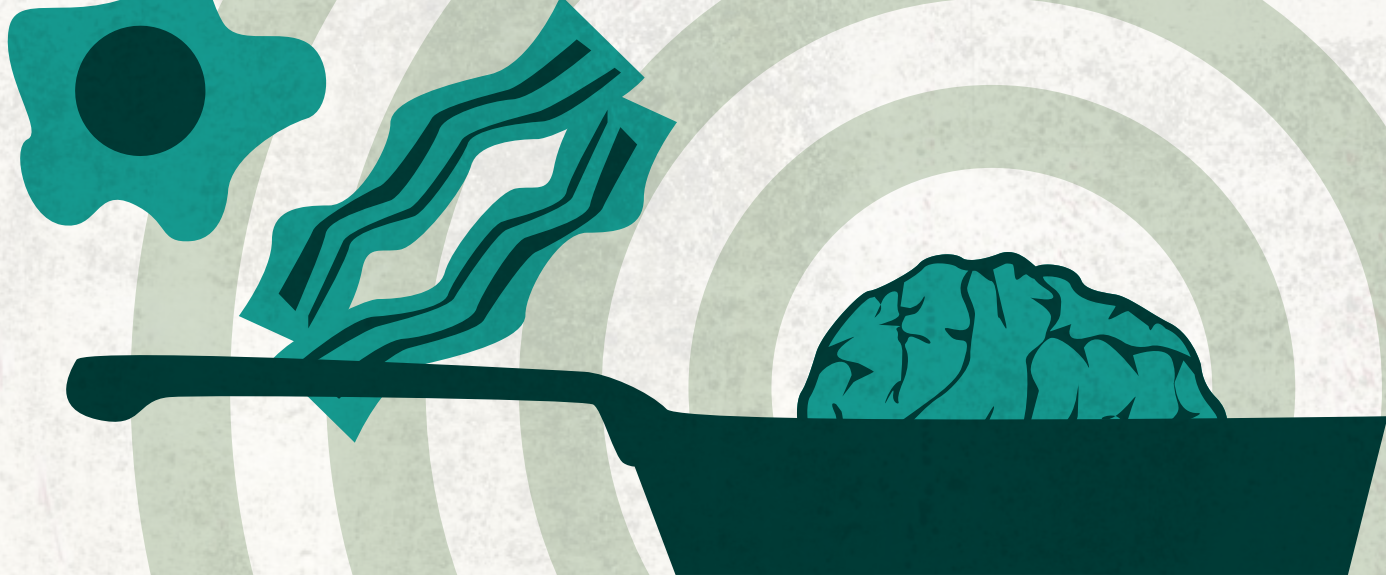


Finally, if you answered most questions with a “c” response, then you lean toward kinesthetic learning.

Did you find that you had two styles you chose almost equally? That’s not uncommon. Most people use more than one learning style. But it’s important to keep in mind that your dominant style – the one you chose the most in the questionnaire—is the one that makes learning easiest and most fun for you.

Now that you know your preferred learning style, let’s explore those styles in more detail in the next chapter.





CHAPTER THREE

THIS IS YOUR BRAIN ON YOUR LEARNING STYLE

Learning can be fun and easy if you know your style and how to use it to your advantage. Now we'll explore the three primary learning styles in more detail.

THE AUDITORY LEARNER: CAN YOU HEAR ME NOW?

I had a friend in college, Gina, who rarely attended a lecture, yet she graduated with a 3.98/4.00 GPA. How did she do it? (No, she didn't cheat on exams!) She knew her learning style and found a way to process information in a way that aligned with that style.

She purchased four separate tape recorders and handed them out to her friends in the classes to record the lectures. Each evening, Gina would don her headphones and listen to the tapes. During the day when everyone else was in class, she would sit in her dorm room and read the textbook reading assignments for each class out. Words didn't make sense to her unless they were spoken with varying inflection, tone, and rates of speech. Gina was an auditory learner.

If you are part of the 30-percent of people who learn best by hearing, these tips will help you learn faster and retain the information longer:



- Record lectures and play them back.
- Read lecture notes out loud.
- Talk to yourself about the relevant points from a class.
- Have a conversation with a fellow student or friend about the class content.
- Attend lectures! Listening to the teacher and his or her voice tone, inflection, and rate of speech will help you process the information.
- Sit in a place in the room where visual distractions are minimized. This is usually the back of the room (where you can't see the slides and graphs as well, because any visual representations of content can serve as a distraction).
- Take part in a study group, or find a study buddy.
- Get involved in group discussions about class topics.
- If available, download the audiobook versions of textbooks.
- Use any audio device to learn new information: iPod, MP3 player, CD, podcasts of lectures, and so on.
- Use sound recordings that simulate the learning environment. For example, play sounds of a jet engine running normally as you practice flight procedures, or play sounds of wind and waves crashing as you visualize sailing maneuvers.



Music is also a powerful influence on auditory learners. If you're an auditory learner, chances are you can remember the words to a song the first time you hear the tune. You can also remember numbers that are put to music.

When I was growing up my neighbor's six-year-old girl—Jill—could not remember the family phone number no matter what memory tricks her parents tried. The parents tried seemingly everything to get the girl to remember the number so she would have it in case of emergency, but nothing worked.

One day Jill heard a new song on the radio, and immediately sat down at the family's piano and banged out the tune. Her parents were stunned. That's when her mom got an idea: Put the digits in their home phone number to a musical jingle. Sure enough, after hearing the phone-number jingle the first time, Jill immediately sang the number back. Not only did Jill now know the family's home phone number, so did everyone in the neighborhood. The little girl found the tune so catchy she often sang it while riding her bike, playing outside, riding the bus to school, and walking the dog.

If you're an auditory learner, you probably love those GPS navigational systems that give you verbal directions. You also likely prefer to listen to an audio cassette highlighting facts of an area as you take a walking tour of a historical site.

AUDITORY LEARNERS: WORK & INFORMATION ANALYSIS

Auditory learners prefer to work in groups or one-on-one where they can discuss ideas. This is known as an interpersonal working style. The brains of auditory learners rely on a sequential system of processing information that involves analysis, progression from simple to complex and linear and deductive reasoning. It's influenced by language, sounds, and an awareness of time.

For example: When learning a new game, auditory learners want to know all the rules before they begin to play. In an argument, they like to state their premises first and then draw a conclusion.

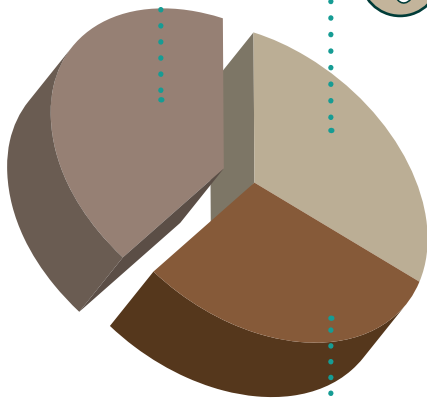


GEEZ! DO I HAVE TO DRAW YOU A PICTURE?!

40%



30%



30%

40% SAY YES.

VISUAL LEARNERS: SEEING IS BELIEVING

Growing up, my older brother would often try to help me understand how to do something by explaining it to me. Upon the umpteenth time of him verbally walking me through whatever it was he wanted me to learn and the umpteenth time of me not “getting it,” he would usually say in exasperation, “Geez! Do I have to draw you a picture?!”

Well, actually, yes he did. My primary learning style was and is visual.

Charts, graphs, diagrams, pictures, videos, flip charts, and slide decks all rock the visual learner’s world. What my brother didn’t understand about visual learners is that they have a difficult time working on a task while carrying on a conversation—even if the topic relates directly to the task. We see sounds as distractions to our visual processing. Lectures and verbal directions often make us want to run from the room screaming. We would rather look at a map than stop and ask directions. And those GPS systems that yammer away in our ears? They drive us bananas! We pull over and look at the visual map on the GPS system, and likely disable the annoying voice.



If you're part of the 40-percent of people who are visual learners, you can make the most of your learning environment if you:



- Sit in the front of the room during a lecture so you can see the body language, facial expressions, and hand gestures of the speaker. These all assist in your visual processing of information and may be more important to you than the words of the instructor.
- Take detailed notes during lectures. Putting words on paper gives you a visual representation of the material.
- Create charts, mind maps or diagrams that visually represent the concepts mentioned.
- Study alone in a quiet place where you can transcribe your notes, draw pictures to represent the ideas, or create graphs and charts to help you understand the material.
- As you read homework assignments be sure to highlight or underline key words and phrases. Use different colors for different topics or ideas. As a visual learner, color has a powerful and profound impact on your information retention.
- Draw, scribble, and doodle pictures (in color) during a lecture to bring more meaning to the content.
- View videos or slide presentations of related content.
- Create a visual scenario in your mind to bring the content to life.
- After seeing a demonstration or information presented visually, close your eyes to visualize the content in your own way. This will help you remember the information.
- Read stories, anecdotes and personal accounts that reinforce the content. As a visual learner, you'll remember information more if it is presented in story form, rather than just a fact dump.



BRING INFORMATION TO LIFE WITH IMAGERY

You can bring information to life by describing it with great imagery. For example, recently a few friends and I took an architectural boat tour of Chicago. The tour guide was clearly well-versed in the myriad learning styles. She didn't just point at a building and explain its history and architectural style (which would appeal to the auditory learners), but she also used vivid language to describe the buildings (for us visual learners on the tour).

One building in particular she described as: "The silvery-gray and black building with a series of dots and dashes and a mail slot at the top." Of course there was no mail slot at the top, but one of the architectural elements atop the building truly did resemble—to the creative mind—a mail slot. The "dots and dashes" that she referred to were a series of oblong horizontal windows juxtaposed next to smaller, square windows. Dots and dashes. Like Morse code. I remember exactly what that building looked like, its color, its position (southern exposure) and the way the light played off the "dots and dashes". I also remember the design significance behind the building. But for the life of me, I couldn't recall the historical significance of the building. My friend Diane, an auditory learner, articulated in vivid detail not only the historical significance of the building but also the dates on which construction began and ended on the building.

VISUAL LEARNERS: WORK & INFORMATION ANALYSIS

Visual learners usually prefer to work alone, as conversations and other noises distract them. This is called an intrapersonal working preference.

Visual learners invoke spatial thinking that involves synthesis and an intuitive grasp of complex systems. In other words, visual learners often miss the steps involved in a process but somehow they end up getting the process right

based on a "gut" feeling. Visual learners can process concepts simultaneously (rather than in a linear fashion like auditory learners), are highly imaginative and creative, and use inductive reasoning, which means they like to see some examples first when learning a new subject before developing an overview. They also prefer to learn the rules of a game "as they go."



KINESTHETIC LEARNERS: I FEEL YOUR PAIN.

Eight-year-old Gillian Lynne sat on her hands in a chair in the psychologist's office. Despite wanting to jump out of her skin, she didn't dare move. That was what landed her there in the first place. Gillian's teachers had sent a letter to her mother saying Gillian couldn't concentrate in class, couldn't sit still, and didn't complete assignments on time – if at all. She listened as her mother detailed the school's reports of Gillian's learning disability.

At the end of the session, the specialist told Gillian he needed to speak with her mother in private. As he left the room with the girl's mother, he turned on the radio. Once outside the room, the specialist turned to Gillian's mother and said, "Watch her." Within seconds, Gillian was out of her chair, happily moving to the beat of the music coming from the radio.

The specialist's diagnosis: Gillian didn't have a learning disability and wasn't sick; she was a dancer. She simply needed to move to think. Gillian was a kinesthetic learner—someone who learns by doing. She also had a very strong auditory secondary learning style.



That little girl went on to become a famous dancer and choreographer – directing and choreographing routines for Broadway smash hits such as *Cats*, *Phantom of the Opera*, and *Cabaret*. Today, she is a multi-millionaire.

Imagine what would have become of Gillian had she gone to a different specialist who might have labeled her as learning disabled and gave her medication to sedate her!

Kinesthetic learners are most successful when totally engaged with the learning activity. They learn and process information fastest when participating in a science lab, drama presentation, skit, field trip, role-play, simulation, dance, or other hands-on activity. Kinesthetic learners often use many and large gestures when speaking, as well as a lot of body movement.



If you are part of the 30-percent of kinesthetic learners, you learn best when you:



- Are actively involved in a demonstration or other learning activity.
- Are able to take frequent breaks from the task at hand.
- Sit near the door or other place in the room where you can get up and move around.
- Walk around while you read or listen to lectures on an iPod.
- Walk around while you contemplate a concept.
- Draw diagrams and pictures of ideas and learning points. (It's not the visual element of the drawing that helps you learn; rather, it is the physical action involved in drawing that helps you remember.)
- Find ways to act out or role play what you have learned.
- Describe the physical feelings of your actions. For example, if you are in a flight simulator, you might say: "As I push the throttle forward to begin takeoff, I feel the friction. As I check the airspeed, oil pressure and temperature, the controls are more responsive. As I pull back on the yoke during takeoff, I feel the vibrations of the wheels stop as the plane leaves the ground."
- Take notes on a computer if you can. The act of keystroking—a physical activity—helps you learn and keeps you engaged.
- When studying for tests, make flash cards to help you remember important dates.
- When available, use interactive learning games to help you remember concepts.
- Take online interactive courses to accommodate your action-oriented learning style.
- Take Play-Doh, pipe cleaners or other easily-manipulated materials to class with you. As you listen to the lecture, keep your hands busy by creating something with the Play-Doh or pipe cleaners. Your brain can't process anything unless some part of your body is in motion.



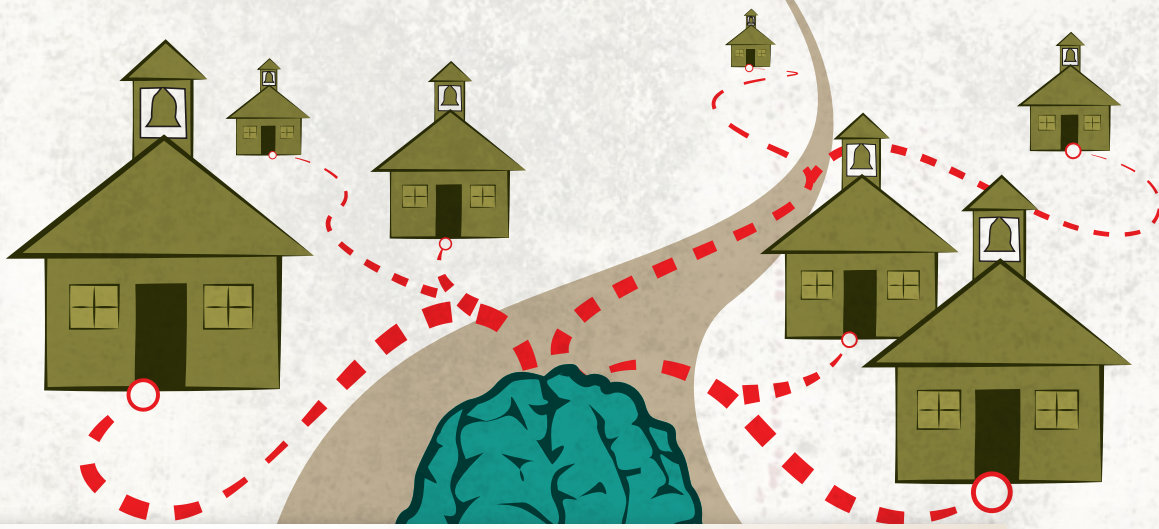
KINESTHETIC LEARNERS: WORK & INFORMATION ANALYSIS

Like visual learners, kinesthetic learners prefer to work alone and rely on inductive reasoning to draw conclusions and make connections.

Keep in mind that rarely does an individual rely on just one learning style. Most of us have one dominant style, and one secondary style. But knowing your style and how to adapt your environment to your dominant style, you will improve your learning and retention abilities.

Now that you know your dominant learning style, it's time to explore the different types of colleges and try to determine which align best with your preferred learning style, personality, and work preferences.





CHAPTER FOUR

PERFECT FIT: FINDING THE RIGHT COLLEGE FOR YOUR LEARNING STYLE

The process of choosing a college starts with taking a look at yourself—not a list of colleges. This may seem counterintuitive but your interests, learning style, attitudes and aptitudes all determine not only how happy you will be at a particular college, but also the level of success you'll enjoy.

You've already assessed your preferred learning style, which gave you some insight into your working style and personality. Now it's time to examine the best learning environments for how your brain processes and retains information.



BEST COLLEGE SETTINGS FOR VISUAL LEARNERS

As you may remember from Chapter 3, visual learners learn best in environments where they can read and see pictures, charts, and graphs. The more visual aids, the better this type of student will absorb, process, and retain information.

Here are some things the visual learner will want to consider when choosing a college:

- Look for highly wired classrooms where there are many computer presentations and Internet usage.
- Make sure there are clear lines of sight to whiteboards, projection screens, video monitors and other multimedia tools. If you plan to visit a college, you can check for these things during your tour. If you are evaluating an online program, line of sight is not an issue.
- If you are considering an online program, be sure that the courses aren't just online "page turners;" that is, screens and screens of text with few visuals. Also check that the online programs aren't just a teacher giving a lecture. For information to be meaningful to you, it's important that any presentation—online or offline—includes visuals, graphs, videos, charts, and diagrams.
- The availability of online conferences and discussion lists/emails is also a key to success for the visual learner.
- Look for college settings that include more reading assignments, written feedback from professors, and written assignments

The bottom line: Visual learners can do well in almost any online or offline program—including vocational schools and traditional liberal arts college or university settings—provided there are plenty of visuals with lectures, instructors who use a lot of gestures and facial expressions, and assignments require you to write, draw, or read. Sit in the front rows of large lecture hall presentations; seeing the speaker's facial expressions and body language is more important to you in interpreting the message than just what is spoken. If you choose an online school, the online visual presentations will be very appealing to your brain. Look for online programs that provide a variety of reading assignments, written feedback from professors, written assignments and visual aids and resources for homework assignments.



BEST COLLEGE SETTINGS FOR AUDITORY LEARNERS

Of the three types of learning styles, auditory learners do best in traditional college or university environments where there is a great deal of lecture, class discussions, and question-and-answer sessions. However, there are still some things an auditory listener should consider before enrolling in a college:

- Choose a university where class sizes are smaller. Large, 500-student lecture hall environments won't give you the back-and-forth dialogue, class discussions, and Q-and-A sessions that your brain craves.
- If you have the chance to visit the college, be sure to talk with some of the professors. You want to make sure they are clear communicators, easy to talk with and are keen on giving verbal feedback.
- Check to see if assignments and class projects typically include group projects or group study sessions; those will help you learn better than independent study projects or studying in isolation.
- Assignments that include field research, interviews, and community work align nicely with your learning style.
- Make sure the professors have regular office hours where you can have one-on-one dialogue with the professor or instructor.

The bottom line: Auditory learners do best with in-person, lecture-type learning environments. Typically, this includes traditional liberal arts colleges and universities. However, be sure to choose a college that has small class sizes that allow for discussions and interactions. Community colleges and smaller state colleges and universities are good options. Online programs may not be the best choice for you, unless you find one that has a "blended" approach where the online university also has a physical campus in your area. You need human contact and the back-and-forth interaction that dialog provides in order to process information effectively.



BEST COLLEGE SETTINGS FOR KINESTHETIC LEARNERS

Kinesthetic learners need physical activity to comprehend class material. Any setting that allows for lab exercises, hands-on activities, or movement will be most beneficial.

If you're a kinesthetic learner, here are some things to consider when searching for a college:

- Make sure the college has internship programs where you can "test-drive" a career.
- Classes should have practicums and in-field work.
- Make sure you will have access to equipment and facilities beginning in your freshman year. For example, if you are considering a career in broadcast journalism, make sure the school has on-site TV and radio studios that you will be able to actively use as a freshman. Many universities don't allow access to such facilities until your junior or senior year. By then, you may have become so frustrated with the lack of hands-on opportunities that you have given up on school entirely.
- Interview professors to ensure they assign many out-of-class projects.

The bottom line: A traditional liberal arts school where you just attend lectures, take notes and regurgitate information on an exam may not be best option for your learning style. Good choices for your learning style include for-profit, career-focused technical colleges and trade schools. Online universities could also be a good fit, provided they include a large amount of field assignments, internships, and on-site work where you roll up your sleeves and dive into an actual project.



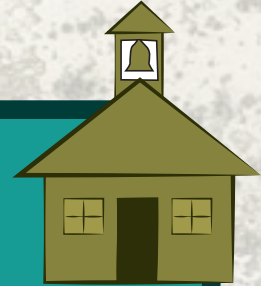
IN CONCLUSION

A productive, fun, and successful college experience depends on how well you know yourself— your personality, learning style, and work preference style. Once you know yourself, you can then begin the process of looking for colleges that fit your brain type. There's truly a college and a learning environment to suit every type of person.

It's just a matter of finding the right college for your brain.



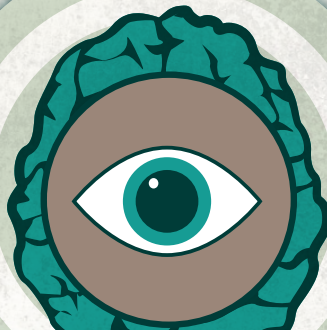
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An educator, evangelist and former journalist, Vicki Kunkel teaches business professionals how to become more persuasive, successful, and powerful. As owner of Perform-Smart Learning Enterprises, she develops online business courses, and as President of VK Interactive she creates branded news websites for clients in the health, environmental, and education industries. Her book, "Instant Appeal: The 8 Primal Factors That Create Blockbuster Success," is available on Amazon.

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