Visual, Auditory and Kinesthetic (VAK) learning style model

A common and widely-used model of learning style is Fleming’s (2001) Visual Auditory Kinesthetic (VAK) model. According to this model, most people possess a dominant or preferred learning style; however some people have a mixed and evenly balanced blend of the three styles:

1 Visual learners
2 Auditory learners
3 Kinesthetic learners

Visual learners tend to:
- Learn through seeing
- Think in pictures and need to create vivid mental images to retain information
- Enjoy looking at maps, charts, pictures, videos, and movies
- Have visual skills which are demonstrated in puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, and interpreting visual images

Auditory learners tend to:
- Learn through listening
- Have highly developed auditory skills and are generally good at speaking and presenting
- Think in words rather than pictures
- Learn best through verbal lectures, discussions, talking things through and listening to what others have to say
- Have auditory skills demonstrated in listening, speaking, writing, storytelling, explaining, teaching, using humour, understanding the syntax and meaning of words, remembering information, arguing their point of view, and analysing language usage
Kinesthetic learners tend to:
  • Learn through moving, doing and touching
  • Express themselves through movement
  • Have good sense of balance and eye-hand coordination
  • Remember and process information through interacting with the space around them
  • Find it hard to sit still for long periods and may become distracted by their need for activity and exploration
  • Have skills demonstrated in physical coordination, athletic ability, hands on experimentation, using body language, crafts, acting, miming, using their hands to create or build, dancing, and expressing emotions through the body.

* This information is taken from JCU Workplace Educators Resource Package