



*Instructor Guide*

# Learning for Success

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# Unit Description

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## Overview

This unit introduces learning as a necessary skill for success in today's workplace.

Participants become familiar with the different preferences individuals have for learning and how it impacts the ability to learn. Also, they gain an understanding of the importance of applying other learning styles to increase creativity or problem solving ability.

By incorporating discussion and activities, participants will learn how the brain works, determine which side of their brain is dominant and understand if he/she processes information in creative or logical manner.

Participants will learn how to become successful students by improving skills in study habits, time management, note taking, and taking exams.

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## Objectives

The information, activities, and practice provided during this unit will enable participants to:

1. Describe how people learn.
2. Identify their personal learning styles.
3. Identify and apply learning techniques in order to become better students.
4. Discuss the importance of continuous learning.



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## **Materials**

In order to teach this unit, you will need the following materials:

1. Participant Guides
2. PowerPoint Slides
3. Projection System
4. Name tents
5. Flip chart stand, flip chart paper, and markers or white board and markers
6. Colored pencils or markers (if available)
7. Unlined paper

## **PowerPoint Slides**

1. Learning for Success
2. Objectives
3. The Ways We Learn
4. The Path to Learning
5. The Right and Left Brain (Illustration)
6. Three Styles of Learning
7. Mind Map
8. Ways Mind Mapping Can Work For You
9. Improving Your Learning Capacity
10. John Naisbitt Quote



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## Agenda

Introduction .....	5 minutes
Why Learning for Success .....	10 minutes
How We Learn .....	20 minutes
Your Right and Left Brain .....	15 minutes
Learning Style Assessment .....	45 minutes
How to Become a Successful Student .....	5 minutes
Creative Learning .....	10 minutes
Learning for Success Assessment .....	10 minutes
<b>Total .....</b>	<b>2 hours</b>



# Introduction



**DISPLAY** the slide “Learning for Success.”



**DIRECT** participants to the “Introduction” in their guide and review the unit overview.

**EXPLAIN** that this unit emphasizes the importance of the skill of learning for success in today’s workplace. Participants will learn about the different preferences individuals have for learning and its impact on the ability to learn.



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## Activity: Icebreaker

**ASK** participants to state how they feel about the following:

- Learning in general.
- Having to learn new things in the workplace.
- One specific thing they had to learn recently.



**RECORD** these on a flip chart to promote discussion.

**DISCUSS** the importance of continually learning new things in today's rapidly changing world.

**ASK** the following:

- Why is this going to help me?
- What am I going to get out of the learning process?
- What's in it for me?

**CONTINUE** by saying that the class will learn how the brain works, determine which side of their brain is dominant, and determine if they process information in a creative or logical manner. They will also learn how to become successful by improving skills in studying, managing time, note taking and taking exams.





**DISPLAY** the slide titled “Objectives.”

**STATE** that the objectives of this unit are to enable them to:

1. Describe how people learn.
2. Determine their personal learning style.
3. Identify and apply learning techniques in order to become better students.
4. Discuss the importance of continuous learning.



# Why Learning for Success?

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## Introduction



**REFER** participants to “Why Learning for Success” in the Participant Guide.

**NOTE:** Ask participants to read the following page in their Participant Guide, or read it to them. Briefly discuss any benefits the participants have gained through learning something new i.e., how to drive a car, program a VCR, or apply for a job.

You may wonder why a unit on learning is required for Manufacturing Specialist Certification.

You’re probably here because something has recently changed in your life (perhaps you lost your old job), or maybe you want something in your life to change (perhaps you’re going back to school so you can get a better job).

A group of adults were asked what motivated them to learn something new, 83 percent mentioned a change in their life. Over half - 56 percent - said the change was related to job or career.

It’s been said that the only constant is change. Every day - usually without even thinking about it - we learn something new, or a new way to do something.

We’re constantly being bombarded with new information - from family, friends, co-workers, TV and the radio. It can be easy to learn the things we want to learn, like the words to a great new song on the radio. It may seem difficult to learn things we’re not really interested in, even if it is very important.



In the past, a person could go to school for 12 to 16 years, then go on to use the same basic skills in a career for the next 25 to 40 years. But that has changed. Today, most jobs are restructured every seven years, and new jobs in manufacturing industries demand much higher skill levels.

Workers must deal with more information than ever before, and most of that information becomes obsolete every five years. New technology is appearing faster than it can be absorbed.

The one skill needed to make it in today's world is the ability to learn.

**EXPLAIN** that this unit will help you understand how we learn, and - by doing so - prepare you for “continuous learning.” Learning doesn’t end when you leave the classroom. It is a lifelong process.

**NOTE:** Review the following, and compare the list of benefits to the items participants mentioned when they introduced themselves. The words may not be the same, but show them how the basic feelings they expressed earlier relate to the list below.



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## The Benefits of Learning



**REFER** participants to “The Benefits of Learning” in the Participant Guide.

**EXPLAIN** that it is much easier to learn when we are interested in the subject or desire to improve our performance.

**STATE** that learning things that are fun to do is natural and easy, and the payoff is obvious: personal satisfaction.

**ASK:** What if we are required to learn something new on the job that doesn’t come easy or isn’t fun? Why should we make the effort?

### Learning on-the-job leads to:

1. Increased self-confidence when approaching new tasks or presenting new ideas.
2. Persistence in pursuing goals.
3. Improved stress management and problem solving skills.
4. Refined decision-making ability.
5. Openness to creative approaches and unorthodox solutions to problems.
6. Sensitivity to the needs and viewpoints of others.
7. Greater confidence in career planning.
8. Better understanding of yourself.
9. Improved goal-setting and time management skills.
10. Better leadership qualities.
11. Increased motivation to work.
12. Greater personal satisfaction.

**POINT OUT** that we can also gain “Personal Satisfaction” by learning on-the-job.



# How We Learn

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## Fundamentals of Learning



**REFER** participants to “How We Learn” in the Participant Guide.

**NOTE:** Read/paraphrase the following:

**STATE** that all learning is precipitated by the workings of the brain.

To gain a better view of how we learn, we need to understand a little about how the brain works.

Learning is a creative process. It is also a selective process. The mind creatively selects information to be processed and stored. Once information is stored, it has been learned.

Most of the learning we do is automatic. Although remembering selected information automatically and subconsciously is a valuable and essential function of the brain, there is much to be gained by knowing how to turn on the learning process manually. It is especially important on the job, and for continued job success.

Most of your learning took place before you were six years old! Around that age, the brain switches from learning to applying what we learned. This is why young children “automatically” learn to talk and why adults generally have a difficult time learning a foreign language.

Yes, adults can still learn. You can, for example, learn a second language, but you have to work harder at it than a three-year old does. On the other hand, you can apply your language better than a three-year old.

Once you’ve learned something new, applying it – using it – is easy.



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## The Ways We Learn



**DIRECT** the class to “The Ways We Learn” in their guide.

**DISPLAY** the slide “The Ways We Learn.”

**EXPLAIN** that there are three ways that people learn.

We learn by:

- Hearing ..... Auditory Learner
- Seeing ..... Visual Learner
- Doing ..... Kinesthetic Learner

**EMPHASIZE** that we do not learn by one method alone, but rather by using a combination of styles. Nonetheless, each of us has our own “best way.”

### Hearing

If you have to drive somewhere new, how do you like to be given directions? Some people understand best when they’re told, “go to the white fence and turn right.” They can picture the fence in their imagination, and “see” themselves turning right. These are the people who learn best by hearing.

### Seeing

Other people prefer a map. Only when they see a small drawing of the road and the fence do the directions make sense. These are the people who learn best by seeing.



## Doing

Finally, in this particular example, the easiest way to learn the route might be to actually drive there with someone in the passenger seat telling you where to turn. This is learning by doing.

**EXPLAIN** that no particular way of learning is right or wrong. Once you understand how you best learn, you'll know to ask for a map when someone is dictating directions (visual learner) or to say, "Just tell me!" if the map they're drawing makes no sense (auditory learner).

**STATE** that similarly, those who learn best by doing need to understand that only by actually performing and applying a process will it be learned.

**EMPHASIZE** that if you're trying to help someone else understand something, it can be very helpful if you first figure out which kind of learner they are.

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## Learning and the Brain

### Storing Information

**EXPLAIN** that anything received by your brain is recognized only if your brain has a preexisting slot for it. This is not a problem; there's plenty of space!

**STATE** that a few years ago, researchers believed we used five to ten percent of our brain's capacity. Today, they estimate that we use less than one percent of our potential brain power!

**EMPHASIZE** that the brain has enormous potential but - like the rest of our body - it needs exercise to keep active and gain "strength." You exercise your brain every time you use it.



## **Retrieving Information**

**ASK:** “How many of you know someone who appears disorganized and their workspace is always a mess; however, if they need something they can go directly to it?”

**EXPLAIN** that storing information doesn’t do much good if it can’t be accessed and used when needed.

**STATE** that retrieval usually involves some form of connection or association between whatever task you are performing, and the information that you previously stored in your brain.

## **Processing Information**

**EXPLAIN** that your brain determines the structure and organization of information. Your thoughts, along with the ability to add, change and discard them is what essentially defines your mind.

**STATE** that knowledge comes into existence by the organizing efforts of the brain. The more elaborate these organizing efforts, the more intelligent the resulting knowledge.

**EMPHASIZE** that the more you use your brain, really challenge and exercise it, the smarter you’ll become!



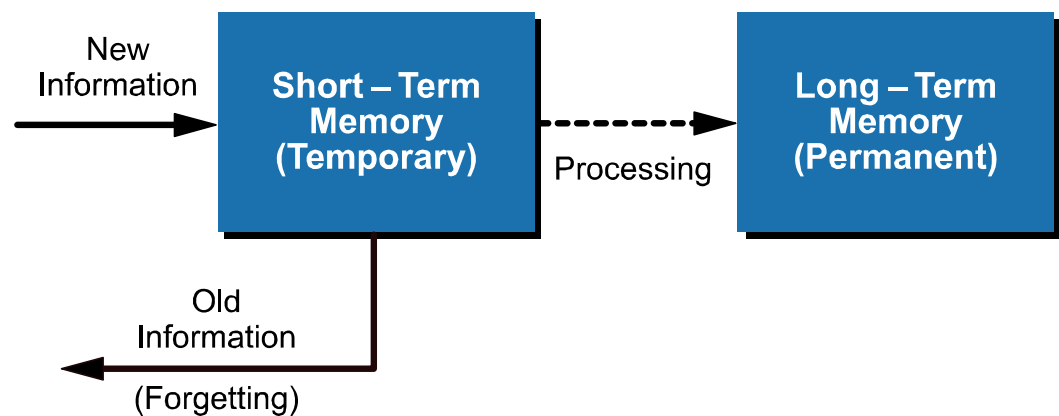
## The Path to Learning



**DISPLAY** the slide “The Path to Learning.”

**EXPLAIN** that there are two types of memory.

- Short-term
- Long-term



*The Path to Learning*

**STATE** that short-term memory has a limited capacity and is temporary. Long-term memory has a greater capacity and is permanent.

**EXPLAIN** that when we receive new information, it enters the short-term memory where it remains until it is processed into permanent storage in long-term memory or replaced by additional incoming information.

**EMPHASIZE** that if new information is not transferred into long-term memory it will be forgotten.

**RELATE** the following computer example to the differences between long-term and short-term memory.

**ASK:** “How many of you have been working on a computer and lost some information because you forgot to “save” your work?”

**EXPLAIN** that a computer also operates under this principle. The computer’s memory system is divided into primary storage and secondary storage.



Primary storage is the information that is immediately accessible and ready to be used. This type of memory is also known as Random Access Memory (RAM).

Regardless of its name, primary storage is, in effect, the short term memory of the computer.

Long-term computer memory is termed secondary storage. Not only does this form of memory maintain information that must be kept a long time, but also holds the bulk of the information the computer deals with. In order to become permanent, new data must be transferred from short-term memory into long-term memory. This is accomplished using the “save” command.

**NOTE:** To further explain how learning relates to long-term and short-term memory, use the following example. Ask participants if they can think of any additional examples.

**ASK:** “How many of you have a difficult time remembering telephone numbers?”

**EXPLAIN** that your short-term memory has approximately 10 -12 slots for information. This is why its capacity is limited. There are many methods and techniques that people use to increase the capacity of their short-term memory.

**STATE** that if you call directory assistance and, without writing the number down, remembered the number long enough to dial it, your short-term memory was at work.

**EMPHASIZE** that when we learn, new information is introduced and stored in our short term memory. In order to permanently store this information it must be “moved” or processed into long term memory. Unless this information is transferred, it will be forgotten.

**STATE** that some ways to process information include note taking, identifying relationships between items, finding ways to use what you learn on the job, and practicing the new skill.



# Your Right and Left Brain

## Two Heads are Better than One

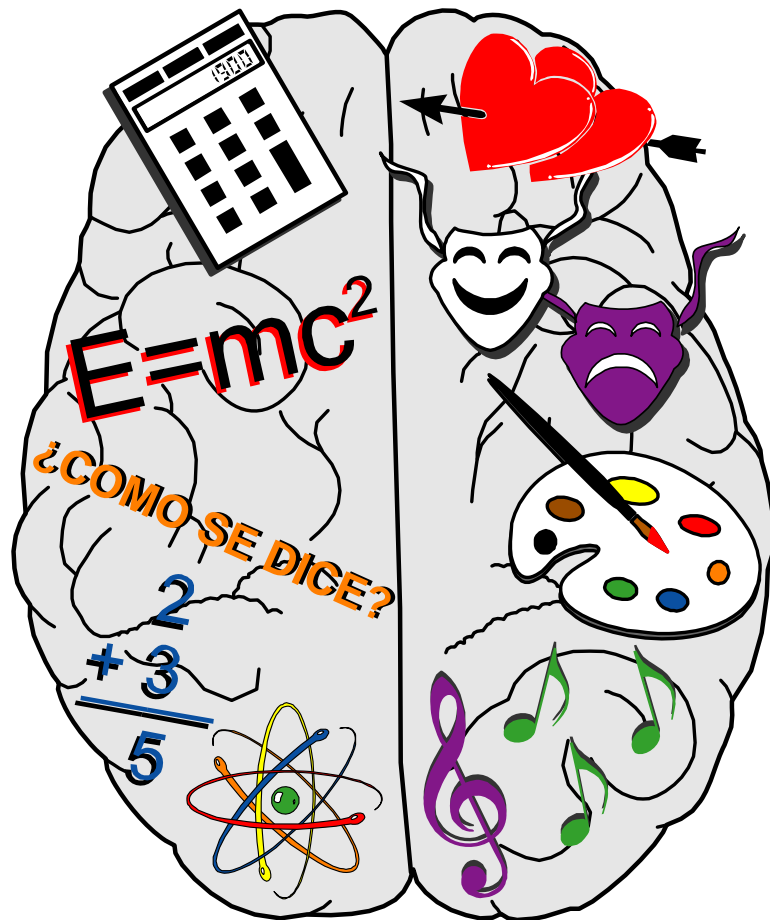


**DISPLAY** the slide titled “The Right and Left Brain.”



**REFER** participants to “Your Right and Left Brain” in the Participant Guide.

**EXPLAIN** that for some time it has been known that the brain is divided into two sides: Left and Right.



*The Left and Right Brain*



**STATE** that it has also been known that if damage is done to the left side of the brain, the right side of the body tends to become paralyzed, and if damage is done to the right side of the brain, the left side of the body tends to become paralyzed. In other words, each side of your brain controls the opposite side of your body.

Brain research has also discovered that there are different activities handled by each side of the brain.

### **The Left Brain**

**EXPLAIN** that the left brain is the logical side. It handles the following mental activities: mathematics, language, analysis, writing, reading, logic and other similar activities.

### **The Right Brain**

**EXPLAIN** that the right brain is the creative side. It handles the following mental activities: imagination, color, graphics, music, rhythm, and other similar activities.

**STATE** that each of us is dominated by either the left or the right side of our brain.

People who rely more on their left brain - the organized and logical folks among us - are left brain dominant.

Those who to rely more on their right brain - usually considered more creative and artistic - are called right brain dominant.

**ASK:** “How many of you believe you are right brain dominant?” “How many of you believe you are left brain dominant?”

**ASK:** “Does any of this seem familiar?” “Do you recognize the behavior of anyone you work with, or live with?”

**ASK:** “Are there any left-brained people living with right-brained people?”



**RELATE** the toothpaste tube example.

**STATE** that right-brained people squeeze the tube any which way, while left brained people squeeze the tube neatly from the end.

**RELATE** the example about a husband and wife assembling a new appliance.

**STATE** that the husband, left-brain dominant - organizes all the parts, and compares them with the instructions to see if all are there. He goes strictly by the instruction sheet, slowly and methodically. On the other hand, the wife who is right-brain dominant, wants to get started with the assembly and skip the instructions.

**NOTE:** Ask participants for similar examples. This should be a lively discussion.

**ASK:** “Did you ever wonder why these differences occur?”

**EMPHASIZE** that now we should have a better idea of why people operate differently.

**STATE** that many argue that society discriminates against the right brain. Information presented in classrooms is generally geared more toward the left brain (factual) than the right brain (imaginative).

**CONSIDER** the tests, course materials, and lectures you’ve experienced in the classroom - including this one.

**EMPHASIZE** that both sides of our brains are essential. Invention, problem-solving and exciting new ideas are generated when old facts (in the left brain) are combined in new and productive ideas (in the right brain).

**STATE** that when we use both the left and right brain jointly, we tap into the brain’s full, whole-brain potential.



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## Functions Controlled by Each Side of the Brain



**REFER** participants to the section titled “Functions Controlled by Each Side of the Brain” in the Participant Guide.

**DIRECT** participants who think they are right-brain dominant to read the list of functions that the right brain controls and direct the left-brain dominant individuals to read the list of functions that the left brain controls.

**NOTE:** Facilitate a discussion on the differences.

### **The left brain controls:**

Right side of the body  
Logical order (Systematizes)  
Critical thinking  
Vocabulary /Grammar  
Evaluation/Reflection  
Short-term memory  
Common sense  
Analysis  
Linear  
Sequential  
Concrete  
Logic  
Sense of time  
Facts  
Numbers

### **The right brain controls:**

Left side of the body  
Pictures and colors  
Imagination/Creativity  
Body Language/Gestures  
Wholes (not details)  
Long-term memory  
Intuition/Feeling  
Spontaneity/Playing  
Language  
Concepts  
Abstract  
Puts things together  
Music  
Rhythm  
Random



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## Using Both Sides of Your Brain

**STATE** that famous people who used their “whole brain” include Leonardo daVinci, Benjamin Franklin and Albert Einstein.

### Leonardo daVinci

**EXPLAIN** that artist and inventor, Leonardo daVinci sketched the helicopter hundreds of years ago because he was fascinated by mechanics. He also used his knowledge of how the human body stands and moves to create extraordinarily lifelike and beautiful paintings.

### Benjamin Franklin

**STATE** that many of Benjamin Franklin’s inventions are still used today. For example, bifocals, the Franklin Stove, and libraries. He was also a writer, diplomat, and statesman. He was a visionary who dealt effectively with fact and reality.

### Albert Einstein

**EXPLAIN** that Albert Einstein was not only one of the world’s leading scientists, but he was also a concert violinist. He claimed that “imagination was more important than knowledge.”

**ASK** participants for additional examples of famous people who successfully utilize both their right and left brain.

#### *Anticipated Responses:*

*Michael Jordan who is both an excellent NBA basketball player and a successful businessman.*

*Paul Newman who is both an award winning actor and runs a nonprofit food business.*

*U.S. President, Bill Clinton who is both a politician and enjoys playing the saxophone.*



**EMPHASIZE** that you don't have to be famous to capitalize upon the benefits of utilizing the "whole brain." Those of us who make the effort to "keep our feet on the ground and our head in the clouds" are able to solve problems more creatively, communicate more effectively, and learn more easily.

**EXPLAIN** that there is an old saying in relationships that "opposites attract." This could be the result of right/left brain couples forming a "whole brain" partnership which, together, has the strengths of both sides of the brain.

**STATE** that some of the most successful business partnerships have resulted when one partner contributes the "blue sky" ideas, and the other takes care of the "nuts and bolts" of the business. Each appreciates and respects the talents of the other.

**EMPHASIZE** that we can achieve better understanding, communication and success on the job - and everywhere else - when we understand, accept and respect brain dominance differences in ourselves, and in others.





# Learning Style Assessment

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## Introduction



**DIRECT** participants to the “Learning Style Assessment” section in their guide.

**STATE** that everyone learns differently.

**STATE** that everyone learns differently. As we understand more about how we learn, the easier learning becomes. The following Learning Style Assessment will help you to understand your learning style.

**EMPHASIZE** that if we understand how we learn, learning becomes easier and even fun.

**STATE** that the following Learning Style Assessment will enable participants to further understand this learning style.



**REFER** participants to “My Learning Style” activity in the Participant Guide.



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## Activity: My Learning Style

**NOTE:** Read the instructions to the class, and monitor them as they complete the assessment.

**SAY:** “In order to determine your learning preference, think of two previous training (learning) experiences, that you think of as positive and worthwhile.”

**INSTRUCT** participants to complete the following:

- Read each statement and decide if it applies to the first learning experience.
- If so, place a check mark in the first (left) box next to the number.
- Leave the space blank if the statement does not apply.
- After responding to all 36 statements, go back and count the checks. If there are more than ten, circle the ten checks that are most significant.
- Then repeat this procedure with your second learning experience in mind, use the second (right) box next to each number.
- Again, circle your ten most significant checks for that experience.



## Learning Styles Experience Questionnaire

1st    2nd

- |     |     |     |   |
|-----|-----|-----|---|
| ___ | ___ | 1.  | The trainer's frequent monitoring encouraged me to keep up with the course.                                       |
| ___ | ___ | 2.  | I appreciated the trainer's presenting most of the material in the course.  |
| ___ | ___ | 3.  | I achieved the goals I set.   |
| ___ | ___ | 4.  | I cooperated with other participants on the work.   |
| ___ | ___ | 5.  | I shared my ideas with other participants.  |
| ___ | ___ | 6.  | I appreciated the trainer's having designed all the learning experiences for the course.                          |
| ___ | ___ | 7.  | I criticized the ideas of others and pointed out areas they may not have discovered.                              |
| ___ | ___ | 8.  | Being able to try out new ideas was important to me.  |
| ___ | ___ | 9.  | New ideas stimulated my curiosity, and I worked to satisfy myself.  |
| ___ | ___ | 10. | I used available resources for my own purposes.   |
| ___ | ___ | 11. | I frequently encouraged other participants to continue working, looking for alternatives and moving toward goals. |
| ___ | ___ | 12. | I felt good about the trainer's well-detailed plan and organization of the course.                                |
| ___ | ___ | 13. | I created ways to accomplish my goals.  |
| ___ | ___ | 14. | I liked having the trainer assign all the materials we used.  |
| ___ | ___ | 15. | I offered ideas and thoughts that were accepted.  |
| ___ | ___ | 16. | I worked on my own.   |
| ___ | ___ | 17. | I developed the work I wanted to do.  |



1st 2nd

- |     |     |  |
|-----|-----|--|
| ___ | ___ | 18. I listened to what others had to say.  |
| ___ | ___ | 19. I evaluated my own learning.   |
| ___ | ___ | 20. I worked patiently with others.  |
| ___ | ___ | 21. I worked and talked with other participants.   |
| ___ | ___ | 22. I went beyond course expectations to satisfy my own curiosity.                         |
| ___ | ___ | 23. The other participants and I challenged one another's ideas.                           |
| ___ | ___ | 24. I learned from the trainer's well-executed demonstration.                              |
| ___ | ___ | 25. I appreciated the opportunity to direct my own learning.                               |
| ___ | ___ | 26. I liked the trainer's thorough coordination of the course and out-of-class activities. |
| ___ | ___ | 27. I did exactly what was expected of me.   |
| ___ | ___ | 28. I am glad that the trainer directed our discussions.                                   |
| ___ | ___ | 29. I like the trainer's assuming full responsibility for assignments and learning tasks.  |
| ___ | ___ | 30. I was warm and open to the people with whom I worked.                                  |
| ___ | ___ | 31. I relied on the trainer's expert knowledge of the material.                            |
| ___ | ___ | 32. I am glad that the trainer alone decided how our work was to be evaluated.             |
| ___ | ___ | 33. I designed my own experience.  |
| ___ | ___ | 34. Course participants co-designed part of the course.                                    |
| ___ | ___ | 35. I created a new approach or idea.  |
| ___ | ___ | 36. I liked having time to work with the other participants.                               |



## Learning Style Inventory Scoring Sheet



**REFER** participants to the “Learning Style Inventory Scoring Sheet” in the Participant Guide.

**NOTE:** Read the following instructions to the class.

**REMIND** participants to check to see that they have circled no more than ten items in each column on the inventory.

Total your responses (circles) for each item and transfer the total (0,1, or 2) to the key below.

Then total all your responses that fall in column D and write this number at the bottom of the column.

Repeat this step for columns I and C.

	D	I	C
1.	_____	3. _____	4. _____
2.	_____	8. _____	5. _____
6.	_____	9. _____	7. _____
12.	_____	10. _____	11. _____
14.	_____	13. _____	15. _____
24.	_____	16. _____	18. _____
26.	_____	17. _____	20. _____
27.	_____	19. _____	21. _____
28.	_____	22. _____	23. _____
29.	_____	25. _____	30. _____
31.	_____	33. _____	34. _____
32.	_____	35. _____	36. _____
<b>Totals:</b>	<b>D.</b> _____ (Dependent)	<b>I.</b> _____ (Independent)	<b>C.</b> _____ (Collaboration)



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## What Does It Mean?

**NOTE:** When all have finished, read the following instructions:



**DISPLAY** the slide titled “Three Styles of Learning.”

**EXPLAIN** that there are three styles of learning.

- Dependent
- Collaborative
- Independent

**STATE** that your totals at the bottom of the three columns on the previous page indicate the relative importance of each of three learning styles in the positive learning experiences you recalled.

**EMPHASIZE** that there is no right or wrong answer. Most people have a preference for one or two styles but are able to learn in all three styles, depending on the situation.

**STATE** that your learning style profile can be drawn by determining your primary and secondary styles.

- If you scored 7 or more in the D column, write a capital “D” in the space below.
- If you scored 6 or less in the D column, write a lower case “d” in the space.
- Do the same for the next two columns writing a capital “C” or “I” if you scored 7 or more in either of those columns, and a lower case “c” or “i” if you scored 6 or less in either of those columns.

Learning Style:      D: \_\_\_\_\_      I: \_\_\_\_\_      C: \_\_\_\_\_

Profile:                      D or d                      I or i                      C or c

There are eight possible Profiles, or combinations of learning styles:

DIC, DIc, DiC, Dic, dIC, dIc, diC, and dic.



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## Learning Style Descriptions

### Style of Learning: Dependent



**REFER** participants to the “Learning Style Descriptions” in the Participant Guide.

**EXPLAIN** that in a dependent learning environment, the instructor is the expert and authority of the subject. The dependent student is more comfortable when the instructor brings structure to the learning experience. For example, the instructor provides content, objectives, supporting materials, testing and evaluation.

**EMPHASIZE** that the dependent learning style can be applied in a work situation when the individual has no previous experience or skills in a particular course.

What the Student Needs:

- Structure
- Direction
- Reinforcement
- Encouragement

Role of the Instructor:

- Director
- Expert
- Authority

Learning Experience Consists of:

- Lecture
- Demonstration
- Assignments
- Checking
- Grading
- Encouraging
- Tests
- Reinforcing
- Conveying information



**ASK** participants to share experiences of their first day on a job and how they were trained to do the new job.

**ASK:** “Did the experience appeal to your need for a ‘dependent’ learning experience?” “How did it make you feel?”

## Style of Learning: Collaborative



**REFER** participants to the “Collaborative” Learning Style Description in the Participant Guide.

**EXPLAIN** that in a collaborative learning environment, the responsibility for learning is equally shared by the instructor and the student. The collaborative student is more comfortable when the instructor encourages participation. For example, input from a student is as worthy of consideration as that of the instructor because everyone possesses expertise on the subject.

**EMPHASIZE** that the collaborative learning style can be applied in a work situation when the individual has experience or knowledge about a course and would like to share new ideas or try them out.

What the Student Needs:

- Interaction
- Practice
- Probe of self and others
- Observation
- Participation
- Peer challenge
- Peer esteem
- Experimentation

Role of the Instructor:

- Collaborator
- Co-learner
- Creates Environment





Learning Experience Consists of:

- Interaction
- Questioning
- Providing resources
- Modeling
- Providing feedback
- Coordinating
- Evaluating
- Managing
- Observing Process
- Grading

**ASK** participants to share experiences on the job when they had prior knowledge or experience of a particular task and were asked to share their expertise with others.

**ASK:** “Did the experience appeal to your need for a ‘collaborative’ learning experience?” “How did it make you feel?” “Have you ever learned how to perform your job better by learning from a fellow worker?”

## Style of Learning: Independent



**REFER** participants to the “Independent” Learning Style Description in the Participant Guide.

**EXPLAIN** that in an independent learning environment, the student takes responsibility for learning and is encouraged to set and attain personal goals. The independent student is more comfortable working through new situations alone. For example, the student may want to explore and research deeper into the subject.

**STATE** that the independent learning style can be applied in a work situation when the individual has knowledge or skill on entering a course and wants to continue to search on his/her own. This person may be asked to share his/her expertise and be a resource to others.



**What the Student Needs:**

- Internal awareness
- Experimentation
- Time
- Nonjudgemental support

**Role of the Instructor:**

- Delegator
- Facilitator

**Learning Experience Consists of:**

- Empowerment
- Providing feedback
- Providing resources
- Consulting
- Listening
- Negotiating
- Evaluating
- Delegating

**ASK** participants to share experiences on the job when they were encouraged to learn a new aspect of their jobs on their own.

**ASK:** “Did the experience appeal to your need for an ‘independent’ learning experience?” “How did it make you feel?”



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## Profile Descriptions

**NOTE:** Background information to learning style combinations.  
Paraphrase and discuss the meaning of these various combinations.

### **Dic**

A person with this profile has had highly satisfying traditional learning experiences in which the teacher/trainer assumed major, if not full, responsibility for the learning experience.

This learner may be very willing to learn, but is likely to assume a low personal competence base; is most productive in a structured learning environment; and is likely to need a great deal of support to venture into collaborative and/or independent learning experiences.

### **DiC**

A person with this profile accepts the teacher/trainer's authority and expertise but also enjoys individual participation and values the contributions and potential expertise and experiences of colleges.

This learner probably is quite willing to learn and feels at least somewhat confident, but probably needs encouragement to work independently.

### **DIC**

A person with this profile has had satisfying experiences in all three modes. This versatility makes him or her willing to learn in any style.

The person is likely to feel highly competent as a learner, regardless of the style of the teacher/trainer.



## **DIc**

A person with this profile has had success both in the traditional learning environment and on independent projects but may lack interpersonal skills or the ability to function effectively in a group.

This learner needs support to work with others and to develop interpersonal competence and may be willing and feel competent only when the learning does not require interaction.

## **dIc**

A person with this profile has had particularly satisfying independent training experiences, working on projects independently and using the teacher or trainer as a resource.

This person is comfortable working alone and with infrequent contact with others.

## **diC**

A person with this profile particularly enjoys participation, interaction, and collaboration. Working in groups and actively contributing to the learning process are valued, and both willingness and perceived competence are high in collaborative situations.

This learner may have difficulty in recognizing appropriate teacher/trainer expertise, in taking a back seat, and in designing and executing independent projects.



## **dIC**

A person with this profile has had particularly satisfying learning experiences working collaboratively and independently. It is likely that this person has had successful dependent experiences as well but has selected the more recent collaborative and independent experiences as highlights. This person probably feels both willing and competent in most learning situations.

## **dic**

This person either has had no really positive learning experiences or has resisted or misread the inventory. If he or she has had no positive learning experiences, this learner is likely to be both unwilling and lacking in self-confidence, regardless of the learning experience offered.

**EMPHASIZE** that no single style is better than the other. In fact, each of us has used all three at one time and each of us has a preference.

**TRANSITION** to next topic by stating so far you've learned a little about how your brain works and you know which side of your brain works best for you. Let's look at the art of studying as it applies to learning new things.



# How to Become a Successful Student

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## Why Some Students are More Successful than Others

**ASK:** What do you do with this Information?

**ASK:** “Can anyone describe the difference between successful and unsuccessful students?”

**ASK:** “Do you know how to take good notes?”

**ASK:** “Do you know how to prepare for an exam?”

**NOTE:** Relate learning styles to how we learn in the classroom.

**ASK:** “Why are some students more successful than others?” Success comes when we act in ways that ensure results in the classroom.



**REFER** participants to the “How to Become a Successful Student” section in the Participant Guide.

**POINT OUT** the list of characteristics of a successful student. Some items will be easy for you, while others will more difficult. But they are all important.

### Successful Students...

- Get to class on time
- Attend all classes
- Prepare for class in advance
- Ask questions during class
- Take good notes
- Study regularly
- Organize their time



## **Time Management**

**STATE** that your greatest aid is effectively managing your time.

**POINT OUT** the list of steps for effective time management.

1. Establish a well-defined and reasonable schedule.
2. Budget time to prepare for each class and all exams.
3. Budget time to take care of personal responsibilities.
4. Plan to study course notes as soon as possible after each class.
5. Give difficult subjects preferred times with fewest possible interruptions and disturbances.
6. Prevent spending excessive time on one topic. Work in one-hour blocks.

**EXPLAIN** that making every study hour count may seem hard at first, but once you learn how you'll always have a great feeling of accomplishment and satisfaction.

**EMPHASIZE** the importance of sticking to your schedule and rewarding yourself for achieving your goals.

**TRANSITION** to "Creative Learning" with the following activity.



# Creative Learning

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## Activity: Following Directions



**REFER** participants to the “Following Directions” activity in the Participant Guide.

**NOTE:** Distribute unlined paper to each participant and explain that the following activity emphasizes the importance of following directions. Do not read the directions to them.

**INSTRUCT** them to read these directions carefully. Be sure to write legibly. When you have finished, check your answers against the directions. Read carefully the following directions before beginning. You have three minutes to complete this exercise.

1. On a sheet of 8-1/2 x 11 paper (you may use the back), print your name in the upper right-hand corner, last name first.
2. Make ten “X”s in the upper left-hand corner of the paper. Begin with a capital X, and alternate lowercase (x) and capital (X).
3. Write the numerals 10 to 0 backwards down the right-hand side of the page, beginning just below your last name.
4. Write the name of the capital city of Georgia.
5. Draw a tic-tac-toe board in the lower right-hand corner of your paper.
6. Add 3 and 7. Divide that sum by 5. Draw that many triangles in the center of the page.
7. Now that you have read carefully the directions before beginning, do only number 1 and turn over your paper.

**NOTE:** Most participants will, of course, fill in the worksheet with “X”s, triangles, and tic-tac-toe games – dramatically demonstrating that they did not follow directions. Facilitate discussion about the activity.





**ASK:** “Did you feel foolish?”

**STATE** that’s how we feel sometimes when we don’t follow directions.

**EMPHASIZE** how much time and effort can be saved when we follow directions!

**TRANSITION** to “Note Taking” by asking, “Is learning exciting and rewarding?” or “Is it boring, painful, and intimidating?”



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## Note Taking



**DIRECT** the class to the section titled “Note Taking” in their guide.

**EXPLAIN** that the second reaction is common even among the brightest students if they lack the basic skills. Everyone can improve their study skills and habits.

**STATE** that by mastering the skill of note taking you are on your way to positive learning experiences.

**EXPLAIN** that whether you are in a class or in a meeting at work, there are many times when you are given specific and important instructions on how to do something, and being able to take good notes is essential.

**STATE** that effective note-taking requires active listening. Active listeners know how to remain focused and avoid classroom daydreaming.

**LIST** the following tips for active listening when taking notes:

1. Sit at the front of the classroom.
2. Look at instructors as they speak.
3. Be prepared to ask questions from the last lecture, or from the reading assignment.
4. Focus on the main theme and supporting points.
5. Remain active and alert.

**EXPLAIN** the importance of reviewing your notes on a regular basis. Most students wait until the last minute before an exam to review their notes; however, by then, those notes have lost much of their meaning.



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## Mind Mapping



**DISPLAY** the slide titled “Mind Maps.”

**ASK:** “How many have heard the saying, ‘A picture is worth a thousand words?’”

**EXPLAIN** that Mind Mapping is a note taking method which enhances learning by using both sides of your brain. The end result of the Mind Map is a “picture” of information. Mind mapping is a nonlinear, visually oriented, note taking process based on the brain’s information storing and retrieval patterns.

**STATE** that traditional note taking restricts a person to a linear format requiring a sequential organization of information in an outline format.

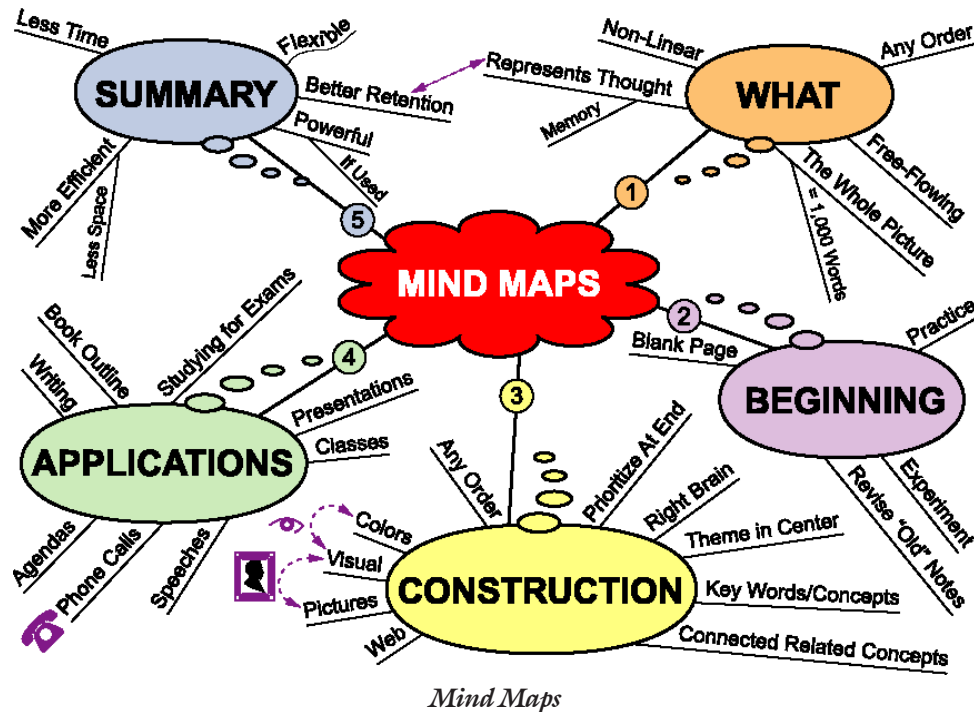
**EMPHASIZE** that in the real world, information is rarely presented in a linear format, particularly if it is presented in a free-flowing exchange which is common in meetings, or classroom discussions.

**STATE** that mind mapping is a flexible way to take or make notes for both sides of your brain. Many pages of traditional note-taking can be displayed or visually represented on one page, enhancing visual recall.

For many people, traditional outlining stifles fresh ideas, because it forces them to order their thoughts before they’ve had a chance to really formulate them.



REFER participants to the sample mind map in the Participant Guide.



**NOTE:** Use the sample mind map in Participant Guide to explain the method of mind mapping. It is important for the class to have a visual understanding of a Mind Map.

## How to Construct a Mind Map

- Use sheets of unlined paper and colored pencils or markers.
- Place the central theme of the outline in the center of the page and draw a circle, cloud, box or some other geometric shape around it.
- As you take notes (or brainstorm), draw pinwheel lines out from the center. Write key concept words at the end of the pinwheel and draw a shape around it. These key concepts do not have to be in any particular order. In fact, a free-wheel format is preferred.

(In the sample, the key concept words are: What; Construction; Applications; Summary)



- The key concepts can then be broken down with “branches” or supporting topics as the ideas develop.

(In the sample, the key concept “What” is broken down with “The Whole Picture” and again with “= 1,000 words.”)

- Related concepts can be connected with dotted lines.

(In the sample, the topics “Represents Thought” and “Better Retention” are connected with a dotted line to indicate that they are associated.)

## **To Aid Memory**

- Use symbols, numbers, or other doodles throughout your Mind Map.
- Print individual key words on each line (branches). Do not write full sentences.
- Use different colors for clusters of related information.
- Let go! The information will naturally structure itself. The only limit is your imagination.

**EXPLAIN** that color and patterns will help organize your ideas into meaningful groups which will make connections, associations, and relationships more clear.

**EMPHASIZE** that key words and images (patterns) are fundamental units of memory. We don’t remember paragraphs; it is associations and relationships that are important.



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## Activity: Create a Mind Map



**NOTE:** On a flip chart, construct a mind map of your next vacation. This will give participants a model as they create a mind map. Some suggested topics include: The 1995 season of the Atlanta Braves; Plan Your Next Vacation; Record The Events Of Your Last Vacation; Plan Your Resume.



**DISTRIBUTE** sheets of unlined paper to participants. If available, provide colored pencils or markers.

**ASK** participants to create their own mind map. They can pick from any of the topics provided or choose one of their own.

**NOTE:** Ask for volunteers to share their work with the class.



## Ways Mind-Mapping Can Work for You

**EXPLAIN** that Mind Mapping greatly expands your ability to organize and present your thoughts and ideas.



**DISPLAY** the slide titled “Ways Mind Mapping Can Work for You.”

### Mind Mapping dramatically improves:

- Concentration
- Memory
- Creativity
- Problem Solving
- Planning
- Organizational Skills

### Applications of the Mind Map:

- Agendas
- Brainstorming
- Outlining Presentations
- Meeting Minutes
- Note Taking
- Phone Calls
- Book Outlines

**EMPHASIZE** that anyone can use mind mapping to prepare a speech in a matter of minutes.

**EXPLAIN** that a mind map is one of the most effective note taking techniques used today. Research has shown that notes taken using the mind mapping technique provide enhanced learning and greater retention of information over time.



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## Develop Good Study Habits



**DIRECT** participants to the section titled “Develop Good Study Habits” in their guide.

**STATE** that successful learners develop good study habits. Your habits determine whether or not you learn much during the time you spend studying.

**EXPLAIN** that as we study simply reading straight through a chapter often leads to a case of “mental indigestion.” Instead, as you read, frequently stop to question, recite, review, and digest the information.

**EMPHASIZE** that this technique will enhance retention and recall of the information.

**STATE** that as you study, watch for special signals, words or phrases that authors use to present clues about the importance of the material.

**POINT OUT** the list of signal phrases along with the author’s message.

Signal Phrase	Author’s Message
“Most important...”	Here is the main idea.
“There are several reasons why...”	Here comes the proof.
“As an example...”	More support for the main idea.
“On the other hand...”	The opposite viewpoint or idea.
“Remember this...”	You may see this is on the test.
“In conclusion...”	The final point that everything else was leading up to.

**STATE** that if you want to do well on tests, always study as though you’re preparing to take a test.





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## Develop Association Skills

**EXPLAIN** that we use our ability to connect or associate information so frequently and automatically that we rarely think about it. For example, how many times have you heard a song on the radio that reminded you of an event that took place in your life a long time ago? This is an association. This naturally occurring skill is useful in learning about something new.

### To Create Associations...

- Make links between two unlike items or concepts.
- Relate something new to the old and familiar.
- Translate the words into pictures.
- Use rhymes.
- Create acronyms.

**RELATE** the following examples of associations:

- “In 1492, Columbus sailed the ocean blue.” (Rhymes)
- The word HOMES stands for the Great Lakes; Huron, Ontario, Michigan, Erie and Superior. (Acronyms)
- The name “Carlisle” can be learned by visualizing a “car” on a small “isle.”

**ASK** participants if they can add any of their own.

**REMIND** participants how easy it is to draw associations between items and concepts using the mind mapping technique.



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## Follow Directions



**DIRECT** participants to the section titled “Follow Directions” in their guide.

**STATE:** “When taking examinations, it is important to follow precise directions.”

Examination time is often stressful and it is easy to overlook instructions in your haste to get to the examination.

**REMIND** participants of the “Following Directions” exercise and the result of not following directions. If you are like most people, you associated that exercise with tests you’ve taken before and jumped to the wrong conclusion.

**EMPHASIZE** that if participants do not understand the directions, get clarification before they start.

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## How to Get High Grades on Exams

**EXPLAIN** that taking tests is not only a part of school, but a part of everyday life. For example, to get a driver’s license you must take a test. When you apply for most jobs you must take a test. Adults face many “examinations.”

### Types of Questions

- Essay
- Objective



## Essay Questions

Essay questions tend to be of two types, long essays and short answer. When answering a long essay question prepare an outline before writing it. This way you will be sure to include all of the key ideas. Most of your answers on short answer tests will be complete sentences and phrases. Be sure to make your answer clear, concise and easy to read.

## Objective Questions

Objective tests include true-false, multiple choice, fill in the blanks, and matching tests. They are objective because they prevent subjective feelings in the test grader from increasing or decreasing your score. Read objective questions carefully, but answer them quickly.

**POINT OUT** the list of steps in preparing for an exam.

## Preparing for an Exam

- Always study as though you're practicing to take a test.
- Find out what type of questions will be on the exam.
- Review old exams to give you an idea of what to expect.
- Write your own questions and practice answering them.
- Master the subject matter.

**POINT OUT** the list of steps in taking an exam.



## Taking Exams

1. Be rested on exam day.
2. Arrive early so you can relax.
3. Survey the test before beginning to get a basic idea of how the test is organized.
4. Read the examination instructions carefully.
5. Listen carefully to any oral instructions for taking the examination.
6. Make sure you understand what each question is asking.
7. Plan your time to ensure that you will get to all the questions.
8. Do exactly what the directions ask.

**EXPLAIN** that if participants don't understand a question or find it extremely difficult, place a mark by it, and move on to easier questions. This procedure saves time and prevents anxiety. The answer may come to you as you work on other questions, just as you do when trying to recall a person's name. Other items in a test often give clues to the answers in earlier items.



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## Activity: Putting it all Together



**DIRECT** participants to the “Putting it all Together” activity in the Participant Guide.



**NOTE:** If time permits, ask participants to divide into pairs for the following activity. Encourage participants to refer to the information in the Participant Guide to aid them as they complete the exercise. When completed, ask participants to share their responses with the class.

1. How do you think individuals from each of the learning styles would study for a test.

### *Anticipated Response:*

*The Dependent Learner may find it necessary to set up a meeting with the instructor prior to the exam to clarify any areas that the student doesn't understand or to determine what types of questions to expect on the exam.*

*The Collaborative Learner may want to form a study group with other students in the class to prepare for the examination. (Of course, this would have to be with other collaborative learners!)*

*The Independent Learner may want to study alone and perhaps research related topics to get a greater understanding of the material or even prepare a practice test.*

2. How would a left-brain dominant student prefer to take lecture notes?  
How would a right-brain dominant student prefer to take lecture notes?  
Illustrate with an example of each.

### *Anticipated Response:*

*The left-brain dominant student may prefer to use an outline format for his/her note taking. Roman numerals for major topics, capital letters for major subgroups and numbers for supporting examples.*

*The right-brain dominant student may prefer the mind mapping style of note taking. The central theme is placed in the center of the page and circle is drawn around it. Pinwheel lines are drawn out from the center. Key concept words are written at the end of the pinwheel with a shape drawn around it.*



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## Accept Responsibility for Learning



**REFER** participants to the “Accept Responsibility For Learning” section in the Participant Guide.

**STATE** that we’ve discussed the importance of learning, especially in today’s constantly-changing world.

**REFLECT** on what the participants have learned in this class:

- How people learn.
- How your brain works, and determined the dominant side of your brain (creative or logical).
- Your preferred learning style, and how it impacts your ability to learn.
- The importance of applying other learning styles (even if - at first - some of them seem hard).
- How to improve your study habits.
- How to get higher grades on exams.
- How Learning to Learn can help you look forward to more career success and life achievements

**EMPHASIZE** that succeeding is your responsibility. It is not an instructor’s responsibility to draw you into learning or to make you complete your assignments.

**STATE** that you cannot passively sit back and expect to learn. Set personal life goals and career goals. Reaching any goal that you set for yourself makes you successful. Remember to be an active learner!

“Lifelong learning is not a privilege or a right. It is simply a necessity for anyone, young or old, who must live with the escalating pace of change — in the family, on the job, in the community, and in the worldwide society.”



## Improving Your Learning Capacity



**DISPLAY** the slide “Improving Your Learning Capacity.”

**EMPHASIZE** that what all this boils down to is that you are the only person who can learn for you and who can motivate you to learn.

**CONCLUDE** topic by briefly discussing the following:

- **Focus on Your Purpose:** Concentrate on what you want to learn and why you want to learn it.
- **Remain Open:** Be willing to admit there’s a lot you don’t know and look for ways to learn from your mistakes.
- **Reflect on Your Experience:** Gain confidence by recalling what you’ve already learned.
- **Be Curious:** Creativity and curiosity heighten learning. Ask “what if” questions.
- **Tap Others’ Experience:** Seek role models, mentors, guides.
- **Be Positive:** Attitude is the most important ingredient in learning. You are in charge of your learning.



**DISPLAY** and read the slide of “John Naisbitt Quote.”

*“In a world that is constantly changing, there is no one subject or set of subjects that will serve you for the foreseeable future, let alone for the rest of your life. The most important skill to acquire now is learning how to learn.”*

*John Naisbitt*

**ASK** participants if they have any final questions or comments.



**HAND OUT** the “Learning for Success Assessment.”

**DISCUSS** answers when participants have finished and the assessments have been collected.

**THANK** participants for their participation.

**ASK** participants to complete the course evaluation.



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