

# Student Strategies



*Students applying strategies on their own upon internalisation of the LML process*

# Case Study 1

## Gail – Construct a Mechanical Model



Sequence 32  
Precision 26  
Technical 13  
Confluence 17

Help! I have to  
handle tools and  
paint!

What type of model am I being  
asked to construct?

Give me an idea!

Instructions can be of help too!

What now? WHAT CAN I DO?



# Reflecting on my scores...

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## **Sequence 32**

- I like to keep everything organised
- I plan before I start something
- I like to have an example to follow

## **Precision 26**

- I feel comfortable when I express myself in writing
- I like to read
- I am annoyed when I make mistakes

## **Technical 13**

- I do not like to build things – I prefer to write
- I do not like to mend broken objects or machinery because I am afraid to ruin them further

## **Confluence 17**

- I do not feel the need to be original
- I find it difficult to come up with creative ideas
- I do not like taking risks



# Finding strategies when...

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## **I use Sequence first:**

- Read through given instructions well
- Search for examples
- Prepare my own plan of action
- Refrain from panicking if finished product doesn't resemble examples found

## **I use Precision first:**

- Refrain from planning on a large scale
- Be tolerant of my own mistakes



# Finding strategies when...

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## **I avoid Technical Reasoning:**

- Follow instructions given or listed by my teacher or myself while researching
- Be willing to lend a hand at constructing a model
- Check whether I can work with a fellow classmate who owns a higher score in Technical Reasoning

## **I avoid Confluence:**

- Share ideas with my classmates
- Stretch reality if model is to be something creative
- Use ideas found in books if I can't come up with something original



# Applying self-help strategies

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In order for a student to start applying strategies on his/her own, s/he must be able to:

- Explain who s/he is as a LEARNER
- Decode task requirements
- Match task requirements with his/her learning patterns
- Search for and apply suitable learning strategies when a mismatch occurs

# Case Study 2

## Joe – Research Writing



Sequence 23  
Precision 27  
Technical 34  
Confluence 22

The structure of my essay is not making much sense!

The topic I have to write about doesn't interest me!

What shall I write?

Do I have to write at all?

What now? **WHAT CAN I DO?**



## Imagine you are Joe...

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Fill in this grid within your group:

I am able to...

This task requires me to...

Due to my patterns, I need to...

To complete this task successfully, I  
can...

Time: 10 minutes