

Strategies for Student Success in Health Occupations  
California Community College Health Care Initiative

<b>Tool Used</b>	<b>Style – Putting It All Together</b>	
<ul style="list-style-type: none"> <li>▪ <b>ILS</b></li> <li>▪ <b>Mult. Intel.</b></li> <li>▪ <b>Type</b></li> </ul>	<p><b>Active</b></p> <p><b>Bodily/Kinesthetic, Interpersonal,</b></p> <p><b>Adventurers, Artisans, Idealists, Activists, Doer’s, Givers</b></p>	<p><b>Reflective</b></p> <p><b>Logical/Mathematical, Intrapersonal</b></p> <p><b>Thinkers, Rationals, Theorists</b></p>
<b>Characteristics</b>	<ul style="list-style-type: none"> <li>▪ Apply information to real world</li> <li>▪ Experience information in their own actions.</li> <li>▪ Discuss with or explain to others what they have learned</li> <li>▪ Are adaptable, creative &amp; skillful, dynamic &amp; fast-paced</li> <li>▪ Are willing to help others, have good people skills, are honest and sincere</li> </ul>	<ul style="list-style-type: none"> <li>▪ Retain &amp; understand information after they take time to think about it</li> <li>▪ Have good analytical skills</li> <li>▪ Can develop complex designs</li> <li>▪ Are thorough and exact</li> </ul>
<b>Study Tips</b>	<ul style="list-style-type: none"> <li>▪ Study in groups with Adventurers &amp; Organizers</li> <li>▪ Take turns explaining topics &amp; discussing them with one another</li> <li>▪ Think of practical application of what is being taught</li> <li>▪ Pace &amp; recite while learning, act out material or design games</li> <li>▪ Use flashcards with other people</li> <li>▪ Teach material to someone else</li> <li>▪ Keep study sessions moving quickly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Study alone in a quiet setting</li> <li>▪ Interrupt reading at intervals, to think about the material and summarize what they’ve read</li> <li>▪ Think about relationship of material to practice, rather than just memorizing</li> <li>▪ Consider causes and effects involved</li> <li>▪ Write short summaries of what the material means to them</li> <li>▪ Pick instructors who are intellectually challenging</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>ILS</b></li> <li>▪ <b>Mult. Intel.</b></li> <li>▪ <b>Type</b></li> </ul>	<p><b>Factual</b></p> <p><b>Organizers, Guardians, Pragmatists</b></p>	<p><b>Theoretical</b></p> <p><b>Logical/Mathematical</b></p> <p><b>Thinkers</b></p>
<b>Characteristics</b>	<ul style="list-style-type: none"> <li>▪ Like to solve problems with standard methods</li> <li>▪ Are patient with details and good at memorizing facts</li> <li>▪ Prefer predictable patterns &amp; procedures</li> <li>▪ Can efficiently manage heavy work loads</li> <li>▪ Have good organizational skills</li> <li>▪ Have natural leadership qualities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have good analytical skills and are good at grasping concepts</li> <li>▪ Are good at ‘big-picture’ ideas</li> <li>▪ Dislike repetition and fact-based learning</li> <li>▪ Are comfortable with abstractions and symbols</li> <li>▪ Connect concepts to prior knowledge &amp; experience</li> </ul>
<b>Study Tips</b>	<ul style="list-style-type: none"> <li>▪ Question application of ideas and concepts to practice</li> <li>▪ Ask for specific examples of ideas or concepts</li> <li>▪ Brainstorm specific examples with peers or self</li> <li>▪ Think about how theories make specific connections with the real world</li> <li>▪ Organize material before studying</li> <li>▪ Keep a daily planner and “to-do” list</li> </ul>	<ul style="list-style-type: none"> <li>▪ Try to fit facts into concepts, interpretations or theories to link them together</li> <li>▪ Read tests carefully as they are prone to making careless mistakes due to impatience with details</li> <li>▪ Check their work carefully</li> <li>▪ Look for systems and patterns to arrange facts in a way that makes sense to them</li> <li>▪ Spend time analyzing material</li> </ul>

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	<b><i>Visual/Spatial</i></b>	<b><i>Verbal/Linguistic</i></b> <b><i>Interpersonal</i></b>
<b><i>Characteristics</i></b>	<ul style="list-style-type: none"> <li>▪ Recall best what they see</li> <li>▪ Forget spoken words and ideas</li> <li>▪ Learn best from visual cues that do not involve words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recall what they hear and more of what they hear and say</li> <li>▪ Benefit from discussion, prefer verbal explanation to visual demonstration</li> <li>▪ Learn effectively by explaining things to others</li> <li>▪ Learn well by reading because written words are processed as verbal information</li> </ul>
<b><i>Study Tips</i></b>	<ul style="list-style-type: none"> <li>▪ Add diagrams to notes whenever possible</li> <li>▪ Graph math functions, use pie charts for %'s</li> <li>▪ Organize notes to clarify main points, supporting facts &amp; links</li> <li>▪ Connect related facts by drawing arrows</li> <li>▪ Color code notes using different colored highlighters so everything related to a particular topic is in same color</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about what they learn</li> <li>▪ Work in study groups so they can explain and discuss</li> <li>▪ Read textbook and highlight no more than 10%</li> <li>▪ Rewrite notes and outline chapters</li> <li>▪ Recite information or write scripts and debates</li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>ILS</i></li> </ul>		
	<b><i>Linear/Sequential</i></b>	<b><i>Holistic/Global</i></b>
<b><i>Characteristics</i></b>	<ul style="list-style-type: none"> <li>▪ Find it easier to learn material presented in logical, ordered progression</li> <li>▪ Solve problems in step-by-step manner</li> <li>▪ Can work with sections without understanding the whole picture</li> <li>▪ Are stronger when looking for parts of a whole rather than understanding the whole and dividing it into parts</li> <li>▪ Learn best from easiest to more complex to most difficult</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn in fits and starts, feeling lost for days without showing basic understanding or simplest problems; then 'get it'.</li> <li>▪ Struggle initially but reach greater depth than other students, easily seeing the 'big picture'.</li> <li>▪ Are very creative</li> </ul>
<b><i>Study Tips</i></b>	<ul style="list-style-type: none"> <li>▪ Spend time out of class filling in the gaps in notes if instructor skips around from topic to topic,</li> <li>▪ Rewrite material according to own logic if notes are random</li> <li>▪ Outline material</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognize that they are not slow or stupid</li> <li>▪ Use previewing or surveying technique when reading a chapter</li> <li>▪ Study in chunks of time; immersing self in one subject at a time</li> <li>▪ Relate subjects to other things they already know</li> <li>▪ Keep asking themselves how material can be applied.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>Mult. Intel.</i></li> </ul>		
	<b><i>Musical</i></b>	<b><i>Naturalistic</i></b>
<b><i>Characteristics</i></b>	<ul style="list-style-type: none"> <li>▪ Have strong memory for rhymes</li> <li>▪ Can be energized by music</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feel energized when connected to nature</li> </ul>
<b><i>Study Tips</i></b>	<ul style="list-style-type: none"> <li>▪ Create rhymes out of vocabulary words</li> <li>▪ Beat out rhythms while studying</li> <li>▪ Play undistracting instrumental music while studying</li> <li>▪ Take study breaks listening to pleasurable music</li> </ul>	<ul style="list-style-type: none"> <li>▪ Study outside whenever practical if not distracting</li> <li>▪ Relate abstract information to something concrete in nature</li> <li>▪ Take study breaks involving something pleasurable in nature: walks, nature video, etc.</li> </ul>

<b>Synopsis of Kolb Learning Style Inventory</b>		
<b>Type</b>	<b>Concrete/ Reflective (CE/RO) Divergers Reflectors, Watchers</b>	<b>Abstract Reflective (AC/RO) Assimilator Theorists, Thinkers</b>
<b>Characteristics</b> <i>They:</i>	<ul style="list-style-type: none"> <li>▪ say “Let me think about that for awhile.”</li> <li>▪ are strong in: imaginative ability</li> <li>▪ are sensitive &amp; interested in people and emotional elements</li> <li>▪ view situations as unique from many perspectives</li> <li>▪ relate learning to experience, interests &amp; future career</li> <li>▪ judge performance by external criteria</li> </ul>	<ul style="list-style-type: none"> <li>▪ ask: “How does this relate to that?”</li> <li>▪ are strong in the planning and the ability to create theoretical models</li> <li>▪ are less interested in people and practical applications of theory</li> <li>▪ like to examine data and deal in abstract concepts</li> </ul>
<b>Challenges</b> <i>They:</i>	<ul style="list-style-type: none"> <li>▪ do not respond well to authority</li> <li>▪ can become paralyzed by alternatives</li> <li>▪ have trouble seeing problems as opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ have difficulty learning from mistakes</li> <li>▪ have difficulty with action and follow through</li> </ul>
<b>Study Tips</b> <i>They need:</i>	<ul style="list-style-type: none"> <li>▪ lectures with plenty of reflection time</li> <li>▪ teachers who provide expert interpretation, to be a taskmaster and a guide</li> </ul>	<ul style="list-style-type: none"> <li>▪ case studies, theory readings, papers, lecture, analogies</li> <li>▪ are frustrated by simulations and ‘discovery learning’</li> <li>▪ teachers who provide authoritative, impersonal lectures that stress theory and systematic analysis</li> </ul>
<b>Type</b>	<b>Concrete/Active (CE/AE) Accommodator Activists, Doer’s</b>	<b>Abstract/Active (AC/AE) Converger Pragmatists</b>
<b>Characteristics</b> <i>They:</i>	<ul style="list-style-type: none"> <li>▪ say “I’m game for anything.” “What if we try it this way?”</li> <li>▪ are strong in doing things and involving self in new experiences</li> <li>▪ excel in adapting to specific immediate changes</li> <li>▪ solve problems intuitively, by “trial and error” based on prior experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ ask “How can I apply this in practice?”</li> <li>▪ are strong in practical application of ideas, decision making</li> <li>▪ are self-directed, autonomous learners using safe trial &amp; error methods</li> <li>▪ are unemotional prefer to deal with things rather than people</li> <li>▪ like more than one solution to a problem</li> </ul>
<b>Challenges</b> <i>They:</i>	<ul style="list-style-type: none"> <li>▪ tend to take unnecessary risks and act impulsively</li> <li>▪ engage in ‘trivial pursuit’ and accomplish the wrong things</li> <li>▪ have poor time management and are not goal directed</li> </ul>	<ul style="list-style-type: none"> <li>▪ tend to solve the wrong problem</li> <li>▪ tend to operate on untested theories</li> <li>▪ have limited work focus with premature closing</li> </ul>
<b>Study Tips</b> <i>They need:</i>	<ul style="list-style-type: none"> <li>▪ simulations and case studies</li> <li>▪ practice sessions and dislike lectures or passive experiences</li> <li>▪ problem solving and self-directed work assignments</li> <li>▪ group discussions and peer feedback</li> <li>▪ teachers to serve as role models and then gets out of the way</li> </ul>	<ul style="list-style-type: none"> <li>▪ laboratory studies, field/clinical work</li> <li>▪ activities that apply skills</li> <li>▪ peer feedback</li> <li>▪ teachers who serve as coach/helper providing guided practice and feedback</li> </ul>