



Let Me Learn (LML)

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1. The Theory Behind The Process

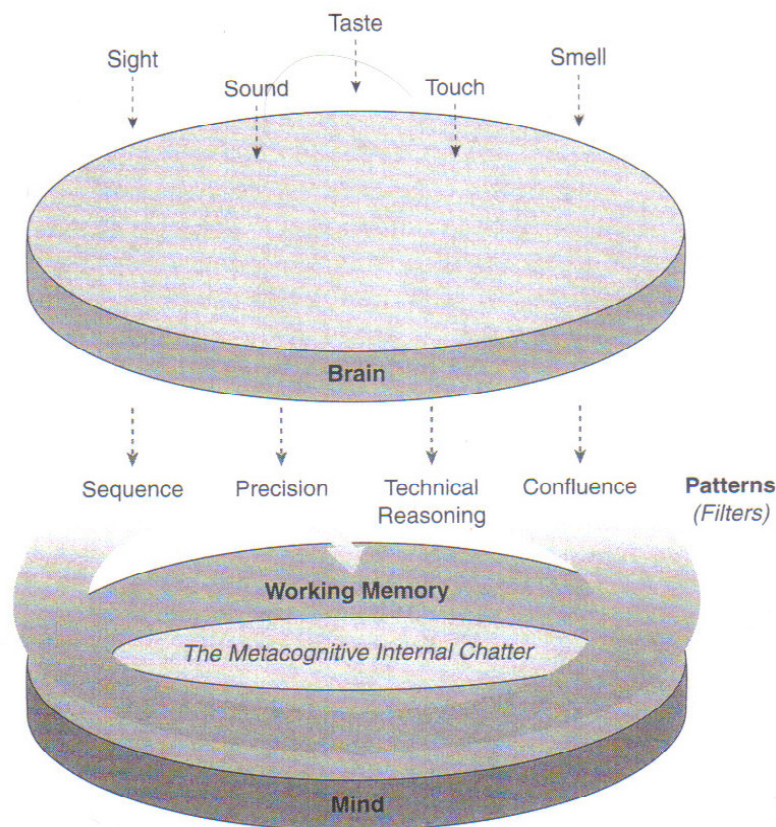
1.1 The LML Process

The LML process is an advanced learning system aimed at empowering individuals by developing their human capacities. Embedded in research that dates back to 1994, LML has developed four distinct learning patterns and unique learning tools that have proven to make a difference for learners. Constant testing of the process in the real world of classrooms, training settings and corporate offices is providing ample evidence of its effectiveness in helping adult learners take control of their learning processes and adapt them in order to meet learning expectations.

1.2 The Brain-Mind Connection

Learning initiates when the brain takes in stimuli through the senses. The stimuli are then channelled through the brain's complex series of sectors and neuron circuitry in order to be processed. Within the brain's electro-chemical processing, the stimuli are handled by a number of operations until they meet up with the brain-mind interface where they are filtered through our learning processes: SEQUENCE, PRECISION, TECHNICAL REASONING and CONFLUENCE. The stimuli that make it through the interface are then translated into symbolic representations (e.g. language, numeric and scientific notations, artistic interpretations...) and passed on to our working memory to become a part of our human consciousness (declarative memory) or sub-consciousness (non-declarative memory) from where they can be retrieved when needed (Johnston, 2010; Bruer, 1994; Squire and Zola, 1996).

Figure 1: Representation of the Brain-Mind Connection



1.3 The Learning Patterns

Although the patterns are universal, their use is very person-specific (Johnston & Dainton, 2004). The degree to which different learners use these filters is dependent on how much stimuli are blocked, welcomed or given limited access by each specific pattern while passing through the brain-mind interface (see Figure 1). The more a pattern is used, the higher the probability that the learner ends up processing information in the manner described below.

1.3.1 Sequence

The learner seeks clear, step-by-step directions supported by examples wherever possible. S/he organises, plans work carefully and likes to finish assignments from beginning to end without interruptions. The learner often asks for more time to check for neatness and organisation of ideas.

- ⇒ “I process information step-by-step.”
- ⇒ “I want clear directions.”
- ⇒ “I want time to present a neat and complete assignment.”
- ⇒ “I would like to see an example.”
- ⇒ “I would like to feel safe when doing a task.”

1.3.2 Precision

The learner looks for and retains detailed information. S/he reads and writes in a highly specific manner and asks questions to find out more information. Mistakes, incomplete and incorrect information are a major cause of frustration.

- ⇒ “I want a lot of information.”
- ⇒ “I ask a lot of questions.”
- ⇒ “I answer better in writing than speaking.”
- ⇒ “I read a lot of books.”
- ⇒ “I concentrate to grasp the details.”
- ⇒ “I feel good about myself when I get precise feedback and when I am able to point out specific things I have done that have earned me recognition.”

1.3.3 Technical Reasoning

The learner learns best from experience. Paper and pencil tasks are very often avoided as s/he prefers to work autonomously at hands-on activities. The learner excels at problem-solving. S/he shows what s/he knows by physically demonstrating skills.

- ⇒ “Let me figure this out, let me do this by myself.”
- ⇒ “I don’t like writing whole paragraphs of words.”
- ⇒ “I don’t feel the need to show others what I know... I know it and that’s it!”
- ⇒ “I see an instrument, a tool, and I know its use. More than that, I am intrigued and fascinated by its form and function – I know how it operates. I especially like the physical and mental challenge of using it successfully to do whatever the situation requires.”

1.3.4 Confluence

The learner avoids conventional approaches and seeks unique ways to complete any learning task. S/he is ready to take risks, fail and start again. More often than not the learner starts before all directions are given and likes to improvise.

- ⇒ "I want encouragement for new ideas."
- ⇒ "I don't like following lots of rules and regulations."
- ⇒ "I want to do the assignment in a unique manner, that is, my way."
- ⇒ "I like to learn in a creative, fun, entertaining way."
- ⇒ "I like to do a speech or a skit to show what I know."
- ⇒ "I take risks with new ideas."
- ⇒ "I make conscious efforts to tackle a problem as a whole; I am able to see the bigger picture."

2. Applying the Process

2.1 The Purpose of the LCI

To measure the degree to which individual learners use each of the patterns, learners need to complete the Learning Connections Inventory (LCI), a 28 item self-report instrument.

2.1.1 Instructions for filling in the LCI (Johnston, 2010)

1. Define what you understand by 'Never', 'Almost Never', 'Sometimes', 'Almost Always', 'Always' before you start.
2. Fill in Part I. Questions 1 to 28 require you to record your reactions about learning on a continuum of 1 to 5.
3. Avoid ticking 'Sometimes' when you are unsure of how you can answer a given question. Choose this option only when it truly reflects your answer!
4. Change a word or phrase in any given question if this helps you choose a more accurate response on the continuum.
5. Complete Part II. Feel comfortable answering these three questions in any manner you prefer.
6. Read the directions for scoring the LCI found at the top of the last page.
7. Complete the scoring sheet and fill in the graph.

2.1.2 Things worth remembering while filling the LCI

1. Take your time and enjoy! The LCI is not a test that measures your intelligence quotient.
2. Your answers need reflect how you typically react in **ALL** learning environments.
3. Be honest! The LCI has nothing to do with personality.
4. Share its results. The LCI is meant to help interactions between learners; it does not go against any Data Protection Act!

The LCI provides learners with the opportunity to reflect about their learning. The written responses provided in Part II of the LCI enable trainer and trainees to establish a healthier communicative relationship through which the former understands better the learners' concerns and struggles concerning learning. The LCI is a powerful tool in providing both trainer and trainees knowledge about the roots of learning challenges that go beyond personality issues, levels of learning readiness, lack of motivation, gender, race and culture. It sheds light on which measures best tackle these challenges in a way that creates awareness, insight, understanding and change.

2.1.3 Instructions for validating the LCI

1. Analyse the three written responses for words indicative of specific patterns.
2. Contrast the frequency of recurring patterns with the range of scores.
3. Check that the skew of numeric responses is balanced, i.e., there are not just 5's, 1's or 3's.
4. Cross-check responses meant to verify the learner's understanding of given statements as described in Figure 2:

Primary (Age 8-10)	Secondary (Age 11-15)	Adults (Age 16 onwards)
Sequence: 2 and 13 Precision: 14 and 25 Technical: 11 and 17 Confluence: 8 and 28	Sequence: 2 and 13; 10 and 21 Precision: 14 and 24 Technical: 6 and 26; 11 and 15 Confluence: 8 and 28	Sequence: 2 and 13; 10 and 21 Precision: 7 and 9 Technical: 6 and 26; 11 and 15 Confluence: 8 and 28

Figure 2: Complementary LCI Statements As Found In Age Related LML Inventories

5. Clarify misunderstandings with the learner whenever there is a mismatch either between written responses and obtained scores or among complementary statements. S/he may provide valid reasons for supplied answers.

2.2 The Learning Profile

The LCI results appear as four different scores. They range from 7 through 35. The range of the continuum of the scores form three distinct categories: 'Avoid', 'Use As Needed' and 'Use First'. Every learner uses each pattern to some degree, hence no pattern starts from 0.

Obtained scores inform the learner about the degree to which s/he uses each pattern in combination with the rest. No single score or mix of scores is better than an other. An individual's definition of who s/he as a learner can only be given through the totality of his/her combination of **ALL** patterns interacting together and influencing each other.

2.2.1 Range explanation

- Learners who use patterns at a 'Use First' range (25-35) find themselves reflected in most of the characteristics and behaviours as cited under a specific pattern category (see heading 'The Learning Patterns').
- Learners who use patterns at a 'Use As Needed' range (18-24) only agree to some of the characteristics and behaviours cited under a specific pattern category. They do not feel the urgency to use specific patterns as long as the task at hand does not require their use.
- Learners who use patterns at an 'Avoid' range (7-17) refrain at all cost from using a specific pattern. In fact they do not agree with any of the characteristics and behaviours pertaining to the pattern.

2.2.2 Types of learners

The obtained mix of scores determines the type of learner an individual is.

- **Dynamic** – a learner who has one or two patterns at a 'Use First' range, with any other of the remaining patterns falling under 'Avoid' or 'Use As Needed'.
- **Bridge** – a learner whose patterns all fall under 'Use As Needed'.
- **Strong-Willed** – a learner who has three or all patterns at a 'Use First' range.

Able to use all of their patterns in a balanced manner, bridge learners excel as contributing members of a group (Dawkins, Kottkamp, Johnston, 2010; Johnston, 2010). Rather than taking charge, they are good at gelling team members together by listening to others, interacting with them and pitching in only when the group meets stumbling blocks. Through encouragement and diplomacy, bridge learners not only bring together dynamic and strong-willed learners, but also help their team members advance forward.

Having it all, strong-willed learners are their own team (Dawkins, Kottkamp, Johnston, 2010; Johnston, 2010). They prefer to work on their own to have control over ideas, planning and decision-making, the process and final outcomes. Sometimes others find it hard to stay at the pace of strong-willed learners and do not feel comfortable working under their guidance. From an early start, strong-willed learners need help in acquiring skills like listening to others, sharing of ideas, delegating duties and role-taking.

The profile of a learner consists of a written translation of the scores obtained by a single trainee or group of trainees vis-à-vis the scores of the trainer. The write-up consists of three main ideas (see Figure 3):

1. a brief description of who is the trainee and what are his/her needs depending on his/her scores, taking into consideration as well his/her knowledge, skills, interests and experiences
2. a comparison between the trainer's and the trainee's scores to see how these can impact the communicative relationship between them
3. ways in which the content and/or the process can be modified to cater for the trainee's needs

Trainee's Scores – S 27 P 19 T 31 C 25**Trainer's Scores – S 26 P 28 T 11 C20**

The trainee is a strong-willed learner who leads with a 31 in Technical Reasoning. S/he seeks relevance and learns best when learning situations revolve around real life experiences and applications, or his/her particular interests. The trainee will excel at tasks that require problem-solving and hands-on activities. This is further backed up by a 19 in Precision. The trainee does not feel comfortable around textbooks and pen and pencil assignments. S/he will only supply the necessary information and very often may opt to keep what s/he knows to himself/herself. A 27 in Sequence implies that the trainee will feel more at ease working in organised environments free from distractions. Clear guidelines provided at the beginning of a task may be a pre-requisite, until the trainee understands what s/he is expected to do and then is more than able to work on his/her own... the more so when the trainee owns a 25 in Confluence. This score implies that the trainee will be able to tolerate a few changes in directions. For sure, besides initial clear, step-by-step instructions and examples, the trainee will be glad about the provision of options through which s/he can explore his/her strengths and show what s/he has learned.

Trainer and trainee can meet on the common grounds provided by similar scores in Sequence. Otherwise, a 28 in Precision implies that the trainer can provide much more detailed information that the trainee with a 19 in Precision is able to digest. The mismatch in Technical Reasoning may mean that the trainer frequently omits linking learning to everyday applications. A 26 in Sequence contrasts a lot with a 20 in Confluence. As a direct consequence, the directions and tasks provided by the trainer may be too rigid, making the trainee feel entrapped in preset ideas and expectations.

The trainer needs to forge both his/her Technical Reasoning and Confluence. S/he needs to be more flexible in his/her approach, inserting more opportunities in his/her teaching methodology where the trainee can freely express himself/herself as a learner, experiment and put theory to practice. At the beginning of the training, the trainer can spend an allotted amount of time getting to know the trainee, taking into account his/her interests, experience and expertise and detecting instances where learning can revolve around these factors. On the other hand, the trainer needs to help the trainer forge his/her Precision when this pattern is required and tether the other patterns, especially Technical Reasoning, when these patterns are required at a lesser degree or are not required at all. Finally, the trainer needs to help the trainee become aware of what being a strong-willed learner means in order not to take over a group when working as a member of a team.

Figure 3: Sample Of A Trainee's Profile

Knowing the profile of a learner or a group of learners aids trainers in:

- identifying learners' needs more adequately
- forging, intensifying or tethering their own patterns to meet learners' needs
- establishing positive, more effective, solution-oriented discussions
- preparing pedagogical frameworks and resources that target learners' needs
- teaming up more effective and efficient groups

2.3 Task Decoding

Task decoding is a skill that encourages learners to analyse, reflect and react to given tasks and assignments. The goal of decoding is twofold:

- to identify which patterns task directions are requiring learners to use
- to identify the degree to which learners need to use their own patterns

2.3.1 Instructions for decoding tasks

1. Read the directions or guidelines for the task.
2. Circle or underline key words indicating which patterns are embedded within the task (refer to the Word Wall for help).
3. Label highlighted key words accordingly.
4. Compare and contrast task requirements to your own combination of patterns.
5. Decide at what level you need to forge, intensify or tether your patterns to complete the task successfully.

2.3.2 Word Wall

The Word Wall consists of cue words organised under the specific pattern they indicate (see Figure 4). This tool facilitates rapid and relevant task analysis.

<p>Sequence</p> <ul style="list-style-type: none"> • alphabetise, arrange, classify, compare and contrast, develop, distribute • group, list, order, organise, outline, plan, pros and cons, put in a series • put in order, show an array, show an example
<p>Precision</p> <ul style="list-style-type: none"> • calibrate, certainty, describe, detail, document, exact • examine, explain, identify, label, measure, name • record facts, observe, perform accurately, specify, write
<p>Technical Reasoning</p> <ul style="list-style-type: none"> • assemble, build, construct, demonstrate, draw a diagram, engineer • erect, experience, figure out, fix, implement, operate concretely • problem-solve, tools, visualise
<p>Confluence</p> <ul style="list-style-type: none"> • act carefree, brainstorm, concoct, create, different, dream-up, exaggerate • far fetched, ideas, imagine, improvise, incredible, independence • innovate, invent, make-up, originate, risk, take a chance, unique, unusual

Figure 4: Word Wall (Dawkins, Kottkamp, Johnston, 2010; Johnston, 2010)

The list of key words being provided here is by no means exhaustive. A learner can continue to supplement it any time s/he has a new task to decode. Key words are also subject specific (e.g. cue words found in language tasks can vary greatly from science-related assignments).

2.3.3 Examples of decoding

Categories	Description
General or specific training objective	Warm-up activity: <ul style="list-style-type: none"> the participants learn how to introduce themselves and get to know each other better not only on a personal level but also on a cultural level; introducing diversity.
Task	oral: monologue / listening
Training resources	materials from the participants' country of origin (music, photographs, videos, typical products, clothing material, instruments, tools, shells, rocks, spices etc.)
Visual or technical support	audiovisual media flipchart
Procedures	1. The participants present their resources pointing out some specific aspects of their own culture (country / town, city, village / feasts / food / ceremonies...) 2. The trainer writes keywords, phrases and sentences on the flipchart
Training methods	individual / group / plenary work
Time input	45'-60'
Notes	This activity presupposes that Participants are asked beforehand to bring typical resources / artefacts from their country in order to take active part in the lesson. This is a very good activity especially for those who lead with technical reasoning but you might find that they are very economical in their communication. As a trainer you might need to ask questions to help them divulge more information. Those with a strong Precision might need to be controlled so as not to take over the session, giving too detailed information. When you take notes on the flipchart make sure you organize it well otherwise it might be disturbing to some, especially to those that have strong sequential score.

Figure 5: A Prototype Activity Taken From The Grundtvig LML Training Module (2005)

Show and tell activities are quite open-ended in nature. Therefore, trainees can opt to start from any of their highest scoring patterns.

Trainees leading with Sequence find it helpful if they are provided with guidelines as to what their monologue should focus upon and how it can evolve, even before the training session actually takes place.

Trainees leading with Precision may consume session time by providing a lot of detail. The trainer can help them tether their Precision by asking them very direct questions that channel the information being supplied.

Trainees leading with Technical Reasoning are not comfortable speaking in front of an audience. The trainer can prompt and prod them on by providing leads through questioning. Fairing better when they can relate to their own experience and manipulate tangible realia and audiovisual media, enabling trainees to bring artefacts to the training session and permitting them to use an array of visual and technical support is a good teaching strategy that ropes them in.

Trainees leading with Confluence can baffle their audience. They can (i) bring along too many artefacts, (ii) try to use too many different media to portray themselves or (iii) skip from one idea to another while introducing themselves or scribbling on the flipchart. Rather than giving trainees a complete free rein of how they can conduct the monologue, the trainer can limit presentation options, together with the number of artefacts and media used. Their trainer can also help them focus by asking very specific questions in an orderly manner.

Annex A

Primary Health Care Dept.
7, Harper Lane Floriana VLT 14
Tel. 21239993, FAX 21222856

Health Centre.....

Patient Treatment Check-List

Date: _____ E111 presented: YES / NO

Name and Surname _____ Date of Birth _____

Passport/I.D No _____ Nationality _____

Temporary Address in Malta _____

Permanent Address Abroad _____

Name and Address of Insurance Company (where available) _____

Treatment given:

MEDICAL	NURSING	OTHER (SPECIFY)
Consultation <input type="checkbox"/>	Change of dressing <input type="checkbox"/>	_____ <input type="checkbox"/>
Blood Investigations <input type="checkbox"/>	Bandage <input type="checkbox"/>	_____ <input type="checkbox"/>
CPR <input type="checkbox"/>	Urinalysis <input type="checkbox"/>	_____ <input type="checkbox"/>
Sutures <input type="checkbox"/>	Nebuliser <input type="checkbox"/>	_____ <input type="checkbox"/>
X-Ray <input type="checkbox"/>	Foreign body <input type="checkbox"/>	_____ <input type="checkbox"/>
ECG <input type="checkbox"/>		_____ <input type="checkbox"/>

Signature & Name in Blocks
(Staff filling patient's particulars)

Signature & Name in Blocks
(Staff filling treatment given)

Signature and Name in Blocks
(Of patient WITHOUT E111 Form/Card)

Tel. no. _____
(Temporary address in Malta)

Privacy Policy, Ministry of Health, Department of Primary Health Care: In virtue of the Data Protection Act, 2001, please note that the information being requested is necessary for reasons of primary health care and/or administration purposes; it is strictly for use by the Ministry of Health, and shall not be shared with other organisations. You have the right to access your personal data and to have it updated. Any communications are to be addressed to the Primary Health Care Dept. Data Controller, e-mail: mario.a.vella@gov.mt or the postal address, 7, Harper Lane, Floriana VLT 14.

Figure 6: Written Communication Taken From The Maltese Context

The above form requires the use of Sequence and Precision. The nursing staff member filling it needs to tap both his/her own Sequence and that of his/her client in adjusting the pace required to query and input the missing data in the prescribed order. Reading, asking for complete and correct information and taking note of it in the same manner are characteristics pertaining to Precision. Nursing staff members must also take into account that, under certain circumstances, given clients may not be in possession of specific information or are reluctant to supply it.

2.4 Metacognition

Metacognition is the internal talk that takes place in learners once they have analysed a task, are confronted with its expectations and strive to achieve success upon its completion. The skill learners apply when they use their patterns with intention is called the Metacognitive Drill. This is described by the following seven verbs (Dawkins, Kottkamp, Johnston, 2010; Johnston, 2010):

1. **Mull** refers to the time learners spend on contemplating the task until they understand what is being expected out of them and feel comfortable enough to start working at it.
2. **Connect** involves relating the current learning context to prior learning experiences, gathering information and material, and perhaps linking with a peer who can model what needs to be done and how to do it.
3. **Rehearse** is the learners' attempt at working at the task privately.
4. **Express** is the learners' public performance of the knowledge/ skill in order to receive feedback.
5. **Assess** encompasses the learners' ways of weighing their performance against the task requirements.
6. **Reflect** is when learners decide what choices led them to achieve success or failure.
7. **Revisit** is the learners' return to the original task with the aim of improving it by applying new learning strategies, based on the feedback gathered through assessment and reflection.

The vocabulary linked with the metacognitive drill is a great aid in assessing learners' progress (e.g. Who is still mulling 10 minutes into the task? Who has passed from connecting to rehearsing? Who has skipped these processes and is ready to express and assess?). Knowing how various learners respond to given tasks and having the terms to explain their learning processes can enhance learning environments and trainers' applied responses and interventions (Johnston, 2010).

2.5 FITing to a Task

Whenever there is a mismatch between the task requirements and the learners' combination of patterns, learners need to modify their patterns to align them with what the task is asking them to accomplish. This is known as FITing the learner to the task using the tools of **Forge**, **Intensify** or **Tether**.

- **Forge** requires learners to increase the use of the patterns they 'Avoid'.
- **Intensify** requires learners to apply their 'Use As Needed' patterns more forcefully.
- **Tether** requires learners to restrain their 'Use First' patterns that may dominate over their efforts to tackle the task at hand.

Both forging and intensifying can pull a particular score up to as much as five points on the LCI scale for a limited time; whereas tethering is the ability of pulling a score down to as much as five points. FITing requires intention, strategies and focused energy. With time and practice, learners can achieve a temporary and limited modification of the degree to which they use each of their patterns (Dawkins, Kottkamp, Johnston, 2010).

2.6 Applying Strategies

In order to forge, intensify or tether one's patterns with intention, both trainer and trainee need to apply a number of strategies whenever the learning situation presents them with difficulties. The strategies supplied below are only some basic examples of trainer-trainee generated responses to a learning situation once the trainee is fully aware of his/her learning profile. As learners become more efficient in decoding learning activities and interpret them in light of their personalised combination of patterns, they start generating their own strategies for forging and tethering patterns (see Figures 7 and 8).

	SEQUENCE	PRECISION	TECHNICAL REASONING	CONFLUENCE
FORGING STRATEGIES	<ul style="list-style-type: none"> __ read the directions carefully __ mark off each step as you go __ look for words that ask you to respond using a specific order or organisation __ double check your work for completeness __ make sure that you follow the key directions step-by-step __ make sure that you do not start something until you have all of the directions or unless you have permission to try a different approach __ work to follow through with one project from beginning to the end __ look to see if you can work with someone who uses Sequence as needed 	<ul style="list-style-type: none"> __ take your time and carefully read over all of the information __ read the subtitles to know where to gather information __ do not trust your memory; write it down! __ look for words that ask for important facts or details __ answer questions using at least two full sentences __ double check your work for accuracy __ whenever possible, ask questions about things you are not sure of __ look to see if you can work with someone who uses Precision as needed 	<ul style="list-style-type: none"> __ be willing to show others what you know by demonstrating something or building it __ use whatever tools that are given to you to show what you know __ remind yourself that you can learn from experiences, so observe and absorb the experience as it is occurring __ look for words that ask you to build or make something __ think about how you can apply this to your life __ stick with the task until you can make it work __ look to see if you can work with someone who uses Technical as needed 	<ul style="list-style-type: none"> __ think of something unusual for real life and then stretch it to be imaginary __ be willing to take small risks with new ideas __ be willing to do a skit with other people to show what you know __ take your time to think of ways to do assignments in a unique or different way __ ask others for ideas to get started __ be willing to learn about things in creative, fun and entertaining ways __ work to make connections in order to see the big picture __ look to see if you can work with someone who uses Confluence as needed

Figure 7: Sample Strategies For Forging Patterns (Let Me Learn Inc. 2005)

TETHERING STRATEGIES	SEQUENCE	PRECISION	TECHNICAL REASONING	CONFLUENCE
	<p>__ when the directions are not clear, think of an assignment that was similar to the current task and make up your own directions</p> <p>__ think through the steps carefully before asking what you are to do</p> <p>__ take a deep breath when plans change and take the risk to not be in control for the moment</p> <p>__ when there is a time limit, do not panic and place a star by the most important areas that need to be double-checked</p> <p>__ remember that not everyone has the same plan as you</p> <p>__ allow wait time for others to respond</p> <p>__ do not panic when the final product does not look like the example</p>	<p>__ answer the question first and add detail if there is time</p> <p>__ remember that not everyone communicates in words</p> <p>__ think about the question before you ask... sometimes you already know the answer, so trust yourself</p> <p>__ remember to allow others to share their information</p> <p>__ do not get hung-up on mistakes; correct them and move on</p> <p>__ remember that there are times when you do not have to prove your point</p> <p>__ seek to prioritise the amount of information that needs to be shared out loud or on paper</p>	<p>__ take short breaks to refresh and keep motivated</p> <p>__ remember that you can communicate using words</p> <p>__ know that when you work with others they have something to teach you too</p> <p>__ try to connect with the task faster rather than mulling for a long period of time</p> <p>__ remember that you have something that is valuable to teach others</p> <p>__ if you cannot get it to work and there is a time limit, ask for help</p> <p>__ keep in mind that not everything has a purpose or has to work</p>	<p>__ remember that not everyone likes change</p> <p>__ do not get discouraged if your idea is not used</p> <p>__ make sure to follow the assignment's objectives and if you are not sure, ask</p> <p>__ do not wait until the very last minute to start working... this will give you time to complete the task and make the necessary corrections</p> <p>__ allow others to share their opinions</p> <p>__ remember that others may need help "seeing" your idea and its connections to the task</p> <p>__ stick to the task, do not let your mind wander</p> <p>__ remember to rehearse before you express</p>

Figure 8: Sample Strategies For Tethering Patterns (Let Me Learn Inc. 2005)

With reference to the situation portrayed in Figure 5, trainees leading with Sequence can make use of story maps, slides or note cards to keep track of their monologue. These methods can also help trainees leading with Confluence focus their speech. Story maps can also aid trainees leading with Technical Reasoning explore their thoughts and feelings through graphical representations.

With reference to the situation portrayed in Figure 6, a client who uses Sequence and Precision at a 'Use As Needed' or an 'Avoid' range can be helped by competent authorities to keep a file in which s/he stores important personal details. A list with important bureaucratic addresses and phone numbers from where the client can apply for and retrieve this information can form part of this file.

2.7 The Strategy Card

The strategy card is the tool used by the learner whenever the learning task proves to be difficult to interpret and accomplish successfully. It combines together all previously mastered LML skills and tools: one's LML scores, their interpretation as used daily by the learner, task decoding and how the learners FITs his/her patterns in order to complete the task at hand. In order to fill it in, the learner needs to follow the directions supplied in the far-left column (see Figure 9).

	Sequence	Precision	Technical Reasoning	Confluence
Your LCI Scores				
Your Description of Your Learning Patterns				
How do you naturally use each of your learning processes? (Look at your Personal Learning Profile for the descriptions asked for here.)				
Your Analysis of the Learning Patterns Needed to Complete the Task				
What does the assigned task require each of your Learning Processes to do? (Look at the Decoded Task and determine each Pattern being required.)				
Your Strategies for Using Your Learning Patterns Most Effectively				
How can you Forge, Intensify, or Tether your Learning Processes to complete the task successfully?				

Figure 9: Strategy Card (Dawkins, Kottkamp, Johnston, 2010)

3. Long-lasting Results of the LML Process

The LML process provides trainees with the opportunity to make the learning experience work for them through the application of explored LML skills and tools. Knowledge about their combination of patterns and the trainees' profiles enables trainers to shape the learning environment and proposed activities. LML ends being a conscious effort on part of trainers to respect, value and mentor the personal learning processes of their trainees (Dawkins, Kottkamp, Johnston, 2010).

Major benefits of the LML process are:

- a more complete awareness of the self
- a fuller comprehension of who others are as learners
- appreciation of diversity
- enhanced communicative relationships
- better understanding of task requirements
- more effective strategising
- more responsible, effective and efficient teamwork
- enhanced individual accountability
- boosted self-esteem

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