

The Learner in Me: Understood and Self-Aware

Applying Your Awareness to Your
Students

Presentation given at First Literacy
Zoom Workshop

© Let Me Learn, January 28, 2022

The Learner in Me: Understood and Self- Aware

Learners of All Ages Succeed When:

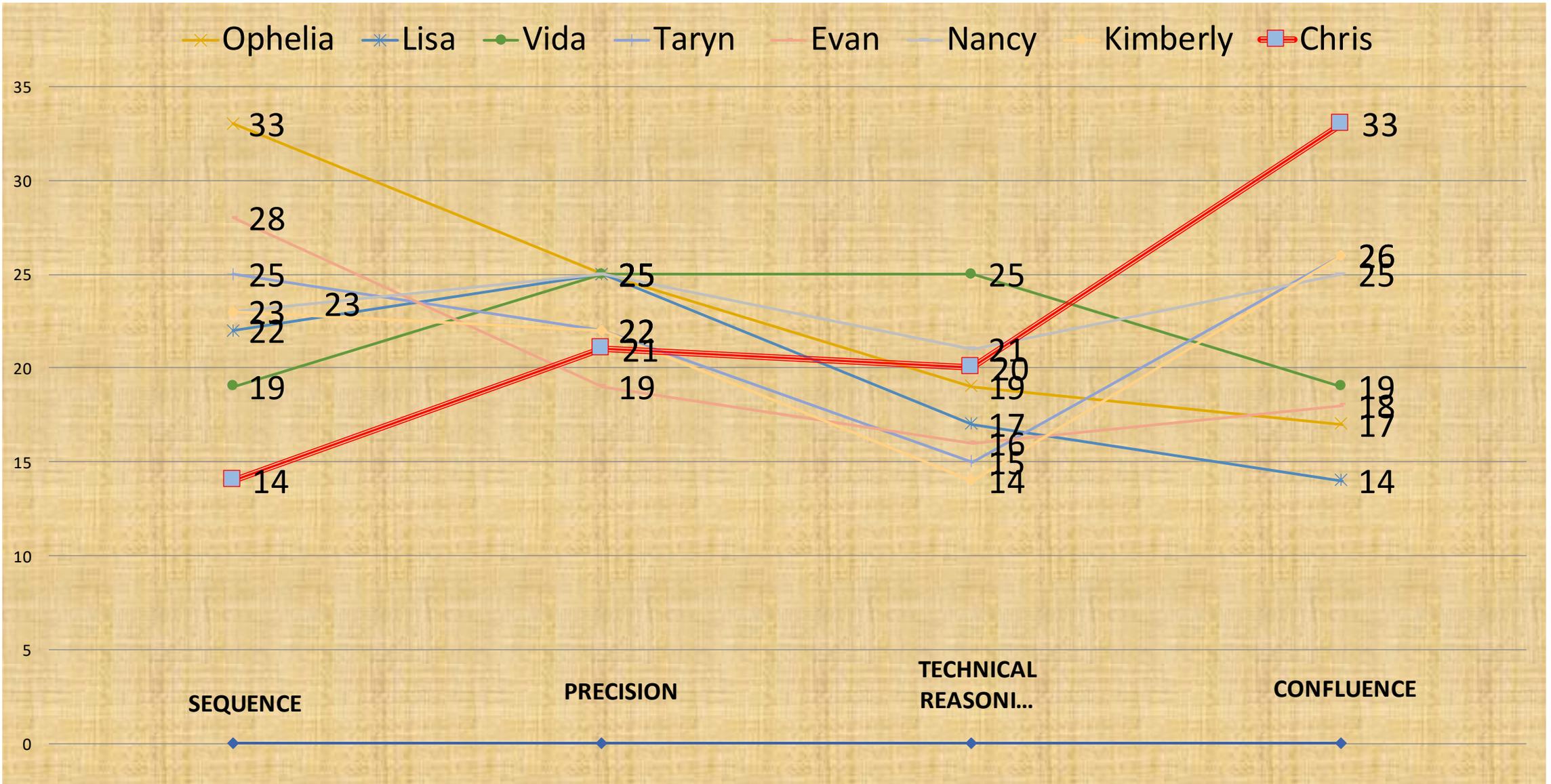
They take responsibility for making learning work for themselves.

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 this week!

Participant Learning Pattern Scores

	SEQUENCE	PRECISION	TECHNICAL REASONING	CONFLUENCE
• Ophelia	33	25	19	17
• Lisa	22	25	17	14
• Vida	19	25	25	19
• Taryn	25	22	15	26
• Evan	28	19	16	18
• Nancy	23	25	21	27
• Mary Ann	24	28	19	30
• Kimberly	23	22	14	26
• Chris	14	21	19	33



The Learner in Me: Understood and Self- Aware



Questions about the learning theory that underpins the Let Me Learn Process®.



Questions concerning your scores?



Questions concerning the make-up of each Learning Pattern?

Read the math word problem below.

The Smiths have recently purchased a new home. They decide to carpet their rectangular shaped living room which also has beautiful square pained windows. The dimensions of the floor are 5 yards wide by ten yards long. The cost of the beige carpet by Bigelow that has been chosen is \$2.00 per square foot. The Smiths are going to take out a home equity loan to pay for this home improvement. What amount will they need to borrow for carpeting the entire living room floor?

The Learner in Me: Understood and Self- Aware



HINT:

To solve this problem, first remove unnecessary information.



Next identify the change in terms of measurement.

Finally double check your answer for accuracy.

The Learner in Me: Understood and Self-Aware

Immediately record what you were thinking, feeling, and saying to yourself as you read the problem and then the “Hint.”

Now look at what you recorded and ascribe your Learning Patterns to each of your responses.

Your
responses...



SEQUENCE



PRECISION



TECHNICAL REASONING



CONFLUENCE

The Learner in Me: Understood and Self-Aware

- Here's my example
- **My Sequence** said, "Oh brother. I've done these before, and I know there's a trick to this. It isn't as easy as it looks."
- **My Precision** said, "I know it's a yard and square foot thing, but I'm not certain what to be do with that info."
- **My Technical Reasoning** said, "Draw it out and you'll be able to get a better handle on it. The words won't let you see what your TR will reveal once you have a picture drawn,"
- **My Confluence** said, "Hey. It's worth trying something new because if you keep doing it the way you always do, you get it wrong!"

The Teacher in Me: Applying My Awareness of Learning Patterns to My Students



Decode the activities and tasks to see what Learning Patterns you are asking your students to use.



How much of a Learning Pattern stretch will each student be asked to do?



Be ready to consider re-wording some of the tasks or activities.



Be ready to walk through the strategies suggested for each of them and help them pick and use an approach that fits them.

The Teacher in Me: Understood and Self-Aware

- What does a decoded task look like?

The Smiths have recently purchased a **new** home. They **decide** to carpet their **rectangular** shaped living room **which** also has beautiful **square** pained windows. The **dimensions** of the floor are 5 yards wide by ten yards long. The **cost** of the beige carpet by Bigelow that has been **chosen** is \$2.00 per **square** foot. The Smiths are going to take out a home equity **loan** to pay for this home improvement. **What amount** will they need to borrow for carpeting the entire living room floor? HINT: To **solve** this **problem** **first** **remove** unnecessary **information**. **Next**, **identify** the **change** in **terms** of **measurement**. **Finally**, double **check** your **answer** for accuracy.

The Learner in Me: Understood and Self-Aware

Question: What is the benefit of decoding a task using the Personal Learning Coach?

Answers: Strategies that populate based upon your own combination of Learning Patterns!!!!

The Teacher in Me: Applying My Awareness of Learning Patterns to My Students

Exploring the Personal Learning Coach
as a Learning Resource:

Tasks

Decoding

Strategies

The Teacher in Me: Understood and Self- Aware

- What does this mean for you as a coach or a tutor especially if you are working 1:1 with an individual?

Our LCI Patterns

35		Use First 26-35
31		
27		Use as Needed 17-25
23		
19		Avoid 7-16
15		
11		
7		

	Sequential	Precise	Technical	Confluent
Myself				
Teammate #1				
Teammate #2				
Teammate #3				
My Intern				
My Advisee				
Other				

If Sequence is called for, I will provide

- Clear (using vocabulary that we have in common)
- Simple (few, carefully chosen words)
- Step-by-step directions (in the correct order).

I will lead the practice of the steps, not once or twice, but multiple times. I will be patient with their need to repeat and rehearse what they are taking into their minds and storing in their working memory.

If Precision is called for, I will provide

- accurate information
- allow time for it to be recorded
- allow time for it to be absorbed
- allow time for questions.

I will let my learners work with the information by discussing it, using their own words to explain what they understand, and embed the information in their working memory.

If Technical Reasoning is called for, I will provide

- less talk and more action
- demonstrate without speaking
- role play the interaction
- answer questions with few words and no frills language.

I understand that there are those individuals who can think without words, and there are individuals for whom written words are abstract scribbles on paper. For those individuals I will put the subject matter into concrete contexts and use first, before moving to an abstract level of application.

If Confluence is called for, I will provide

- opportunities to listen to different perspectives on whatever is being learned
- opportunities to listen to different insights posed by different learners
- opportunities to do learning exercises in unique ways
- an atmosphere in which learning through taking a risk, not succeeding, and venturing out again is encouraged and welcomed.

I understand that individual learners experience the effects of stimuli differently and formulate holistic conclusions intuitively that may never have crossed my mind. I will appreciate these different experiences and seek to remain open and encouraging of individual's expression of them without being judgmental.

SEQUENCE

- "How is your Sequence helping to direct you?"
- "Do you know what to do next?"
- "Is your Sequence looking forward to taking the next step?"
- If not, what can you say to yourself to stay on track?
- What can I do to help encourage you to do the next step?
- Am I asking your Sequence to go too fast?"

PRECISION

How's your Precision informing you today?"

- "Have you identified the main point of the story so you can hang the details on it and build your understanding of what is taking place?"
- "Have you used your Precision to help you capitalize names, spell words correctly, and punctuate your sentences so they convey your meaning as intended?"
- "Have you used your Precision to do what the specific signs tell you (+, -, \times , \div and get the correct answer?"
- "It's okay to make mistakes. We all do. Your Precision simply expects you to revisit and correct any errors."

TECHNICAL REASONING

- How is your Technical Reasoning working for you?"
- "Do you see a way to solve the problem?"
- "Is your Technical Reasoning providing you with a reasonable solution? If not, what can you say to help you rethink the problem?"
- What can I do to help encourage you to figure out what to be doing?"
- Does your Technical Reasoning need a break?"
- Do you need more time to work on a solution?"

CONFLUENCE

- "Have you asked your Confluence to come out and work as well as play?"
- "Where is your Confluence taking your mind today?"
- "What are you doing to complete the assignment?"
- "Can you help me ride along with your imagination as you work your way through the requirements?"

If Let Me Learn can be of help to you and your students,
please don't hesitate to be in contact with us at

Let Me Learn, Inc.

856-553-6281

Joel T. Johnston, Executive Director

Glassboro, New Jersey

Jjohnston@letmelearn.org