

Who am I as a Learner?



Task 3:

Explain how 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 following options –

- i) thinking of a mini-speech to be delivered using a sock puppet
- ii) creating a collage using supplied magazines
- iii) drawing a storyboard on a sheet of paper

Time: 12 minutes

Share in group

Time: 3 minutes each

Reflective Questions:

- Why did you opt for your chosen task?
- Did you feel comfortable or challenged doing it? WHY?
- Given another option, how would you have expressed yourself as a learner? WHY?

Time: 3minutes each

Share in whole group (2 volunteers)

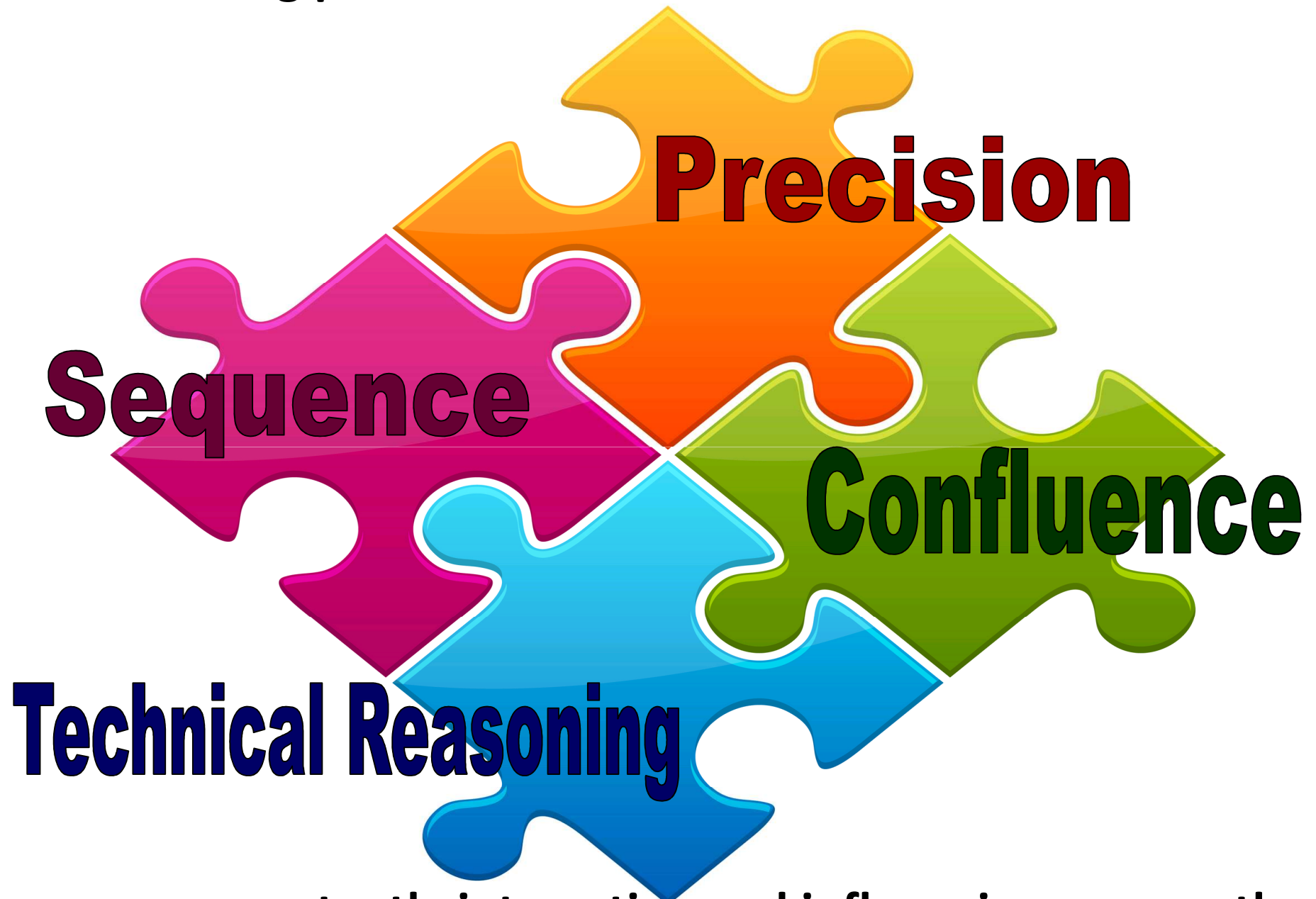
Time: 4 minutes each

The Learning Patterns



Let Me Learn Centre Malta 2011

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; then it’s a matter of crossing things out.”

- **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, hang the ‘Kindly do not disturb sign and then begin. I don’t like to be hurried as I don’t believe in handing in scruffy work!”

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**



Precision

detailed, exact information

The learner needs:

- **detailed and exact information**

“Can you tell what happened in Malta in 1956? I need exact facts.”

- **opportunities to ask questions**

“I read a lot, but I always feel as if I never know enough! I ask because I need to keep myself up to date.”

- **opportunities to write and explain in length**

“I take a lot of detailed notes not to miss anything. I feel comfortable writing... in this way I know that I can show everything I know!”

- **time to revise for mistakes and insufficient information**

“I don't like making mistakes. I need to have correct and sufficient 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 experiment to 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! Leave it to me to straighten things out!”

- **opportunities to work alone**

“Sometimes I prefer to work alone and need to have my own space”

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 to rather than how to get there.”

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

“I hate waiting! Let me get on with it... if I get stuck, I’ll find a way out!”

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

“I feel trapped in other people’s ideas. Very often they are monotonous and boring. I want to use mine!”

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

“I love mingling with people, showing what I know through speeches and skits!”

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 or most practical one to work upon**



The utility of learning patterns

- Enhance diversity as they influence the manner in which each of us perceives our surrounding environment;
- Help us understand better who we are as 'learners' by shedding light on why we think, feel and act as we do;
- Help us understand better who others are as 'learners', thus aiding communicative interactions and team efforts;
- Make us aware of what means we can apply in order to achieve success in academics, in job realms and in our very own personal lives.



Implications

In what way/s do you think that this awareness can influence:

➤ **your personal life**

- how do your scores influence your family relationships?

➤ **your professional life**

- how are your scores impacting your teaching?

- how are obtained scores impacting your student expectations and classroom communication?

