The Learner in Me: Understood and Self-Aware

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The Learner in Me: Understood and Self-Aware

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TODAY YOU CAN EXPECT TO

- Identify, Learn, and Celebrate Your Learning Behaviors.

- Develop a Personal Learning Profile that describes your Learning Processes; and

- Be introduced to the Personal Learning Coach as a resource for working with adult learners.

<u>TODAY I EXPECT YOU TO</u>

- Interrupt with questions when something isn't clear.
- Interact with one another by listening or building on each other's thoughts.
- Take advantage of this opportunity to gain as clear an understanding of your learning-self as possible.

TODODAY YOU CAN EXPECT ME TO DO ACTIVITIES THAT –

- Relate to adult learners previous schooling experiences.
- Show you how to begin a learning re-do.
- Engage you in using an instrument that gives you insights into how you learn (LCI).
- Provide you with a science-based explanation of how **you** learn, and
- Introduce you to a resource that you will use to expand your understanding of yourself as a learner.

Let's begin with….

- **"Something you say, something you are, will stay with a student for a lifetime."** Scott Simon, NPR 07/08/17

- Share your thoughts based on your experiences with adult learners.

- Let Me Learn focuses on Restorative Learning and Learning 2.0

The Let Me Learn Process® begins with connecting you to
The Personal Learning Coach
and having you complete
The Learning Connections Inventory©1996,2001,2015

The Learner in Me: Understood and Self-Aware

- 1) **Put personallearningcoach.com** in your browser.
- **2) Create an account**. Fill in all information indicating that you are gaining access through an institution.
- 3) **Put** (all lower case) **firstlit** (one word) under institution code .
- 4) **Complete** the Learning Connections Inventory.
- 5) **Respond** to each question and complete the three short answer questions.
- 6) **Examine** your outcome on the screen.
- 7) **If you have time**, go forward and complete your Personal Learning Profile.

What do My LCI Scores Mean?

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- Range of Score   7-17   AVOID

- Range of Score   18-24   USE AS NEEDED

- Range of Score   25-35   USE FIRST

- Dynamic Learner   One or Two   Use First Patterns
- Strong-willed Learner   Three or more   Use First Patterns
- Bridge   All four Patterns   Use as Needed

SEQUENCE

I often need to . . .

- Make lists.

- Take time to organize and develop a plan.

- Stick to the plan or schedule.

- Practice and go over what I plan to present.

But sometimes I . . .

- Spend too much time planning, leaving too little time for the task.
- Have difficulty deviating from the plan even when the alternative is better.

LM L Learning Patterns

PRECISION

I often need to . . .

- Be right.

- Check for accuracy and additional details.

- Seek additional information or verification of information.

But sometimes I . . .

- Get lost in the details and miss the main issues.

- Never feel as though I have enough information to complete the task comfortably.

- Agonize over every question and response.

PRECISION

TECHNICAL REASONING

I often need to . . .

- Find relevance in the task in order to focus on it.
- Be the problem solver and work on my own.
- Engage in physical activity. I need to get up and move!

But sometimes I . . .

- Feel no need to share my knowledge.
- Would prefer to work alone.
- View meetings as pointless and prefer to just get the project started.

LM L Learning Patterns

TECHNICAL REASONING
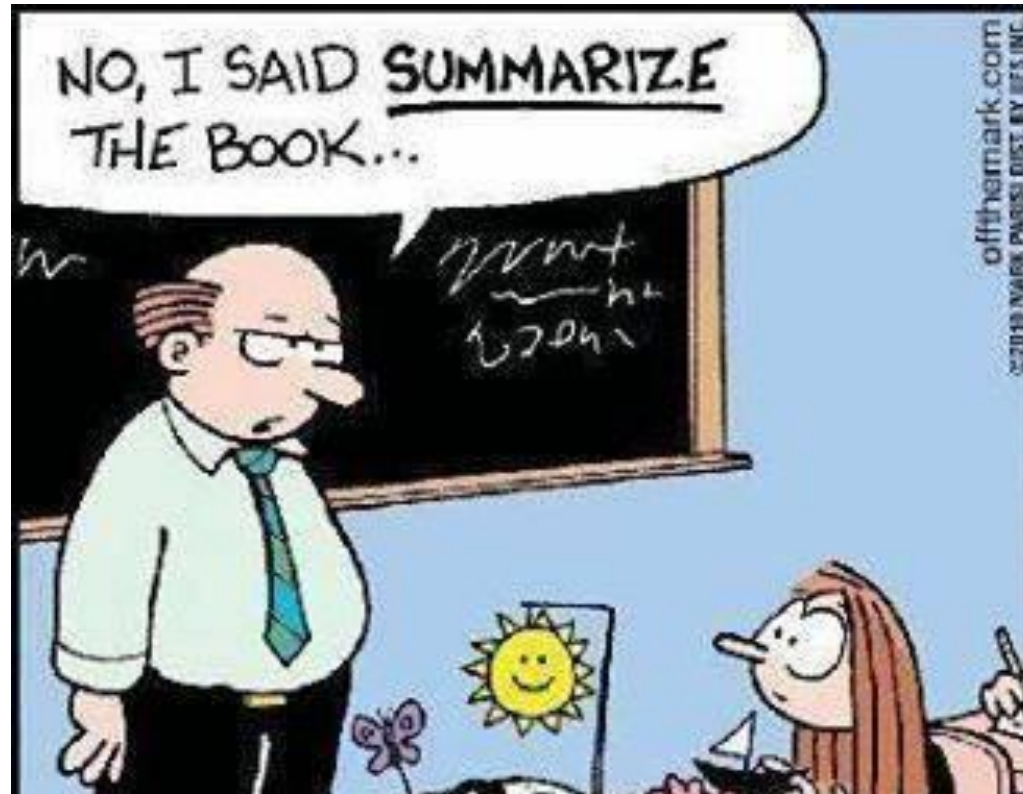
CONFLUENCE

I often need to . . .

- Take a unique approach.

- Start over with yet another new idea.

- Take a risk that few others would.

But sometimes I . . .

- May be on the wrong track from the start.

- Am easily distracted.

- Use up most of my time generating ideas leading to incomplete projects.
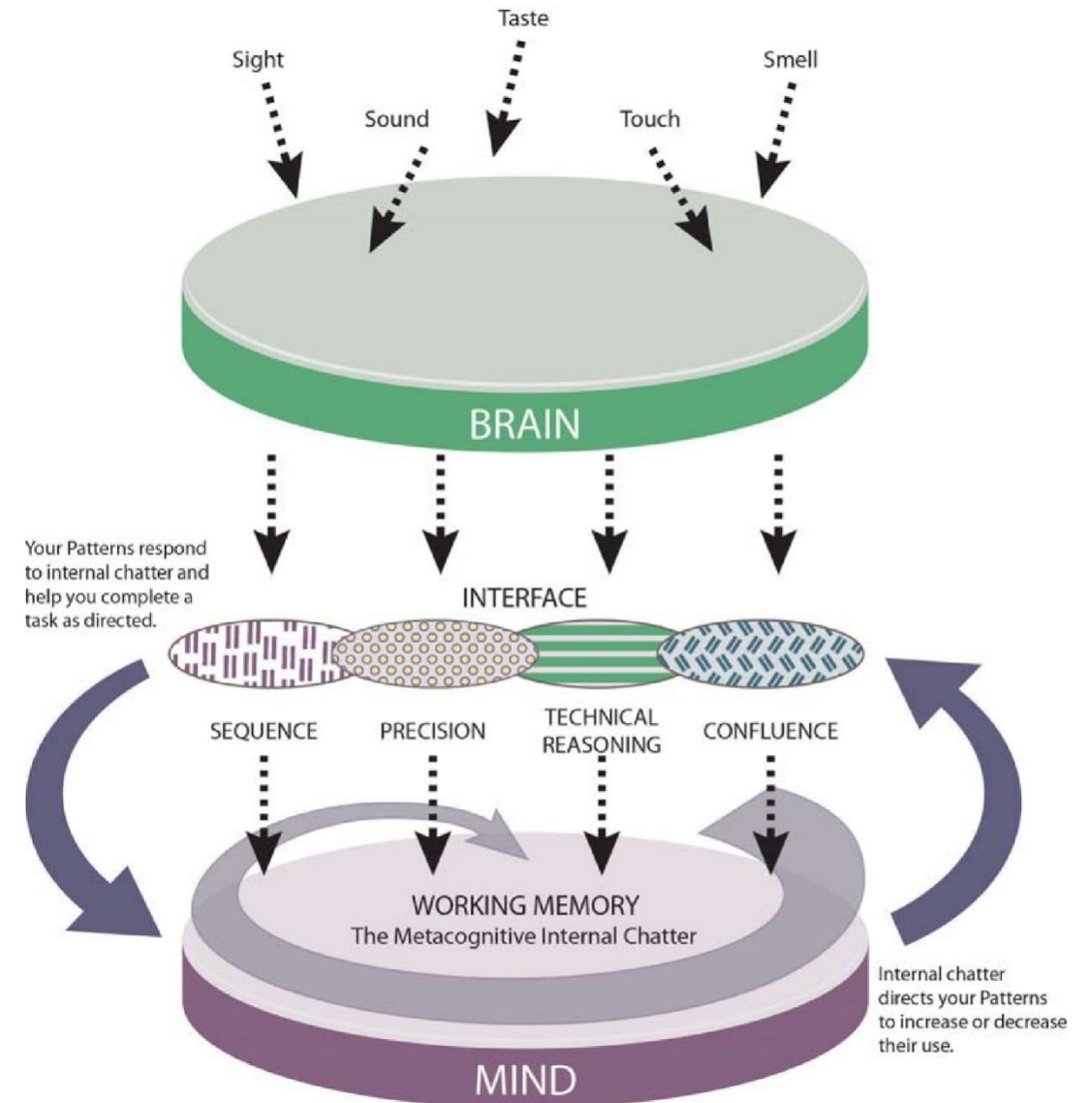
LM L Learning Patterns

CONFLUENCE

The Let Me Learn Process®
is based on
The Interactive Theory of Learning

Understanding Learning

THE BRAIN...

- receives information called stimuli through your five senses.

- processes the stimuli and sends it to your mind <u>through four filters</u>.

(C. Johnston, ©Let Me Learn, 2008, 2013, 2017)
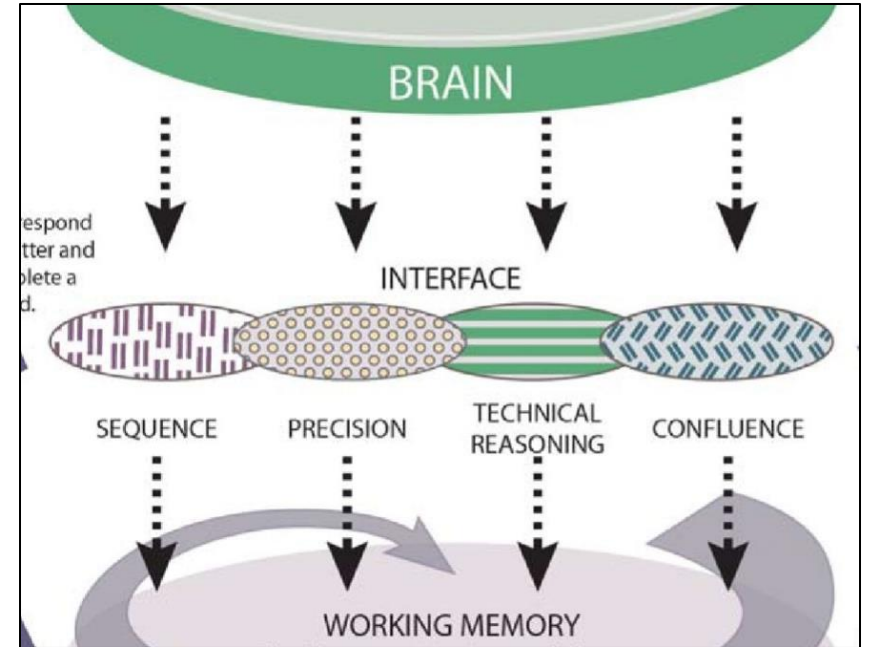
Understanding Learning

We call these filters Learning Patterns named after the work they do:

Sequence brings order to your life.

Precision brings information to your life.

Technical Reasoning brings problem-solving to your life

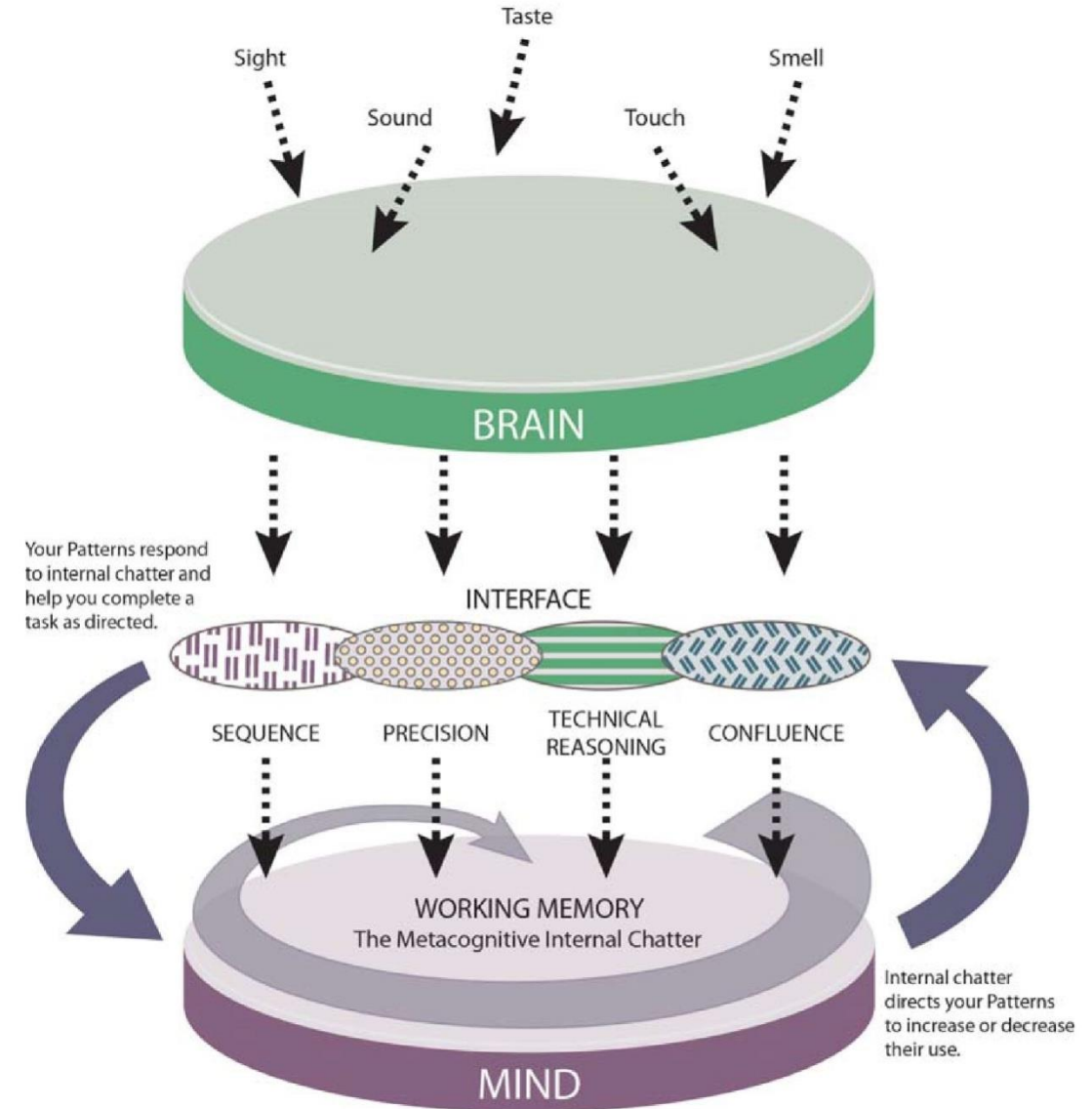Confluence brings change and new chances to your life.
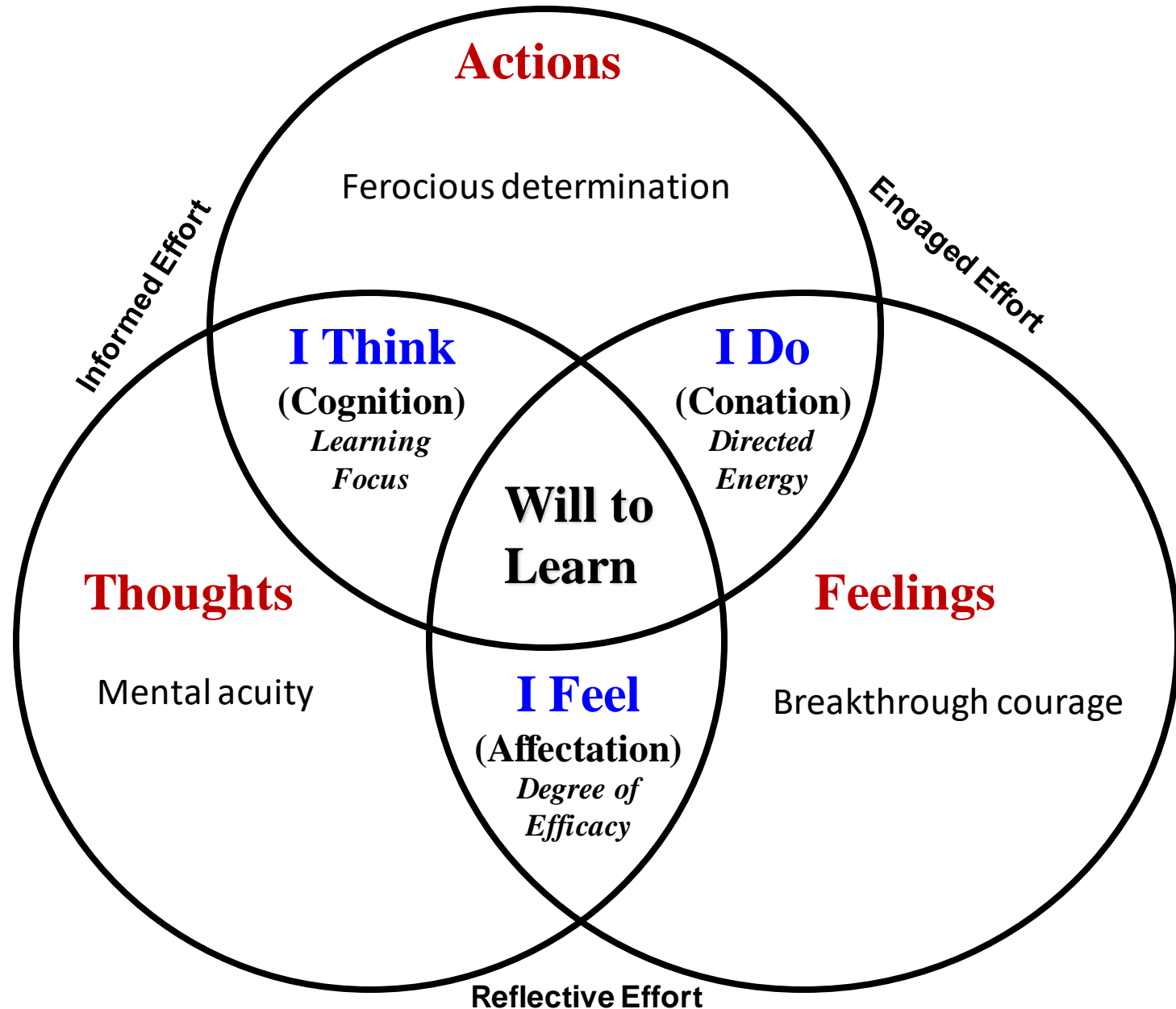
Understanding Learning

The Brain-Mind <u>interface</u> makes it possible for you to

- think,

- take action, and

- develop feelings about what you are experiencing

as determined by your four Learning Patterns.

(C. Johnston, ©Let Me Learn, 2008, 2013, 2017)

Learning is the Result of the Interaction of Cognition, Conation, and Affectation Within Each of Our Learning Patterns

Actions

Ferocious determination

Informed Effort

Engaged Effort

I Think
(Cognition)
Learning Focus

I Do
(Conation)
Directed Energy

Will to Learn

Thoughts

Mental acuity

Feelings

Breakthrough courage

I Feel
(Affectation)
Degree of Efficacy

Reflective Effort

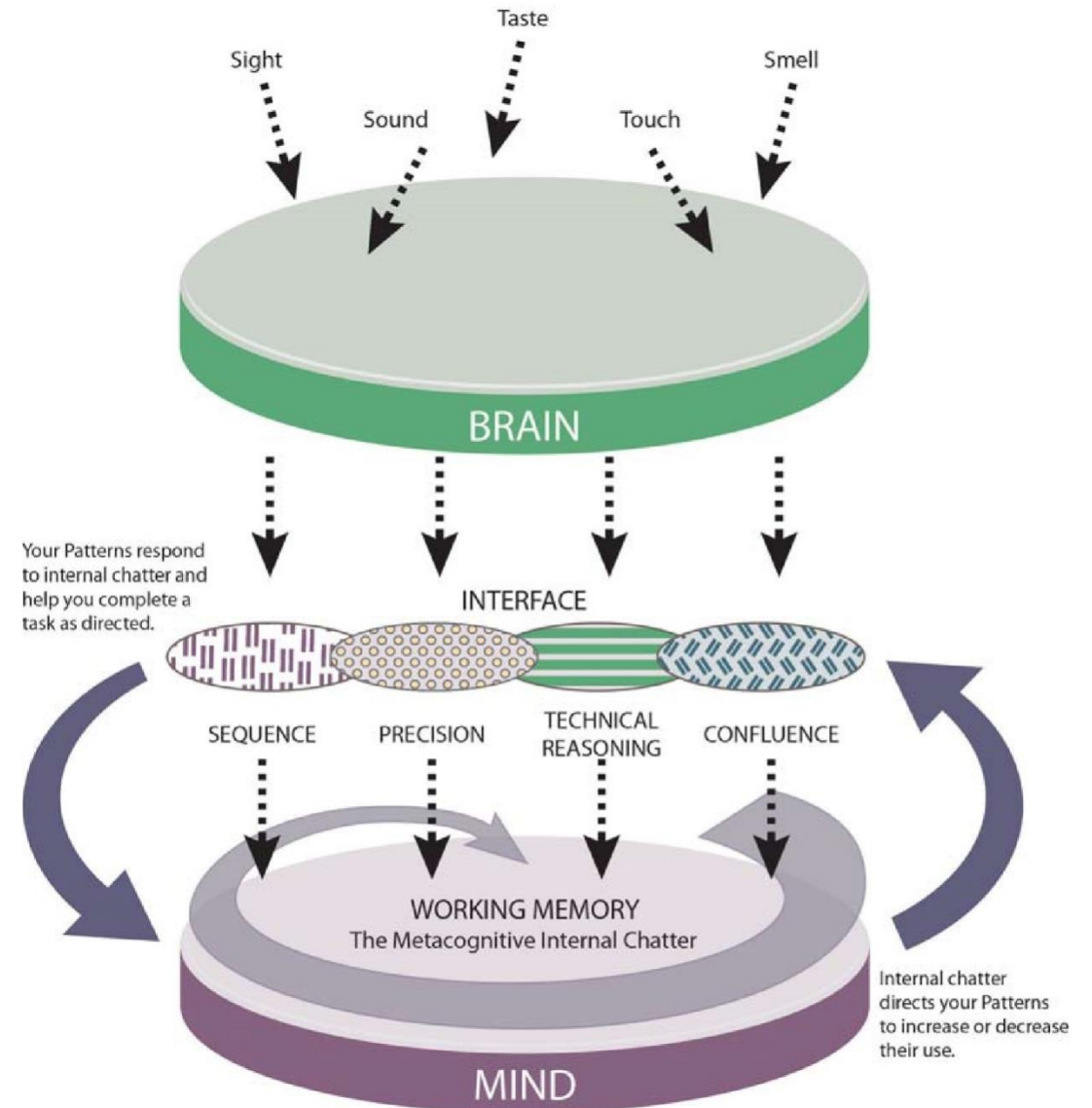(C. Johnston, ©Let Me Learn, 1994, 1996, 1998, 2008)

Understanding Learning

Your mind works best when you use your Learning Patterns with <u>intention</u>.

By understanding how your Learning Patterns work, you can:

- **Understand** directions,

- **Absorb** information,

- **Solve** problems, and

- **Decide** what new challenges and risks to take.

(C. Johnston, ©Let Me Learn, 2008, 2013, 2017)

At Let Me Learn, we help students and instructors leverage their understanding of themselves as learners.

The #1 reason students struggle to succeed is because they do not connect (_learn_) in the same manner as their instructor/tutor/coach resulting in

- Student Confusion and Misunderstanding,
- Student/Instructor Miscommunication, and
- Student/Instructor Frustration leading to
- Student Shut-down

(Restated)

The # 1 Reason Students Struggle to succeed is because their **Learning Pattern Combination** does not connect to those of their instructor/tutor/coach resulting in

- Student Confusion and *misunderstanding,*
- Student/Instructor *miscommunication*, and
- Student/Instructor *frustration* leading to
- Student *shut-down.*

Learning Data Reveals Learning Disconnect

Math Success Center (Alvin, TX)

Student Body	Sequence	Precision	Technical Reasoning	Confluence
Average Score	27	24	24	20
Instructor	**Sequence**	**Precision**	**Technical Reasoning**	**Confluence**
Learning Patterns	18	30	27	25

Issues:

- Students want structure and consistency.
- Instructor finds it challenging to provide structure or stay on course.
- Students want examples before trying something new.
- Instructor spurns examples, fearing students will become dependent.

Learning Data Reveals Learning Disconnect

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Learning Patterns	18	30	27	25

<u>Issues:</u>

- Instructor can overwhelm students with information.

Learning Data Reveals Learning Disconnect

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<u>**Issues:**</u>

- Instructor and students can relate to purposeful activities.

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<u>**Issues:**</u>

- Instructor wants students to jump into the new content.
- Students want examples before trying something new.

What Difference Does Student Awareness of their Learning Patterns Make?

Staff Testimonials in Adult Education

"What a great night! I am still smiling from the reactions of participants as they engaged in learning about themselves. Even the one most resistant initially, became the most positive of the exercise after taking the LCI."

Ellen N. Beattie, Ph.D.
Chief, Adult Instructional Services
Division of Workforce Development and Adult Learning
Maryland Department of Labor

Staff Testimonials in Prison Education

"Last Tuesday was the first time in my 20 years of teaching in prison that the students stayed beyond the end of class time—just because we discussed what patterns meant to learning. It was great discussion. I am seeing a positive trend already."

Mohammad Mozaffari
HSI STEM Math Tutor IV
Alvin Community College

Learners of All Ages Succeed When:

- They take responsibility for making learning work for themselves.
- They use their Learning Processes to understand a task, an assignment, or a problem and use strategies that guide them in responding appropriately to what's required.
- And this is where we begin next week!