

Visual Learners

Create pictures and concepts in their minds to structure info.

They like:

- ✓ Overheads
- ✓ Pictures /Slides
- ✓ Analogies
- ✓ Metaphors
- ✓ Flip Charts
- ✓ Graphs
- ✓ Videotapes
- ✓ Demonstrations
- ✓ Broad overview stated
- ✓ Supportive and non-distracting presentation
- ✓ Stories and examples that create a picture
- ✓ To see the actual materials
- ✓ To imagine and pretend
- ✓ To scan materials without interruption

Teaching Techniques:

- ✓ Videos
- ✓ Computers/picture cues
- ✓ Picture diagrams
- ✓ Charts & graphs
- ✓ Picture timelines
- ✓ Graphic organizers
- ✓ Reading research word diagrams
- ✓ Word note-taking /Journaling
- ✓ Arts and crafts
- ✓ Highlighting written material
- ✓ Workbooks
- ✓ Puzzle building
- ✓ Painting
- ✓ Manipulating images
- ✓ Mapping

Programs/Publishers to consider:

Language Arts –

- ✓ WriteAtHome (6-12)
- ✓ Brave Writer (K-12)
- ✓ Sing, Spell, Read & Write (PK-3)
- ✓ All About Reading/All About Spelling (K-12)
- ✓ Institute for Excellence in Writing (IEW) products (K-12)

Math –

- ✓ Saxon (K-12)
- ✓ Teaching Textbooks (3-11)
- ✓ Everyday Math (PK-6)
- ✓ Singapore (K-12)
- ✓ ALEKS (online learning with tracking graphs, 3-12)
- ✓ Mammoth Math (1-7)
- ✓ Beast Academy (2-5)

Thematic Learning Experience –

- ✓ Trail Guides to Learning (GeoMatters, K-12)
- ✓ Sonlight (literature-based, K-12)
- ✓ BookShark (literature-based, K-12)
- ✓ Beautiful Feet (literature-based, K-12)
- ✓ WinterPromise (literature-based, K-12)
- ✓ Moving Beyond the Page (K-8)

Other –

- ✓ Calvert (boxed curriculum, PK-8)
- ✓ Mapping the World by Heart (geography, 5-12)
- ✓ Time4Learning (many subjects, PK-12)

VISUAL LEARNERS

Learns by watching

Likes to read

Has a vivid imagination

Shows emotions facially

Usually has neat penmanship

Dresses neatly

Plans and outlines

Takes neat notes

Likes order and neatness

May seem to ignore verbal
Directions

Asks for questions or instructions to
be repeated, frequently in
different words

May frequently have a “blank”
expression on face, or may seem
to be daydreaming during classes
which are primarily verbal

may substitute gestures for words,
or may seem , by their gestures,
to be literally groping for a word.

May have poor speech, in terms of
either a low vocabulary, poor
flexibility of vocal patterns, or
articulation

Often looks to see what everyone
else is doing before following
instructions

May say “what?” or “huh?” often

Seems to misunderstand often

Often speaks too loudly, though
may dislike speaking before the
group or listening to others

May do poorly in phonics-based
Activities

Seems to know few words
Synonyms commonly known to
children at their age or ability
level

may do better work when
assignment is demonstrated,
rather than explained verbally

may be unable to explain in words
many complex tasks they are able
to do, such as repairing a bicycle,
taking apart a clock, etc.

often answers with a simple “yes”
or “no” – rarely uses complex
sentences

generally unaware of sounds –
distracted by visual disorder or
movement

stares, doodles, finds something to
watch

vivid imagination, thinks in
pictures, visualizes in detail
deliberate plans in advance,
organizes thoughts by writing the,
LISTS

remembers faces, forgets names,
writes things down, takes notes
quiet, does not talk at length



Study TIPS – HOME

Color code your folders according
to subjects; try different colors of
ink,

Rewrite your notes and various after
class as reinforcement

Make flash cards; use color on the
cards

READ! READ! READ!

Create puzzles and visual games
from the material you are
attempting to learn.

Arrange your study areas until it
looks and feels good to you

Attend plays; watch demonstrations,
pay close attention to illustrations
that accompany material

Write down spoken directions

Use charts and diagrams to help you
visualize

Study TIPS – TEACHER

Uses teacher prepared outlines.
OV, chalkboards...

Uses AV materials such as videos,
power points, etc.

Point out textbook aids such as
charts, illustrations, bold print, and
italics

Teach students how to take good
notes

When lecturing, establish good eye
contact, use facial expressions, and
movements to emphasize key ideas,
prepare outlines.

Teach students how to use printed
resources, effectively (table of
contents, index, glossary, as well as
reference books...)

Show effective memory techniques
(cards, etc.) that are visual