Alison Monahan: Welcome back to the Law School Toolbox Podcast. Today, we're talking about different approaches to law school learning, starting with strategies for auditory learners. Your Law School Toolbox host is Alison Monahan, that's me, and Lee Burgess. We're here to demystify the law school and early legal career experience so you'll be the best law student and lawyer you can be. Together, we're the co-creators of the Law School Toolbox, the Bar Exam Toolbox, and the career related website, CareerDicta. I also run The Girl's Guide to Law School.

If you enjoy the show, please leave a review or rating on your favorite listening app. And if you have any questions, don't hesitate to reach out to us. You can always reach us via the contact form on lawschooltoolbox.com, and we would love to hear from you. With that, let's get started.

Lee Burgess: Welcome back. Today, we are going to talk about studying for law school exams if you're an auditory learner. So, this is the definition of a learning style. There's auditory learners, visual learners, and kinesthetic learners, and we are using the podcast to talk about different ways to study with each of these learning styles so you can try different things and see how you can be most effective during your study time as you get ready for exams.

So, if you're an auditory learner, hearing and speaking work best to help you learn and memorize. And Alison, how do you kind of know if you're an auditory learner?

Alison Monahan: Well, I mean I know I'm not, really.

Lee Burgess: So, you're not like Alison.

Alison Monahan: I'm sorry?

Lee Burgess: So, then you're not like Alison if you are a-

Alison Monahan: Right. If you're like me. Well, I mean, like the term sounds, you're probably somebody who enjoys class lectures and discussions, and you may have noticed that you participate in them and maybe get more out of them than your peers. So, if you're somebody who goes to class and really comes out of it feeling like, "Wow, I understand this or I'm gonna remember this", you might be on the more auditory learning end of the spectrum. If someone gives you verbal directions, you can follow them almost effortlessly so you don't have to write things down; you don't have to look at a map; you don't have to make gestures. You're like, "Oh, I totally get this."

Other things that you might see as a sign, you might talk yourself through tasks as you complete them, and you might find yourself reading emails, class handouts, possibly even cases, out loud, whether anybody's in the room or not.

So, if you're somebody whose always found that you need to teach your dolls something to learn it, or that you understand a concept better if you read it, you're probably more of an auditory learner.

Lee Burgess: Yeah.

Alison Monahan: And you don't learn best by writing stuff out or seeing images, pictures, colors, that kind of thing. For me, I know really that this is not my preferred learning style when I tried to learn another language because, for me, I need to see words written out really before I remember them, whereas if I just hear them, they don't stick in my head.

Lee Burgess: Yeah, that was an interesting example I think. That's very telling about your learning style when you're trying to learn another language.

Alison Monahan: Yeah, although I think the key point, which is something that we're gonna talk about I think is just because that might not be my preferred learning style doesn't mean that I get to not do it.

Lee Burgess: Mm-hmm (affirmative)- right.

Alison Monahan: You know, like if you're trying to learn another language, well I could just read and write and frankly, my reading and writing skills have always been a lot stronger in a different language. I can read the newspaper but I may not be able to listen to someone on the TV or the radio talking about that. But that doesn't mean I just get to say, "Well, I'm not an auditory learner. Just move on." No. I have to make more of an effort to have practice with oral comprehension or listen to things like the radio in the background. You know, you don't just get to say, "Oh well, this isn't my learning style so moving on."

Lee Burgess: Yeah, and I think that is interesting. I think when it comes to signing up for a language and thinking about myself, I think I do need those visual cues as well because sometimes if I don't know what visually the words look like, if you hear someone say it in a slightly different way, it's hard to recognize that, that's the same word.

Alison Monahan: Right. And I think this is a key point, which is, nobody's all one way or the other. I read an article recently saying learning styles are just bogus. Doesn't mean anything. I don't think that's right necessarily, but I do think you can take this to an extreme like anything else. I mean anyone is probably gonna understand a word better, particularly if they hear it in different accents, if they see it written. Just because you're like, "Oh, I understand pretty well what's going on and that things are spoken to me," doesn't mean you're also not gonna benefit by seeing it written.

Lee Burgess: Right. Yeah, it's true, and I think the other thing that people often forget is a learning style just means that you have to figure out the way that you can actively engage with the materials to make it meaningful for you. And I think a lot of times, the error in somebody's ways can happen when they say, "Oh because I am an auditory learner, if I just passively listen to a recording of something, I'm gonna totally retain it," or, "If I just record my class lectures, I'll just re-listen to them and I'll retain everything.

Alison Monahan: Or, one of my favorites, "Oh I'll just record the class and listen to it again."

Lee Burgess: Yeah. Not a great idea.

Alison Monahan: Probably not the best use of time.

Lee Burgess: Because it's passive. Yeah, it's passive. And I think what shouldn't be lost in this conversation about different learning styles is the difference between active learning and passive learning. Passive learning, with any learning style, is still crappy learning. You're just not retaining that information.

Alison Monahan: Right, and you're not really digging into it. I mean, I think the key point that I usually take away from all of these conversations is however you learn best, and certainly people have different approaches, it's really about figuring out and remembering what strategies, what techniques, work for you, and also work for you to learn different types of information. So, you know, depending on your classes, you may find that you're more or less drawn to certain techniques or how you're gonna be tested? Is it an open book exam? Is it a closed book exam? All these things may matter. There may be different techniques for you to memorize. For example, if you have to memorize a bunch of stuff versus really digging in and understanding it. So, you've gotta figure out a way to make sense of the material, and you may have different strategies for doing that depending on what your learning preferences are.

Lee Burgess: I think that's true. I think property is a really great example of this because oftentimes with future interests, which should send a shudder down almost anyone's spine when I say it, but I think it's easiest to learn future interests through tables or charts, a flow chart basically, so you can kind of have these decision points to lead you down to the correct classification. And, I think without some sort of a flow, it's very hard to learn this material, whatever kind of learner you are. You're gonna need to have this flow chart to kind of walk you through this analysis.

And so, that's a really great example I think of an area of the law where, hey, maybe you are more of an auditory learner but you still have to be able to kind of memorize these decision points. And sometimes writing them out is going to help you do those decision points. I had closed book property exam when I was

in law school. I had to memorize that flow chart, and the first thing I did on my scratch paper was draw it out so I could just go follow it when I was doing all of my future interest questions.

Alison Monahan: Right, and that's actually a good example because I remember, in fact I still have the diagram that I made for future interests. And it wasn't, I mean I was a big fan of flow charts, but for whatever reason it actually wasn't a flow chart. That information made more sense to me as a one page diagram where I kind of linked everything together and I actually remember using a lot of different colors. For example, I had colored in a box around the different future interests where they were or were not controlled by the rule against perpetuities. So, that's an example of two totally different approaches, both of which work, but are definitely not just like oh, here's a word, and here's another word, and here's another word.

Lee Burgess: Right. Yeah, and you kind of experiment with these different materials to see what, sings for you I guess is the best way to put it. I mean, because it could be the most beautiful flow chart ever created in the history of law, but if it has no meaning to you and doesn't work when you study and practice with it, it is meaningless and has no relevance.

Alison Monahan: And also, my open book exam, so I could have this in front of me and just sort of look at it and be like oh right, I need to talk about the rule against perpetuities.

Lee Burgess: Right, exactly, exactly. So all of this is just that you have to be very aware that these ... your brain may work in a way that kind of lends itself to one of these styles, but you also have to be actively evaluating the study techniques that you're utilizing to make sure, that they are gonna get you where you need to be.

Alison Monahan: Right, and I think, regardless of what type of learner you consider yourself to be, these are always strategies you might wanna use in a certain circumstance.

Lee Burgess: Right, yeah different classes lend themselves to different kind of ways that you study and, you just might have preferences based on mixing it up. Sometimes mixing it up-

Alison Monahan: You might get bored.

Lee Burgess: ... yeah, 'cause sometimes studying this stuff can be really boring.

Alison Monahan: Yeah, so mix up your techniques, you know? All right, so what are some specific recommendations we have for people who are listening to this and saying, "Yep, I'm definitely an auditory learner? What do I do?"

Lee Burgess: Well, you know we said don't record your lectures, your professor's lectures and re-listen to them, which I completely agree is a waste of time. Also, you better ask permission if you're gonna do that, because most professors don't want their lectures recorded. But one of the things that we have had a lot of students have success with, is actually recording themselves reading their own outlines, and then playing those back to themselves. Especially if you have a commute to school, or sometimes if you're in your car, or you are, if you like to take a walk or are running, some folks really find that hearing their own voice talk about some of these rules can be very helpful.

And I think it's a great viable option, you know it's pretty easy to create an audio recording now. You can just do it on your phone, or on your computer, but this allows you to kind of engage with the material a little bit more, because you're actually the one reading it, and maybe you're even reading an outline that you created for yourself, so listening to that is going to reinforce the work that you've already done.

Alison Monahan: Yeah I think that's a good point, I mean if you are someone who can kind of hear that voice in your head, make it your own voice, and you decide what you're going to remember basically.

Lee Burgess: Right. And I guess if you really hate listening to yourself, you could get somebody else to read it, but I do think that recording yourself, you just have to get over it, nobody's going to judge you based on your recorded audience.

Alison Monahan: No, no certainly not, I mean if you get really creative you could even, if you're trying to memorize something, you could even make up a song or whatever. You might find that to be very helpful, a jingle, your property jingle about future interests. Why not? Do whatever works.

Lee Burgess: Yes, it's so true. I know. It's like children's songs. Man I had something that, like my son listens to in my head the other day, and I'm like, "Why are children's songs so catchy?" Why am I walking around town singing this horrible little jingle song to myself.

Alison Monahan: (singing) I don't even have a child and I know the song.

Lee Burgess: Exactly.

Alison Monahan: But it just really points out how effective it can be to get these things in your head.

Lee Burgess: Yeah, exactly.

Alison Monahan: Another technique that we've had people use with a lot of success is, really trying to explain something, explain the legal rule to a friend, in particular, someone who's a non-lawyer friend. So you know you might give your friend, your loved one, whoever's willing to listen to you, give them your outline so they can make sure that you actually are able to articulate these rules correctly, because you need to know them specifically. This isn't a case about just kind of getting the gist of the rule, you can't be like, "Yeah I've heard of this thing called the rule against perpetuities. It has something to do with wills." You know that's not really what we're looking for, you need to be, "Oh it's a measuring life," blah, blah, blah. I don't remember it offhand, but you need, if you're taking property, that probably needs to be in your brain.

Lee Burgess: It's the dead hand, the power of the dead hand, how long the hands can reach.

Alison Monahan: I've actually, I'm reading Middle March right now, and I think I'm, the section of the book I just started last night is called Dead Hand.

Lee Burgess: Oh!

Alison Monahan: So I can't wait to see what's coming up.

Lee Burgess: Yeah, that's definitely like slightly creepy. I have this image of like a skeleton coming out of the grave.

Alison Monahan: No, I think that a huge part of the plot line actually has to do with wills.

Lee Burgess: Oh.

Alison Monahan: Yeah.

Lee Burgess: Well we look forward to an update on a future podcast episode.

Alison Monahan: Exactly. But if you learn by hearing and explaining things, forcing yourself to explain this rule out loud is probably gonna help you A, make sure you really understand it. See if you're forgetting anything, but just help you remember it.

Lee Burgess: Yeah, I had a friend that I grew up with, whose husband was studying for the bar exam, and she's a musician. She's a cellist. But we joked that she was totally qualified to sit for the bar after he had studied because he needed to talk things out, and so every night when he was studying for the bar, he would basically lecture her on whatever they were learning that day. And so she's like, "I really think I might pass, if I just went and sat for the bar. Because-

Alison Monahan: And they do say, the best way to learn something is to teach it to someone else.

Lee Burgess: ... that's true, that's true. I think after all these years, one of my cats could pretty much be a bar tutor, and a law school tutor 'cause he has sat through so many tutoring sessions, and listened to so much discussion about the law school and bar exams over the last 10 years.

Alison Monahan: Oh well that's what I was gonna say, it doesn't even have to necessarily have to be another person. You know worse case, teach your pet or teach your dog, or your doll, it doesn't really matter. Your teddy bear is equally probably not gonna give you feedback if you're getting it wrong, but is at least capable of kind of nodding along and being like, "Yes, you're doing a great job." Or of course, you could always hire a tutor.

Lee Burgess: That's right, and this is something that I think that a lot of our tutors spend time with their students doing, which is being that sounding board for students that need to discuss some of this information, because at least we can call you on it when it's gone off base, whereas maybe your, unless you are a lawyer family member, unless there's a lawyer family member that you're talking to, it's possible that they'll just be like, "Well that rule against perpetuity sounds weird but, hey, it's probably right." To make sure that ...

Alison Monahan: There's something about that on this page, yeah.

Lee Burgess: I see, I see that. So a tutor can be a good resource to brain storm, and to talk with, and to get that verbal feedback that you are moving in the right direction. Also, with a tutor, you can do a lot more practice writing, talking out exam answers to get feedback, so there are other ways that you can utilize that relationship to be able to more discussion, that might be a bit more advanced than someone you can just pull into your fold from other parts of your life.

Alison Monahan: Right, and one thing I would caution people about if you are, think of yourself as a strongly auditory learner and you love to talk problems out, even with a tutor, whoever it is, your study mates, whatever, just love to talk about the law. Well that's great, but the question becomes at some point, can you actually write this down.

Lee Burgess: Yeah, that is so true.

Alison Monahan: So you have to force yourself to write down what you're saying because that is ultimately what you're gonna be graded on. And I think sometimes people skip that step, and if you had a conversation with them about a hypo, they would be able to get 80 or 90% of it. But on paper, they're only getting 20 or 30%, and that's gonna be disastrous.

Lee Burgess: Yeah because the professor is not going to care how eloquently you can describe something. They need it on the page because that's what you're

getting graded on. So you have to eventually make it to that point, in your preparation, where you are executing the exam answers on paper, because that's what you're gonna be graded on.

Alison Monahan: Right, I remember when we had this kind of sample exam, that I did not get on the paper what the professor was looking for, and they gave me a failing grade, and he said, "Well, you come and have to talk to me," and I went and talked to him, and he's like, "Well, you know everything about this, why did you not write this down?"

Lee Burgess: Yeah.

Alison Monahan: And you know it was that moment of, "Oh, oh yeah I know I totally, I didn't write that down, really?" And he gave me my paper and was like, "You didn't say any of this anywhere." Which does not get you a lot of points.

Lee Burgess: So I think this can be one of the dangers of using, kind of a study buddy as you both have to be on the same page about, how you're going to do some of these auditory exercises, and then when you're going to do that shift into writing down the concepts. So you wanna make sure that, this person that you're choosing to study with is going to match your learning style, is going to get things out of the exercise that you're doing, but also agrees, at what point you guys need to switch to practice exam writing.

So there's nothing wrong with practicing writing up the exam, and then dialoguing about it afterwards to compare answers. But you do have to be willing to execute the page, execute what's necessary on the page, before you kind of fall back into these auditory study techniques, or else you're gonna make the mistake like Allison did where is you missed the boat, because you thought you talked about something but you hadn't practiced putting it down on paper.

Alison Monahan: Right, I think this can be a downside of a study group. You hear about it a lot in law school, you have to have a study group. You're never gonna survive without a study group. You gotta have a study group. Well, neither one of us actually had a study group, we survived. But I think one of the downsides can be, almost this group think, where yeah, if you put all four of you in a room together and ask you to talk about the question and write an answer, you would be amazing. Question is, can you do that on your own, and a lot of times the question is no, because you're so used to, if your process of your study group or even your study partner is, you read the question, maybe you spend a few minutes thinking about the issues, and then you discuss the issues. And you see, "Oh I didn't think about that, or I didn't think about that," and then you work on your answer. That's not really realistic.

Lee Burgess: Yeah, I think that's really true. So you gotta remember the end game. You have to focus on how you're getting evaluated and make sure that the work that you're doing is getting you where you need to be. I think study groups can be effective, especially for, let's go back to property. I did have a group of people I studied with, with property, 'cause we did a lot of those future interests questions together, and it was helpful to talk out the answers and the explanations afterwards. But I had a friend who basically taught me future interests, and I got an A in the class, and he got a C. And the difference was, is that I took all of that stuff that we'd been doing, and then I practiced writing it out, and doing practice questions on my own, where he kind of stopped. So he had a lot of knowledge and understanding about future interests, but his execution on the exam wasn't where it needed to be, 'cause that's not where he spent his time.

And so it doesn't matter how you can be the person who's teaching everybody else these subjects, if you can't execute it on the page, you're not going to be rewarded by the graders.

Alison Monahan: Right, and I think that something that happens a lot with people who are strong auditory learners, is they're really fantastic about teaching people the material, learning from others, talking about it in a group, but then they do fall down sometimes on those next steps. So even in a study group, or a study buddy type situation, on a certain level you've gotta be selfish in the end. You've gotta make sure that you're doing what you need to do to get the results you want, and that might mean taking some time off or, decreasing the amount of time that you're spending in the group, so that you can really make sure you've processed this information, you've memorized it if you need to do that, and you're actually practicing and that kind of thing, and not just going through every single possible element, and exception, and hypo with your group, because that's not how you're gonna be tested.

Lee Burgess: Yeah, exactly. So switching gears a little bit out of the study group, kind of working with someone else, there are other things you can think about kind of incorporating into your study materials that can be very effective for auditory learners. And we already mentioned this a little bit, but rhymes, word associations, and pneumonic devices are great to pair with your study materials, because these can be very catchy, you can memorize them, you can use acronyms, you can create your own little jingles like we were talking about, or rhymes. Since your brain stores information by sounds, and the acoustics of individual words, this can be very, very effective.

So sometimes there will be no pneumonics or rhymes that kind of come up in every class, but you may also wanna make your own, because they might be more meaningful to you because you actually made them up.

Alison Monahan: Right, I think this is definitely a technique that anyone could borrow from our auditory learners out there, because anyone's brain is gonna remember a jingle or something like that, better than just an unrelated bunch of stuff on the page, that's just the way your brain works.

Lee Burgess: It's so true. I recently went to a musical and, I still can remember certain parts of songs, even though I've not listened to the soundtrack since doing that a week ago, but it's like in there, because I just, it's catchy and you still find your self humming it days later. I mean, music is a way to retain information, that's why many of us have whole albums memorized, but we can't remember somebody's phone number.

Alison Monahan: Or even their name.

Lee Burgess: Yeah, exactly.

Alison Monahan: Like you're saying, but you know Bob Dylan's entire back catalog.

Lee Burgess: Exactly. I know, I know I mean, I still have entire songs memorized from my acapella days in college. Which is crazy, but yeah, there's a lot of random information that I cannot remember at all right now.

Alison Monahan: Right, exactly, and I think we've talked before about SketchyLaw, which is a tool where they do both visual and auditory kind of, I don't know, little cartoons basically I guess they are. I don't think-

Lee Burgess: Little movies almost.

Alison Monahan: ... Yeah exactly. So I think that's worth checking out just as an idea too, and there you've got the visual and the auditory, and at certain points, the kinesthetic stuff too, 'cause things are moving for you, but I think that can be a creative way you can make something up like that yourself, or you can use the things that they've already developed, but having a little fun with it I think, can sometimes make this actually easier to remember.

Lee Burgess: Yeah, I mean this all doesn't have to be that serious. It can be a little playful. You may not think future interests could be playful, but I'm sure if you worked on it, you could come up with a way to make it kind of silly and playful.

Alison Monahan: Yeah I'm envisioning like the house, and the house falls down, or gets destroyed and then the person comes running, like, "What happened to my life estate?"

Lee Burgess: Right and then I see the dead hand coming out of the grave, I'm very stuck on this imagery for some reason. I don't know why.

Alison Monahan: Well, it's very creepy.

Lee Burgess: It is very creepy. So the other thing we have talked about is recording yourself reading your outlines, but you can also consider reading essay questions aloud to your self, or your answers or model answers aloud to yourself to try to memorize certain phrases, or make language your own. Again, you can't speak during the actual exam, but you can kind of play with reading to yourself, reading model answers and things like that, outside of your written practice, because it's just gonna engage your brain in a different way.

Alison Monahan: Yeah, I think that's right. I think you may as well experiment with a lot of different types of things, and see what it is that you find really works for you.

Lee Burgess: Yeah. So Allison, what about some things to avoid for auditory learners? What do you think would be some of the pitfalls?

Alison Monahan: Well I think, you know like many things, your strength can also become your weakness, because you're learning by hearing things, it's gonna be easier for you to get distracted by outside noise typically. So it may be harder for you to focus, you may not be able to tune out. There's noise on the street, or the sirens in the background, things like this. So you may want to consider studying with earplugs, if your professor allows you to take them into an exam, that could be a good way to really focus and block out outside sound. Of course you wanna practice using them when you're studying outside of the actual exam room.

You wanna think about where you're studying too. Is a crowded café gonna be your best option, or maybe you're gonna be better off in a quiet corner or the library, or in a room by yourself, or a park. Different people have different preferences, so you've gotta really sort of think about, "Is this working for me, am I as efficient as I could possibly be?" You know all those kinds of things. Also, what music you're listening to, that can be hugely distracting, depending on what you choose.

Lee Burgess: Yeah I think that's very true, and I really liked the point you made about having to, practice with the earplugs if you're going to use earplugs. I think you have to be very aware if there are some of these habits that you have, whether it be in a room of complete silence, or a crowded coffee shop, or with headphones, or with music, that you make sure that you spend enough time doing your practice, under whatever conditions are similar to what you're gonna have in the exam room. So, some people I know who are auditory learners who are very, very distracted by the sound of people typing on laptops. Can be very anxiety inducing.

Alison Monahan: Oops.

Lee Burgess: Yeah can be very anxiety inducing and I've talked to a number of students who have said that, just sitting in the exam room and just reading a question while you hear other people typing can be a huge distraction, and make you just kind of question, whether or not you're doing the right thing. So if you are one of those people then maybe practicing some practice questions in the library, where people are typing around you, maybe that's a good thing. Or getting a group of people to do a practice exam together in a classroom, so you can get used to what that feels like, and this isn't something that's gonna go away. By the time you get to the bar exam. You might be taking the exam in a room with thousands and thousands of people typing.

Alison Monahan: Totally, it's so loud.

Lee Burgess: Which it's so loud and deafening, and it's usually in some sort of ...

Alison Monahan: A hall.

Lee Burgess: Convention center or hall where-

Alison Monahan: Terrible acoustics and sounds bouncing around everywhere, and they're making announcements, and people are getting up and rustling papers. It can be hugely distracting.

Lee Burgess: Yeah. So you have to figure out how to manage that for yourself. I think earplugs can be great, but you also have to get used to the noises that come from using earplugs, like I've always hated the hearing myself swallow thing, I don't know. There's like that weird croaking.

Alison Monahan: Or like, they're moving around inside your ear, and you can feel it and hear it kind of.

Lee Burgess: Ugh, I know.

Alison Monahan: It's not necessarily pleasant.

Lee Burgess: No.

Alison Monahan: That's the reason people, for example, will just put on some sort of background music in their ears, constantly while they're studying, and it you're too used to that, it can really be a problem when you can't have that in the exam room.

Lee Burgess: Or white noise machines, too or white noise. I know a lot of people study with white noise as well, and that's great if it can help you focus and study, but you gotta be able to abandon that for the exam day. So you kind of have to think of it as, we who can use some of these comforts, these things that can make it

more comfortable to study and more comfortable to learn, but then you have to give yourself a cutoff to practice without them, so that they don't become a hindrance to you performing in the exam room.

Alison Monahan: Yeah I mean at some point, you've gotta take off that security blanket, unfortunately and deal with the outside noise. I mean I remember when I was taking the LSAT, literally right outside the window, they were jack hammering an entire parking lot.

Lee Burgess: Oh, that's awful.

Alison Monahan: What a nightmare, and you're just, well you have to roll with it, what are you going to do?

Lee Burgess: Yeah, well do you remember, I had that jack hammer project across the street from my house for nine months. Right after my son was born, they were literally jack hammering down two floors or something like that, and it was everyday. I mean you really thought you were gonna lose your mind. I'd never had such sensory overload than I did, when living across the street from a jack hammer project.

Alison Monahan: Oh, it's just so maddening.

Lee Burgess: It was really maddening.

Alison Monahan: The other thing I think people really need to focus on, and we've talked about this earlier is, you've gotta be really careful about getting bogged down with the busy work, particularly of listening to lectures. And maybe find some auditory version of a corn book or something, and they're reading it to you, and you feel like, "Oh, this is so great, I'm really getting so much out of this," but you really have to say, "Okay. How much am I getting out of this? Is it worth the time I'm putting into it? Am I retaining this for later, do I need to record this information in some way so I can reference it?" Because you've gotta really dig in and do that active deep work, and make sure that you're recording it in some way so that you can use it later, because no one's gonna remember from four months ago, an auditory lecture. I mean maybe, that would be impressive, but I think the average person is not gonna remember the exact details of something they listened to four months ago.

Lee Burgess: Right, and going back to recorded lectures in your classroom, from your classroom, remember that what you do in class isn't necessarily the direct output for what's tested. So you might spend three hours re-listening to lectures from a week, but maybe only 20 minutes of that is stuff that's actually tested. 'Cause some of it is, the professor just going on and on about one of their pet projects, or there's a lot of background information about the cases, or you're

listening to someone else in class, chattering on about something that's not on point, which happens a lot in a law school class. So you can't even really think that, just by reviewing those lectures, you're getting what you need for the test, because class lectures can have all sorts of information in them. That's not to say that you shouldn't go and get what you can out of it, but it's probably not the most efficient thing to study off of, because there's a lot of fluff that happens in lectures that's not going to directly relate to what you see on the exam.

Alison Monahan: Right, so I think even if you're a strong auditory learner, you still need to be thinking, "Okay, after class, how am I gonna distill this information into what I need? How am I gonna save it for later? How am I gonna organize it, and make sure that I've got it, element by element, and I can use it? How am I gonna practice?" You don't get a pass from doing all those other things, just because you're really good at lecture stuff.

Lee Burgess: Yeah, exactly. Well, with that, unfortunately we are out of time. If you enjoyed this episode of the Law School Toolbox Podcast, please take a second to leave a review and rating on your favorite listening app. We'd really appreciate it, and be sure to subscribe so you don't miss anything. If you have any questions or comments, please don't hesitate to reach out to myself or Allison at lee@lawschooltoolbox.com or allison@lawschooltoolbox.com, or you can always contact us via our website contact form at lawschooltoolbox.com. Thanks for listening, you auditory learners out there, and we'll talk soon.

RESOURCES:

- 5 Study Tips for Auditory Learners
- 5 Study Tips for Visual Learners
- 5 Study Tips for Kinesthetic Learners
- Learning Style Quiz
- Podcast Episode 30: Visual Learning for Law Students (w/Kipp Mueller of SketchyLaw)