

The capacity to learn is
a *gift*; the ability to
learn is a *skill*; the
willingness to learn is a
choice.

Brian Herbert

Learning Outcomes

By the end of the session we will be able to:

- Describe the characteristics of the four learning patterns (Understand)
- Use anecdotal evidence that results from the learning patterns of an individual (Apply)
- Start a process of reflection of who we and others are as learners (Analyse)
- Create own learning profile using the Personal Learning Coach (Create)

Learning

What do you understand by

Learning

Learning, whether in a classroom, the real world or online, involves taking in the world around you (gain knowledge), making sense of it (develop your skills) and respond appropriately (use sound judgement to determine the best course of action) (Johnston, 2010).

Learning is not just about knowledge. It involves knowing how to take in the world in a way that makes sense for you, in a way that works for you, how to make sense of what you have just encountered and how to respond appropriately to what is asked of you.

People grasp an idea in *different* ways

- Some see a direct connection to their own lives and experiences
- Others see the bigger picture.
- Some work toward a high degree of accuracy and not creativity
- Others desire to see the idea in a novel way
- Some want to show their understanding by singing, dancing, drawing, and/or writing

Graffiti

Think of a positive learning experience (not necessarily academic) that left an impact on you. Recall its characteristics, why did you learn during this experience?

Would you like to share this experience?

The LET ME LEARN PROCESS

- Celebrates our **diversity** as learners.
- Provides us with **tools** which help to facilitate the learning process.
- Encourages individuals to become **responsible** for their own learning.

Who am I as a Learner?

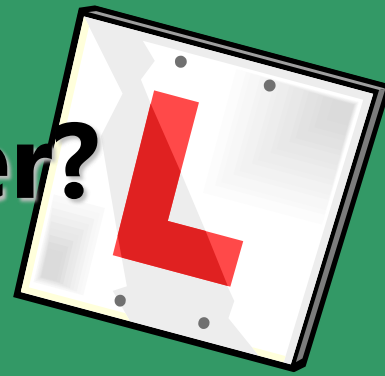


Think about you perceive yourself as a learner (**how** you learn best, **where** you learn best, how you show what you know to others etc) by choosing one of the 2 following options:

- i) thinking of a mini-speech/dialogue
- ii) drawing your ideas on a sheet of paper

Time: 8 minutes

Who am I as a Learner?

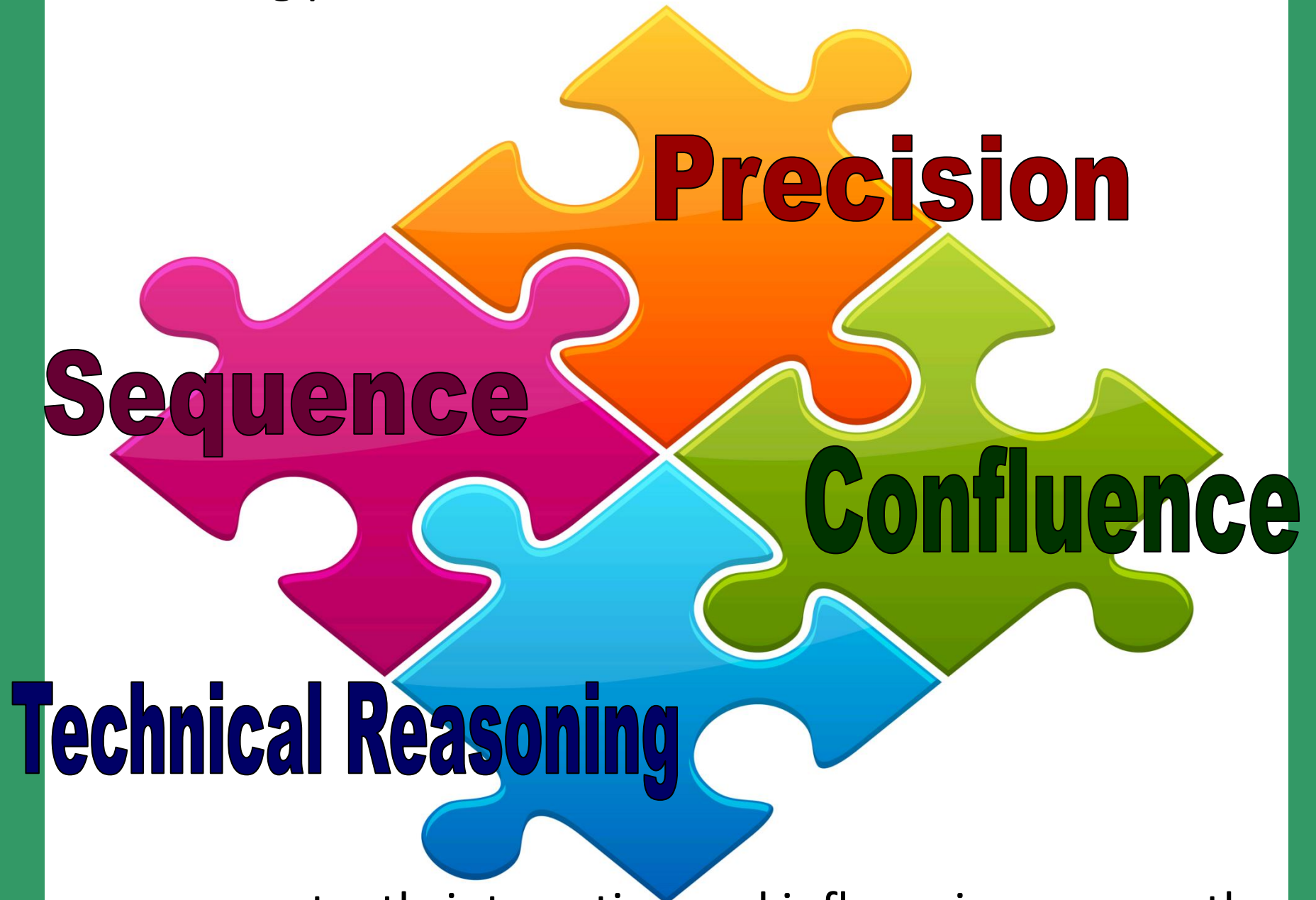


Reflect:

- Did you feel **comfortable** or **challenged** doing your task? WHY?
- Given another option, how would you have expressed yourself? WHY?

The Learning Patterns

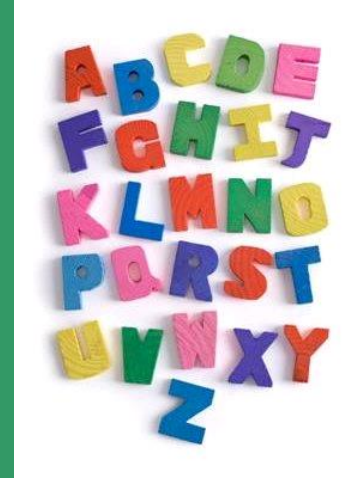
Our learning patterns...



...are constantly interacting and influencing one another

Sequence

order and consistency



The learner needs:

- clear directions and examples

“I find it hard to commit whenever I don’t know what is expected of me!”

- planning

“I plan, I schedule and I list what I need to do.”

- time to finish off planned work and to practise

“If I start something, I need to finish it off. I hate loose ends!”

- organisation and neatness

“I’m not able to concentrate when chaos surrounds me! First, I need to clear my working space and then begin.”

If **Sequence** is at a 'Use First' level...

...sometimes the learner may:

- spend too much time trying to understand given instructions, leaving too little time for task completion
- find it difficult to begin without a plan
- find it difficult to deviate from the original task to work upon a different set of ideas or multi-task
- be unable to finish given task in the scheduled time



Precision

detailed, exact information



The learner needs:

- detailed and exact information

“Can you tell what happened in Malta in 1565? I need exact facts.”

- opportunities to ask questions

“I read a lot, but I always feel as if I never know enough!”

- opportunities to write and explain in length

“I take a lot of detailed notes not to miss anything. I feel comfortable writing.”

- time to revise for mistakes and insufficient information

“I don’t like mistakes, half truths or completely misguided information.”

If **Precision** is at a 'Use First' level...

...sometimes the learner may:

- spend too much time searching for and verifying information
- never feel as though there is enough information to complete a task comfortably
- agonise over given questions and responses
- get lost in details and miss the main points



Technical Reasoning

relevance, hands-on, problem-solving and autonomy



The learner needs:

- relevant knowledge related to real life experiences

“Let me see how this applies to everyday life!”

- opportunities to construct models to show skill or knowledge

“I prefer hands-on activities rather than reading and writing!”

“I see a tool and immediately know how to use it and what to use it for!”

- activities that involve problem-solving and the search for practical solutions

“I immediately see the wrong turns in a given project”

- opportunities to work alone

“Sometimes people frustrate me! I prefer to work alone!”

If Technical Reasoning is at a 'Use First' level...

...sometimes the learner may:

- refrain from focusing and retaining information if relevance is not seen
- require timed breaks and instances of physical activity to be able to sit calmly and finish off assigned tasks
- find it difficult to produce lengthy writing
- refrain from working in a group



Confluence

originality, intuition and spontaneity



The learner needs:

- the bigger picture rather than the parts of a plan

“I want to know where an idea leads rather than how to get there.”

- to start working immediately, asking for directions at a later stage

“I don’t like waiting for others to give me instructions. I’ll ask if I get stuck.”

- space where to explore his/her original ideas and take risks with them

“I feel trapped in other people’s ideas. I want to use mine!”

- opportunities to express himself/herself in an artistic way, in front of an audience

“I like working with others, showing what I know through speeches and role-plays!”

If Confluence is at a 'Use First' level...

...sometimes the learner may:

- get bored with repetition and rigid task requirements
- lose interest in his/her immediate task and skip from one task to another without finishing anything
- be on the wrong track from the start
- have too many ideas, finding it difficult to choose the best or most practical option to work upon



Activity

Over the following week:

- Observe yourself throughout this week and note down how you are using your learning patterns in a number of situations.
- How can your learning patterns help or hinder the other persons that you are in contact with in your everyday life at home/school/college/work?

