



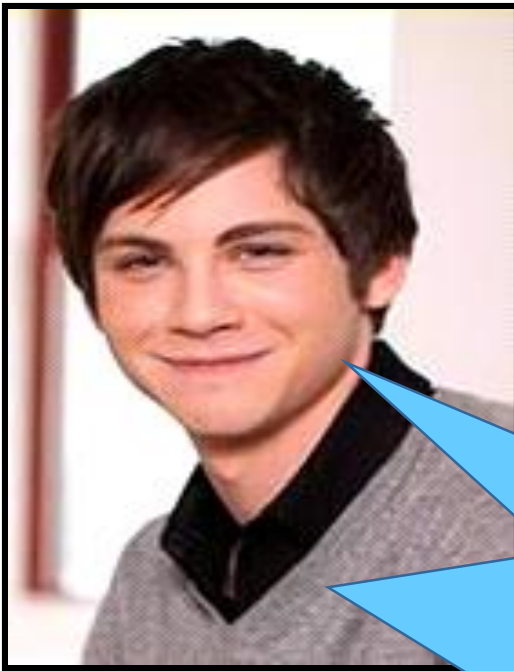
The Let Me Learn Proces

Discovering the Way We Learn



A vibrant sunset over a harbor. The sky is filled with dramatic, colorful clouds in shades of red, orange, and purple. The sun is low on the horizon, casting a warm glow over the water. In the foreground, several boats are docked in the harbor, and the silhouettes of mountains are visible in the distance. The overall scene is peaceful and beautiful.

"Never forget we are as different as the colours of a sunrise and these differences make us who we are... Unique, Amazing and Beautiful!"



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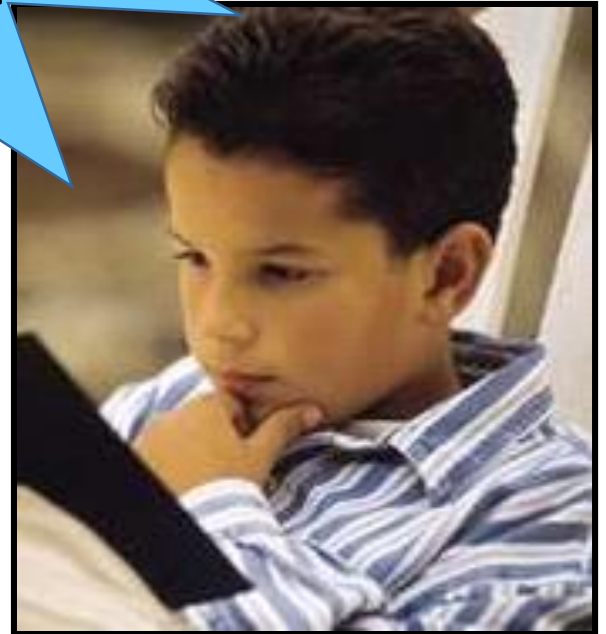
Christine

Let's meet



Sandra

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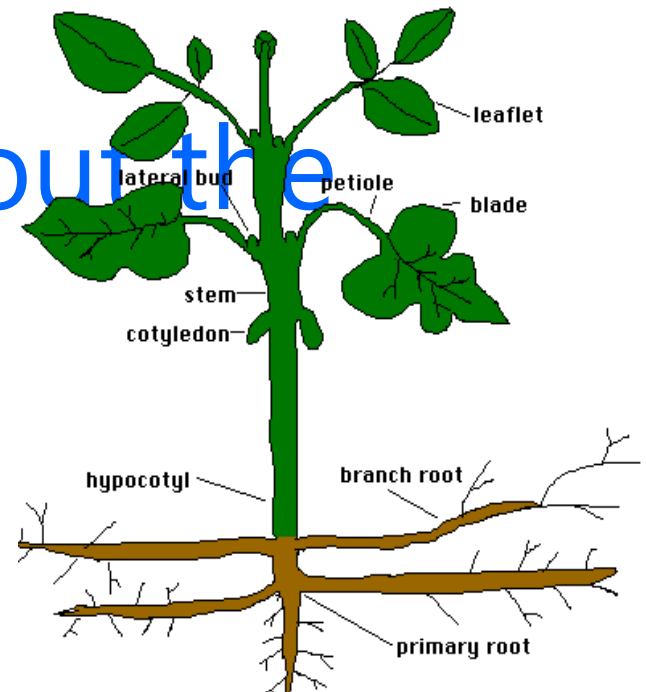
Mario, Karl, Sandra and Christine are working together on a scientific project.



The project is about the growth of plants.



It involves:
- a tested experiment





“First, we need to choose and focus on a topic and plan how we are going to split up the work.

Now let’s write out two lists: about things to be done and things we need to buy or get.

Let’s go through the lists to see if I have left anything out.

If we’re going to plant seeds and bulbs, we’ll take turns to keep our working space and planting

"I have been searching the internet and even borrowed some books from the library. We could take a book each to read before our next meeting.

We can research and write about the different effects on the growth of a plant, the difference passing between the propagation of plants from seeds, bulbs or cuttings, or make a detailed report on the Greenhouse Effect.

Did you know that big leaves help more



Karl



Sandra

“Do we need to build a mini greenhouse to protect our seedlings? If so, I have the necessary materials and tools with me. I’ll get the job over and done with in a jiffy!

If problems crop up along the way, I’ll find a practical solution and fix them up.

Sometimes, I’ll need to work on my own. I’ll get back to you



Christine

“Everyone in class will do an experiment and hand in a written report. Let’s do something different!

Our presentation needs to be original, to attract attention! Let’s brainstorm ideas about what we can do in front of our class.

I’ve got a bright idea!





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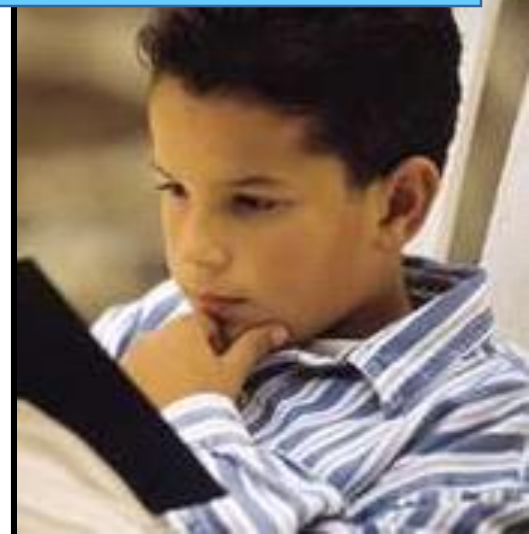
Christine

**We all learn in different ways;
according to our preferred learning patterns.**

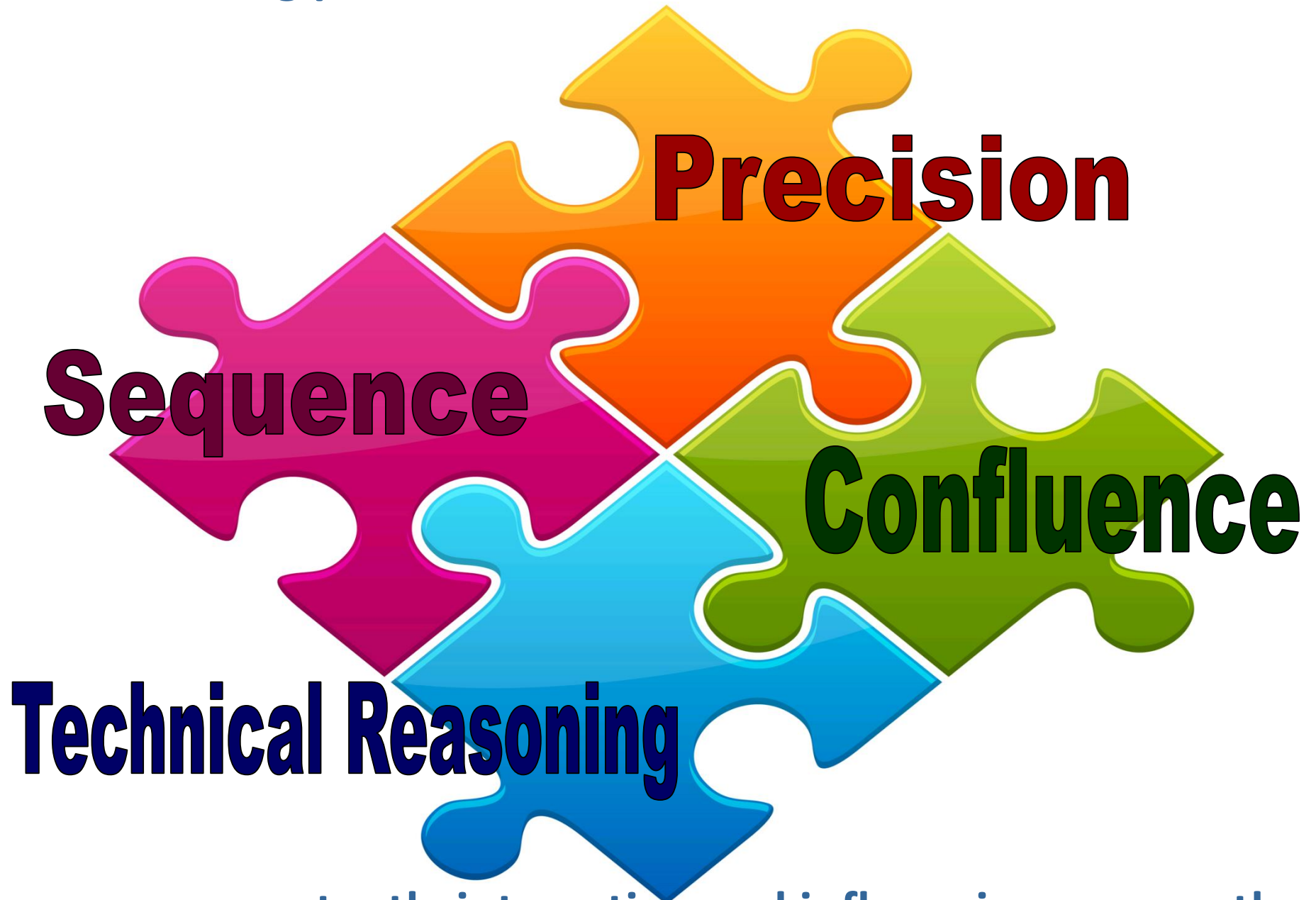


Sandra

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Our learning patterns...



...are constantly interacting and influencing one another

Sequence

order and consistency



The learner needs:

- **clear, step-by-step instructions followed by examples**
- **plans, lists and time-tables**
- **time to finish off planned work and to practise**
- **organisation and neatness**

...let's focus on a topic...

...need to plan how we're going to split our work...

...let's write two lists...



...we'll take turns to keep our working space and planting tools tidy, organised and safe.

...we need a time frame to hand in our work in time.

Mario's highest score is

Sequences

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 original task to work upon a set of ideas or multi-task**



Precision

detailed, exact information



The learner needs:

- **detailed and exact information**
- **opportunities to ask questions**
- **opportunities to write and explain in length**
- **time to revise for mistakes and incomplete information**

I've searched the internet...

...and borrowed some books...

We can research and write... a detailed report...

Did you know that... ?

I can observe and take down notes...

I can help you write in length... unless there is a word limit.

Karl's highest score is

Precision

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 key points**



Technical Reasoning

relevance, hands-on, problem-solving and autonomy



The learner needs:

- **relevant knowledge related to real life experiences**
- **opportunities to handle tools and construct models**
to show skill or knowledge
- **activities that involve problem-solving and the**

I build things.

I get a manual job done in no time.

I have the necessary materials and tools for the job.

I prefer to work on my own.



**Sandra's highest score is
Technical Reasoning**

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

...sometimes the learner may:

- **refrain from focusing and retaining information if relevance is not detected**
- **require timed breaks and instances of physical activity to be able to sit calmly and finish off assigned**
- **find it difficult to produce lecture notes and writing**



Confluence

originality, intuition and spontaneity



The learner needs:

- **the bigger picture rather than the parts of a plan**
- **to start working immediately, asking for directions at a later stage**
- **space where to explore his/her original ideas and take risks with them**



Let's do something different!

Our presentation needs to be original...

Let's brainstorm ideas...

Why don't we create flower costumes... and do a skit...
?

Christine's highest score
is Confluence

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

...sometimes the learner may:

- **get bored with repetition and feel trapped in other people's ideas 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 one**





And **YOU**?

How do you
learn?



