

- Discovering the way we learn



# The Let Me Learn Process



- Let Me Learn Centre Malta



Elenca e comprendi i quattro 'Let Me Learn patterns' e le loro caratteristiche  
Esplora il modo in cui apprendo attraverso la mia combinazione di patterns.

Osservazione dei 'patterns' nella vita quotidiana

- List and understand the four Let Me Learn patterns and their characteristics
- Explore the way I learn through my pattern combination
- Observation of patterns in everyday life

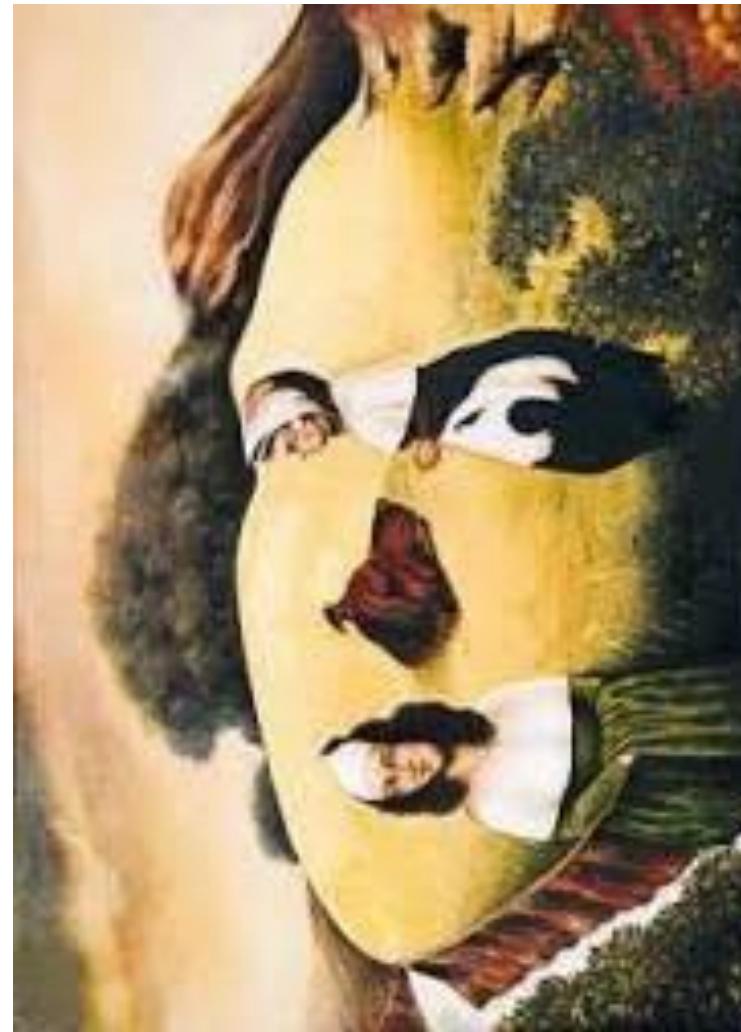
# What do you see in this picture?

Cosa vedi in questa immagine?



- We are all different and we see and learn in different ways.

Siamo tutti diversi e vediamo e impariamo in modi diversi.





The Let Me Learn process helps me understand the way I learn and the way I do things.

Il processo Let Me Learn mi aiuta a capire il modo in cui imparo e il modo in cui faccio le cose.

We use all of the four patterns but to different degrees.

Usiamo tutti i 4 ‘patterns’ di LML ma in misura diversa.



# How do you learn best?

Come impari meglio?

## Let's find out

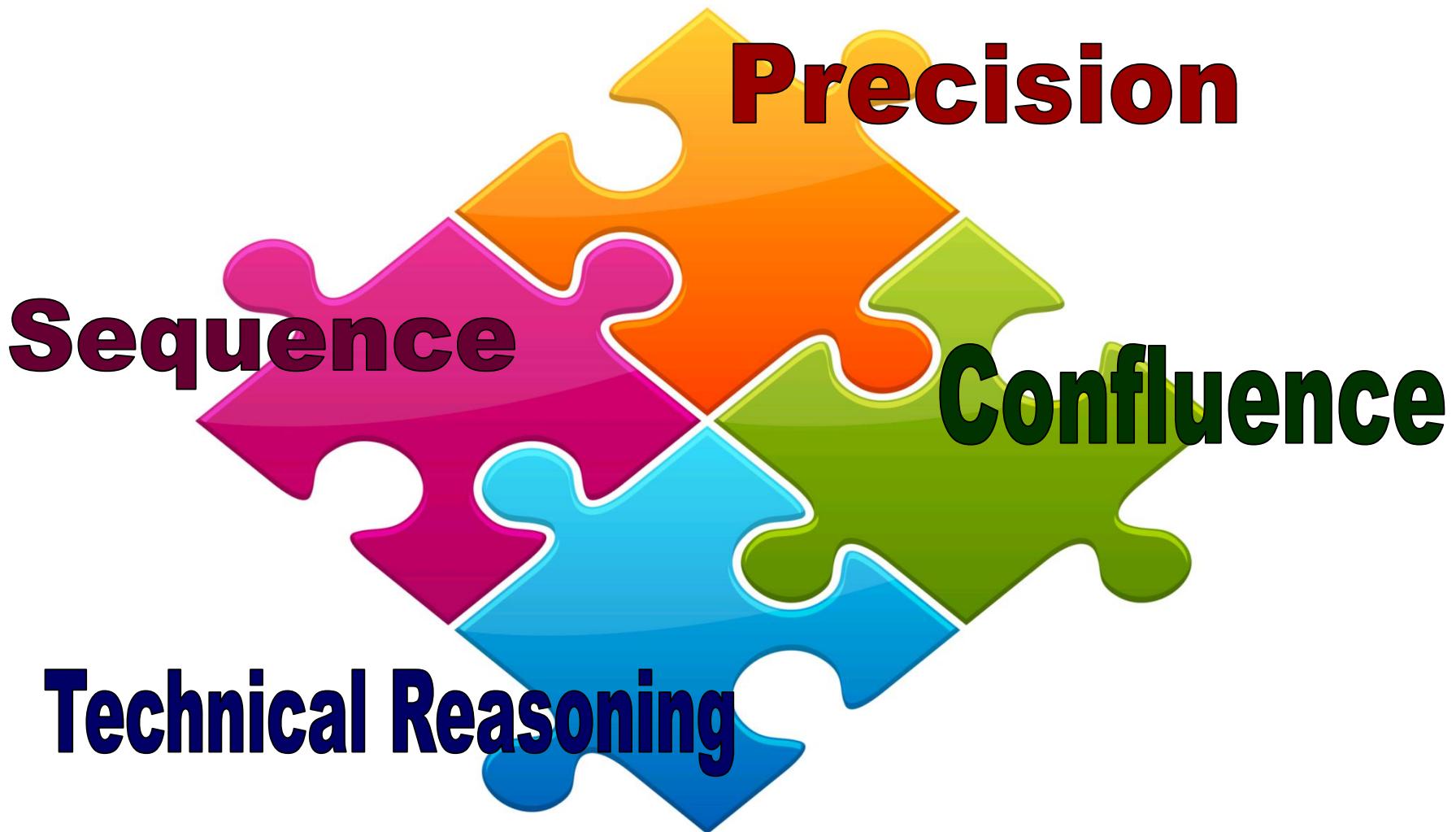
Scopriamolo

Let's have a look at  
your scores and  
what they mean

Cosa significano i tuoi punteggi?

Jot down  
your scores  
eg.  
S21 P 23  
T28 C 26

**Our learning pattern combination...**



**...are constantly interacting and influencing one another**

# We use all four patterns.



So what does each mean?

**Our scores show us how we learn best.**



**They are NOT marks.**

**They show us how much we use each pattern.**

I nostri punteggi ci mostrano come impariamo meglio e quanto usiamo ciascuno.

NON sono marchi.

**25-35 ‘Use First’ - I use that pattern First**

"Usa Prima" :uso quel 'pattern' per primo

**17- 24 ‘Use as Needed’- I use the pattern when I need to**

"Usa secondo necessità" :uso quando ne ho bisogno

**7 -16 ‘Avoid’ - I try to avoid using that pattern.**

"Evita" : cerco di evitare di usare quel 'pattern'.

Take a note of the points that resonate with you. For each pattern check your score with your list.

Prendi nota dei punti della spiegazione / lista, che ti assomigliano. Per ogni modello controlla il tuo punteggio con la tua lista.

- Does your score reflect how much you use or do not use this pattern?

Il tuo punteggio riflette quanto usi o non usi quel ‘pattern’?



# Sequence order and consistency

Sequenza:  
Ordine e  
coerenza

The learner needs:

- clear, step-by-step instructions
- examples, template
- a plan, schedule
- lists and time-tables
- time to finish off planned work
- organisation, order
- neatness

Ha bisogno di: istruzioni chiare, esempi, modello, uno piano, programma, liste e orari, tempo per finire il lavoro pianificato, organizzazione, ordine, pulizia



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

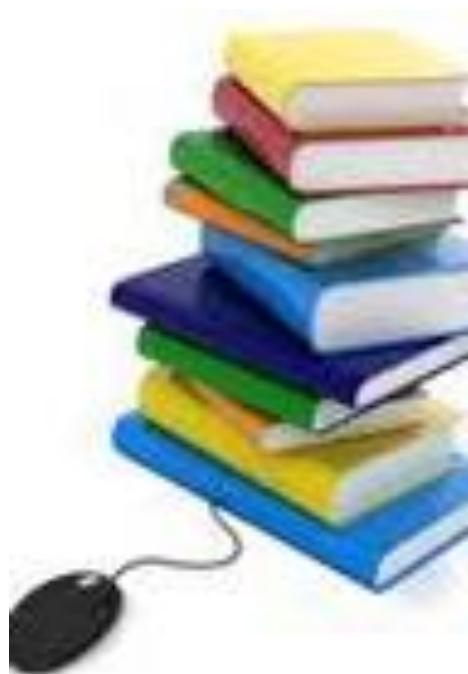
...sometimes the learner may:

- spend too much time on instructions
- not start without a plan
- find difficulty to change ideas or plan
- find difficulty moving on to the next task if the first is not complete.
- spend undue time over presentation and neatness

A volte: dedicare troppo tempo alle istruzioni, non iniziare senza un piano, trova difficoltà a cambiare idea o programma o a passare all'attività successiva se la prima non è stata completata, dedicare troppo tempo alla presentazione e alla pulizia

# Precision detailed, exact information

Precisione: dettaglio, informazioni esatte



The learner needs:

- **detailed, complete and / or exact information**
- **opportunities to ask questions**
- **to write and explain in length**
- **time to revise for mistakes and check facts**

informazioni dettagliate, complete ed esatte; opportunità di fare domande; scrivere e spiegare a lungo; tempo per rivedere gli errori e verificare i fatti.

# If Precision is at a ‘Use First’ level...



passare troppo tempo a recercare e controllare le informazioni, non sento che avete abbastanza informazioni per completare il lavoro, agonizzare su domande e risposte, perdersi nei dettagli, scrive troppo parole.

...sometimes the learner may:

- spend too much time researching and checking information
- never feel there is enough information to complete a task
- agonise over questions and responses
- get lost in details
- finding difficulty sticking to the word count

# Technical Reasoning: relevance, hands-on, problem-solving and autonomy

relevanza, pratica,  
'problem solving' e  
autonomia



The learner needs:

- relevant knowledge related to real life experiences
- opportunities to handle tools
- to draw or construct models to show skill or knowledge
- activities that involve problem-solving
- to search for practical solutions
- opportunities to work alone and try out tasks

conoscenze relevanti, esperienze di vita reale; opportunità di maneggiare strumenti o attrezzi; disegnare o costruire modelli per mostrare abilità o conoscenza attività che implicano la risoluzione di problemi per cercare soluzioni pratiche opportunità di lavorare da soli e prova i compiti

# If Technical Reasoning is at a ‘Use First’ level...

...sometimes the learner may:

- Lose focus if relevance is not detected
- require timed breaks and instances of physical activity to be able to finish off assigned tasks
- only express the essence
- think things out alone and problem solve without asking for help.

Perdi l'attenzione se non viene rilevata la relevanza, richiedono pause programmate e momenti di attività fisica, esprimere solo l'essenza, pensare le cose da solo e risolvi i problemi senza chiedere aiuto.

## Confluence: originality, intuition and spontaneity

originalità, intuizione e spontaneità

The learner needs:

- space where to explore his/her original ideas
- to take risks with them
- to see the bigger picture rather than the parts of a plan
- opportunities to express himself/herself in an artistic way



Tempo per esplorare le sue idee originali, correre i rischi con loro, vedere la stampa più grande piuttosto che le parti di un piano opportunità di esprimersi in modo artistico

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

...sometimes the learner may:

- get bored with repetition
- feel trapped in rigid task requirements
- skip from one task to another without finishing anything on time
- Be out of point
- have too many ideas, finding it difficult to choose the best to work upon
- start working before given instructions and ask for directions at later stage



annoiarsi con la ripetizione,  
sentirsi intrappolati in requisiti rigidi,  
saltare da un compito all'altro senza  
finire nulla in tempo,  
essere fuori luogo,  
avere troppe idee,  
difficile scegliere su cui lavorare,  
iniziare a lavorare prima di sentire le  
istruzioni e chiedere indicazioni dopo di  
inizia



- Let's meet four friends: Julia, Dylan, Krista and Carlo. They met to discuss a camping weekend.
- **Guess which pattern each character is representing.**

(N.B. the characters are all fictitious. We have ALL 4 Patterns).



Incontriamo quattro amici: Julia, Dylan, Krista e Carlo. Si incontrano per discutere un weekend in campeggio.

**Indovina quale ‘pattern’ rappresenta ogni personaggio.**

(N.B. i personaggi sono tutti fittizi. Abbiamo TUTTI e 4 i modelli).

Prima decidi un posto dove andare

First decide  
on a place  
where to go...

Pianifichiamo.

mantenere il  
campeggio  
pulito e in  
ordine

Let's plan out  
the weekend.

keep the camp  
site clean and in  
order.

...prepariamoci presto...

... let's not leave  
everything to the  
last moment...

Facciamo un  
programma...  
per fare turno a  
dare una  
mano...

Prepariamo una lista di cose di cui  
abbiamo bisogno..

Let's prepare a list  
of things we need  
to pack or buy...

Let's do a  
**schedule** to take  
turns to help out

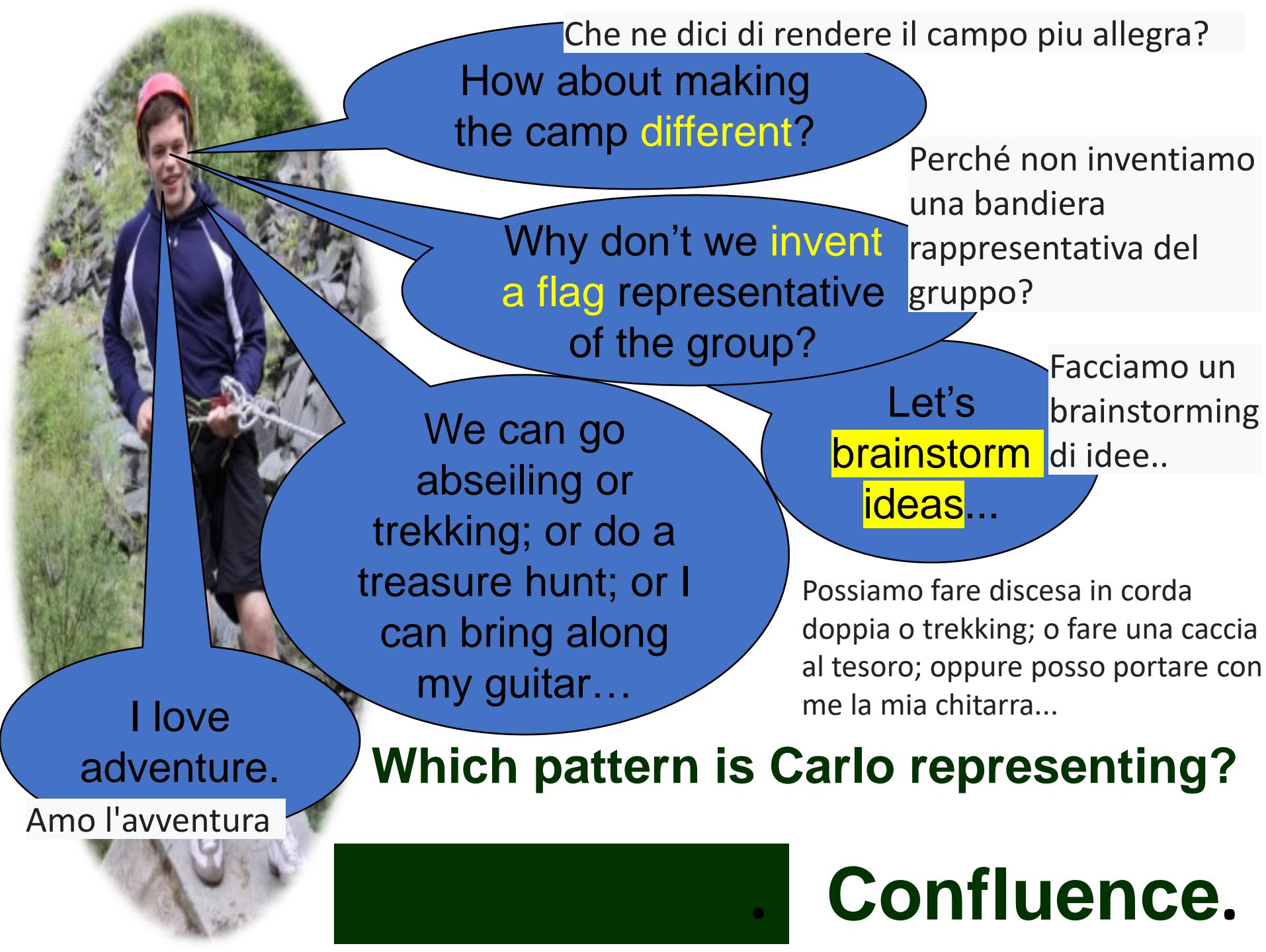
Keep to the time!  
Don't be late!

Tieni il tempo!  
Non essere in  
ritardo!



Which pattern is Julia  
representing?

# Sequence



Che ne dici di rendere il campo piu allegra?

How about making  
the camp **different**?

Why don't we **invent**  
**a flag** representative  
of the group?

Perché non inventiamo  
una bandiera  
rappresentativa del  
gruppo?

Facciamo un  
brainstorming  
di idee..

We can go  
abseiling or  
trekking; or do a  
treasure hunt; or I  
can bring along  
my guitar...

Possiamo fare discesa in corda  
doppia o trekking; o fare una caccia  
al tesoro; oppure posso portare con  
me la mia chitarra...

I love  
adventure.

Amo l'avventura

**Which pattern is Carlo representing?**

**Confluence.**

# Which pattern is Dylan representing?

Did you know  
all these about  
the valley?

Sapevate tutte queste cose  
sulla valle?

...I'll research  
some books  
and the internet

farò ricerche su alcuni  
libri e su internet..

...I'll check which  
stories are based  
on true facts...

Controllerò quali  
storie sono basate su  
fatti veri..



I will take great  
pleasure  
relating stories...

Mi divertirò a raccontare le  
storie...

...I'll write a  
detailed journal  
of our  
weekend...

Scriverò un diario  
dettagliato del nostro  
weekend...

Precision

# Which pattern is Krista representing?

Leave the construction of the camp to me.

I like **Hands-on** jobs.

I have **tools** with me.

Mi piacciono i lavori manuali.  
Ho degli attrezzi con me.

I find **practical solutions** to problems.

Trovo soluzioni pratiche ai problemi.



Let's go trekking.

Andiamo trekking

I may need some **alone time**.

Potrei aver bisogno di un po' di tempo da solo

We can build something with the loose material we find.

Possiamo costruire qualcosa con il materiale sciolto che troviamo.

## Technical Reasoning

# Let's meet Dean

- I have always been known for being **really clean and tidy**. At school, I like to **present neat work** which is **organised**. When I go out, I like to **wear matching clothes** and style my hair.
- I **like researching** and **knowing facts**. I strive to be the best and my grades show this. things by **looking up information**
- I also like science **experiments** and I am very comfortable when it comes to using **laboratory equipment**.
- I **don't like it** if I have to change my plans, or if asked to **come up with ideas**.
- WHAT PATTERN COMBINATION DOES HE HAVE? S? P ? T ? C?
- Sequence Use First
- Precision and Technical Use As Needed
- Confluence Avoid



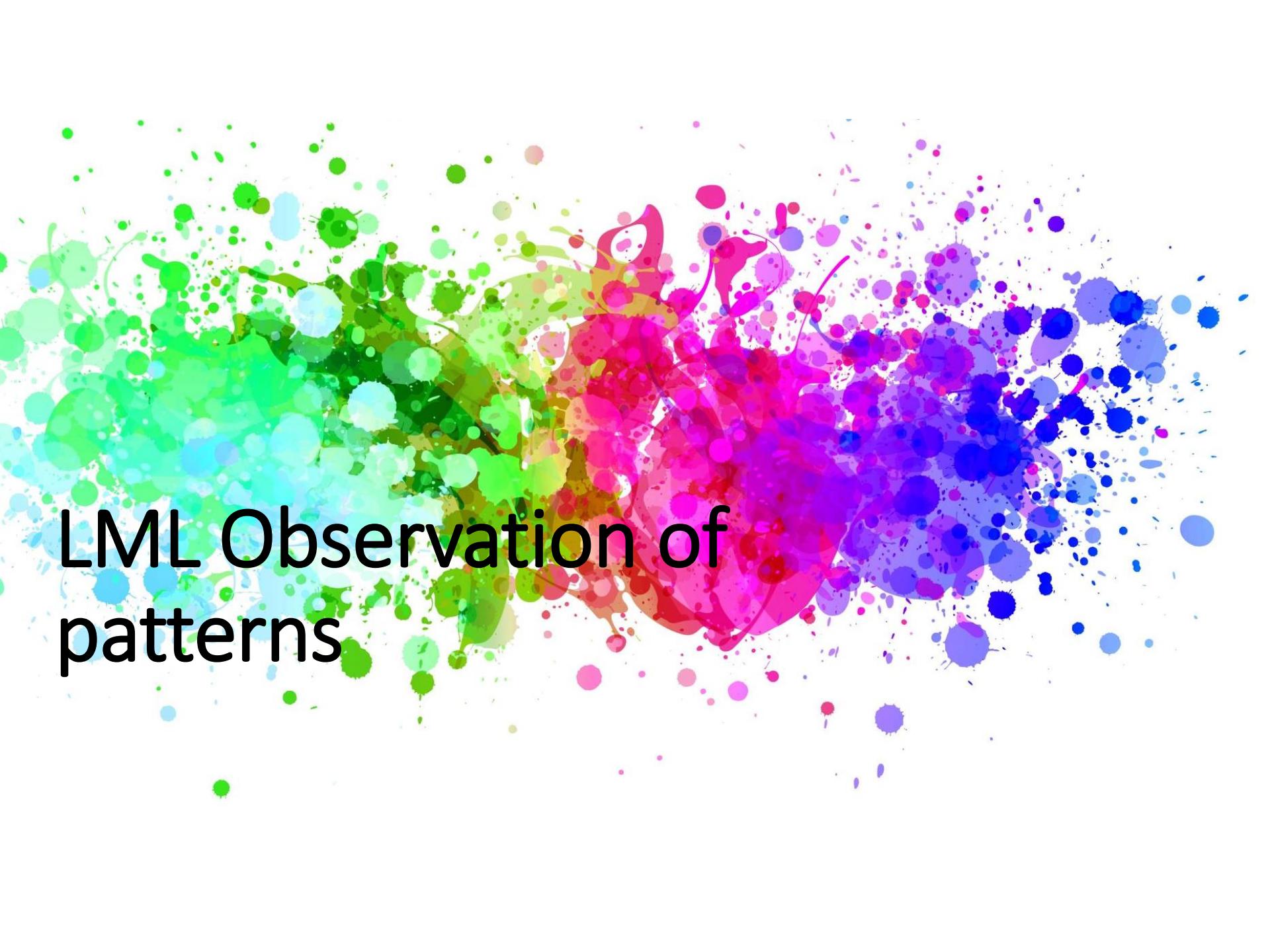


By knowing my scores I can use the right strategies to help me with my work.

Conoscendo i miei punteggi posso usare le giuste strategie per aiutarmi con il mio lavoro.

My mates and I can work together and help each other by using our different patterns.

Io e i miei compagni possiamo lavorare insieme e aiutarci a vicenda usando i nostri diversi schemi.

The background of the slide features a vibrant, abstract pattern of numerous colored dots and splatters. The colors transition from green and blue on the left to red and orange in the center, and finally to purple and blue on the right. The dots vary in size and density, creating a dynamic and textured appearance.

# LML Observation of patterns

# Part2

Recognise  
learners' patterns  
through  
Observation

Riconoscere i 'learning patterns' con osservazione

## Observing Patterns

organising work and material

The same pattern may be observed in different ways. The combination of the other patterns affect the way it is manifested.

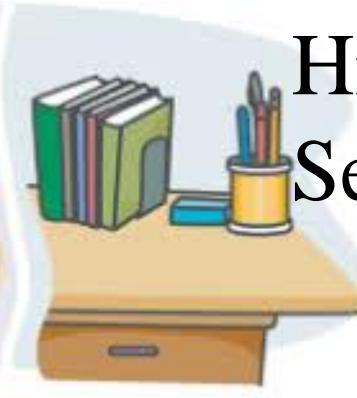
## Sequence coupled with Confluence



### Low Sequence



### High Sequence



Lo stesso modello può essere osservato in modi diversi. La combinazione degli altri modelli influenza il modo in cui si manifesta.

# Observing Patterns in Writing

What is the predominant pattern?

Precision

# Low Precision

Q<sub>6</sub>: Which of **them** is winning?

A<sub>6</sub>: Terry McAuliffe

R<sub>6</sub>: Democrat Terry McAuliffe, the longtime political fixer and moneymen, hasn't trailed in a poll since May

# Higher Precision

Precision  
With Sequence because of the numbered steps

With Technical Reasoning



Braille

The invention of Braille marked a major turning point in the history of disability. The writing system of raised dots used by blind and visually impaired people was developed by Louis Braille in nineteenth-century France. In a society that did not value disabled people in general, blindness was particularly stigmatized, and lack of access to reading and writing was a significant barrier to social participation. The idea of tactile reading was not entirely new, but existing methods based on sighted systems were difficult to learn and use. As the first writing system designed for blind people's needs, Braille was a groundbreaking accessibility tool. It not only provided practical benefits, but also helped change the cultural status of blindness. This essay begins by discussing the situation of blind people in nineteenth-century Europe. It then describes the invention of Braille and the gradual process of its acceptance within blind education. Subsequently, it explores the wide-ranging effects of this invention on blind people's social and cultural lives.

High Precision

## Guardrail

1. Guardrail shall be provided, on top of the wall where there is an elevation difference of greater than 30".
2. The guardrail height shall be 42" minimum.
3. The guardrail shall be made of pressure treated, SYP #2 or better.
4. The posts shall be 6x6 pressure treated @ 5'-0" o.c. maximum.
5. The top rail shall be 2x6 minimum applied flat, SYP #1 or better. The edges of the top rail shall be rounded and smooth without splinters.
6. The top surface shall be smooth and without checks and splinters.
7. The balusters shall be 2x2 pressure treated at 4" O.C. maximum.
8. The side rails shall be 2x4, applied flat, pressure treated #2 minimum.
9. All connections shall be aluminum steel or hot dipped galvanized except for 1/2" or larger bolts.

## Applicable Codes and Standards:

1. The building and its components shall comply with USBC 2009, and all referenced codes and standards as amended.
2. All Concrete work shall comply with latest applicable, adopted and referenced ACI 350 code.
3. All Masonry work shall comply with latest applicable, adopted and referenced ACI 530 code.

# Keeping a diary.



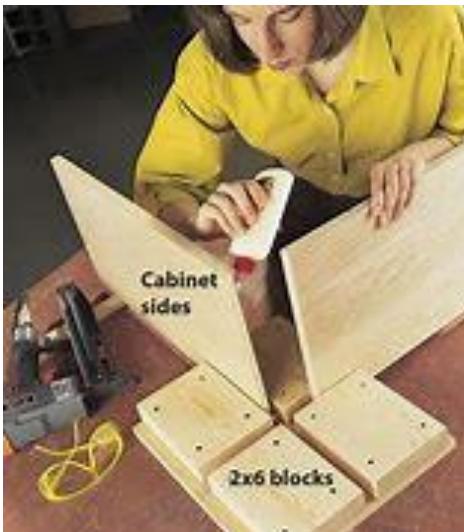
The way we use our diary may also reflect our patterns



Il modo in cui usiamo il nostro diario può anche riflettere i nostri 'learning patterns'

# Many of our pastimes may be a reflection of our patterns.

Molti dei nostri passatempi possono essere un riflesso dei nostri 'learning patterns'



Which patterns are you observing through these activities?

Quali 'patterns' stai osservando attraverso queste attività?

# What is the predominant Pattern?

## Qual è il Pattern predominante?



With low Sequence or high Confluence



With high Sequence

## Technical Reasoning

# Approaching a task



The way we complete a task depends on the combination of other patterns

Il modo in cui completiamo un'attività può riflettere anche altri patterns

# Interaction of the Patterns

Interazione dei 'patterns'

How would individuals with different patterns carry out the following task: Organising a seminar

In che modo gli individui con modelli diversi svolgerebbero il seguente compito:  
Organizzare un seminario

Sandra would start by having many ideas and resources. Then plan and research later

**Sandra**  
**S18 P22**  
**T28 C 30**

**David**  
**S31 P35**  
**T18 C 15**

David will start with a plan and will need to research for ideas

It would be best if the two work together to get the best product.  
Sandra will help David with ideas and resources. David will help Sandra with planning and detail.

Sarebbe meglio se i due lavorassero insieme per ottenere il miglior prodotto

# Recommended follow-up activities

1. During this week, try to keep an eye open for learning patterns in the people around you and in yourself.
2. See the way you organise your day and the things you are drawn to.
3. Take a photo of something that reflects one or more of your patterns and send it to me.

Durante questa settimana, cerca di tenere d'occhio i 'patterns' nelle persone intorno a te e in te stesso.

Guarda come organizzi la tua giornata e le cose da cui sei attratto a fare.

**Scatta una foto di qualcosa che riflette uno o più di tue schemi e inviamela.**