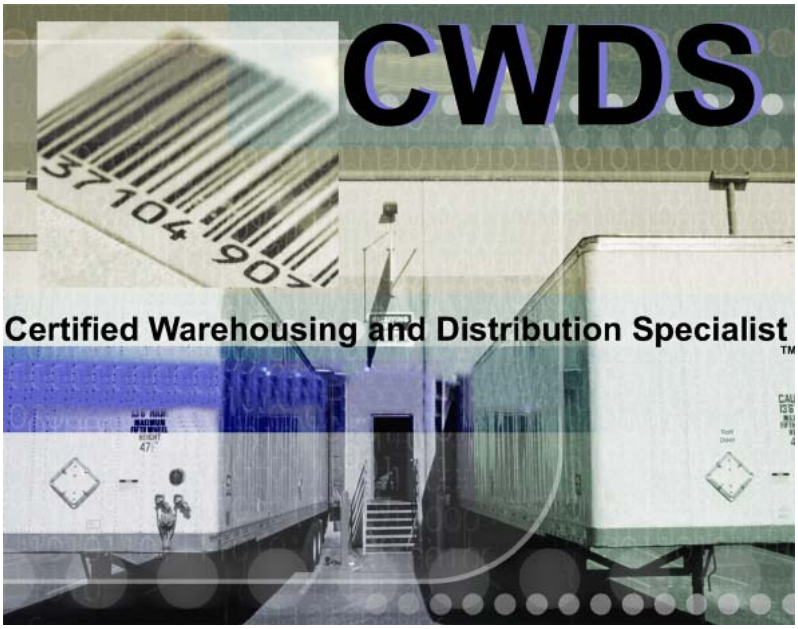

Learning for Success

QUICKSTART®
TECHNICAL COLLEGE SYSTEM OF GEORGIA

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Introduction

Overview

This unit introduces learning as a necessary skill for success in today's workplace. You will become familiar with the different preferences individuals have for learning and how it impacts the ability to learn. Also, you will understand the importance of applying other learning styles to increase creativity or problem solving ability.

By incorporating discussion and activities, you will learn how the brain works, determine which side of your brain is dominant, and determine if you process information in a creative or logical manner.

You will learn how to become successful by improving skills in studying, time management, note taking and taking exams.

Objectives

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

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

Notes:

Why Learning for Success?

Introduction

You may wonder why a course 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.

This course 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.

The Benefits of Learning

It is much easier to learn when we are interested in the subject or desire to improve our performance.

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

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.

How We Learn

Fundamentals of Learning

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 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 at will. It is especially important on the job, and for continued career success.

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

Yes, adults can still learn. You can even learn a second language, but you have to work harder at it than a three-year old would. 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.

The Ways We Learn

People learn basically three ways:

We learn by:

Hearing ..... Auditory Learner

Seeing ..... Visual Learner

Doing ..... Kinesthetic Learner

Hearing

If you have to drive somewhere new, how do you like to be given directions? Some people learn 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

For others, the easiest way to learn the route may be to actually drive there with someone in the passenger seat telling you where to turn. This is learning by doing.

We do not learn by one method alone, but by using a combination of methods. Everyone has his or her our own "best way."

No single 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).

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

Learning and the Brain

Storing Information

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!

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!

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

Storing information doesn't do much good if it can't be accessed and used when needed.

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

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.

Knowledge comes into existence by the organizing functions of the mind. The more elaborate the organizing ability is, the more intelligent the resulting knowledge.

Meaning, the more you use your brain, really challenge and exercise it, the smarter you'll become!

The Path to Learning

The brain has two types of memory:

- Short-term
- Long-term

Short-term memory has a limited capacity and is temporary. Long-term memory has a greater capacity and is permanent.

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.

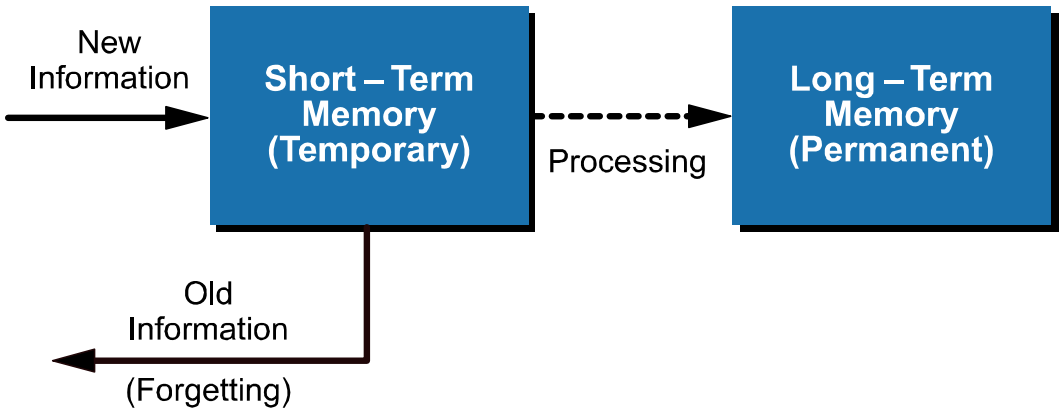
If new information is not transferred into long-term memory it will be forgotten.

For example, 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.



The Path to Learning

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.

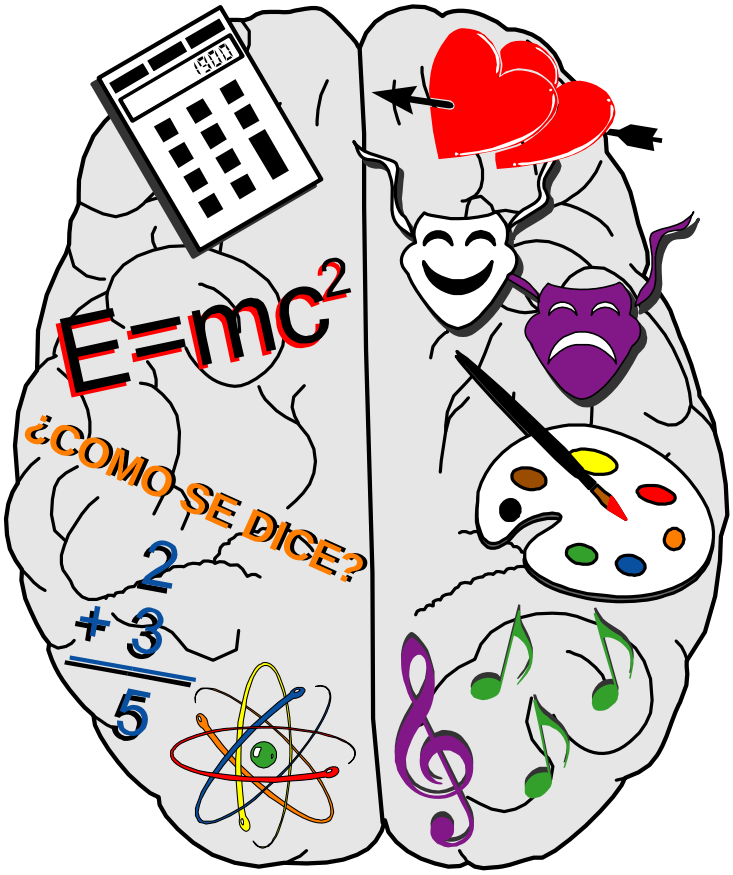
Some ways to process information include note taking, identifying relationships between items, finding ways to use what you learn on the job, and practicing the new skill.

Notes:

Your Right and Left Brain

Two Heads are Better than One

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



The Right and Left Brain

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

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

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

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, the creative and artistic, are right brain dominant.

Both sides of our brain 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).

When we use both sides of the brain jointly, we tap into the brain's full, whole-brain potential.

Functions Controlled by Each Side of the Brain

The left brain controls:	**The right brain controls:**
Right side of the body	Left side of the body
Logical order (Systematizes)	Pictures and colors
Critical thinking	Imagination/Creativity
Vocabulary /Grammar	Body Language/Gestures
Evaluation/Reflection	Wholes (not details)
Short-term memory	Long-term memory
Common sense	Intuition/Feeling
Analysis	Spontaneity/Playing
Linear	Language
Sequential	Concepts
Concrete	Abstract
Logic	Puts things together
Sense of time	Music
Facts	Rhythm
Numbers	Random

Using Both Sides of Your Brain

Famous people who have successfully used their "whole brain" include Leonardo daVinci, Benjamin Franklin and Albert Einstein.

Leonardo daVinci

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

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

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."

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 heads in the clouds" are able to solve problems more creatively, communicate more effectively, and learn more easily.

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.

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.

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

Introduction

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.

Activity: My Learning Style

In order to determine your learning preference, think of two previous training (learning) experiences, that you remember being positive and worthwhile.

- Read each statement and decide if it applies to the **first** learning experience.
- If yes, place a check mark on the first (left) line.
- 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) line.
- Then, 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 workshop.

___ ___ 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 workshop.

___ ___ 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 workshop.

___ ___ 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.

1st	2nd		
___	___	17.	I developed the work I wanted to do.
___	___	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 workshop 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 workshop 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.	Workshop participants co-designed part of the workshop.
___	___	35.	I created a new approach or idea.
___	___	36.	I liked having time to work with the other participants.

Learning Style Inventory Scoring Sheet

Total your responses (circles) for each item and transfer the total (0,1, 2, etc.) 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. _____
Totals:		
D. _____	I. _____	C. _____
(Dependent)	(Independent)	(Collaboration)

What Does it Mean?

The 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.

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.

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.

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. The key to effective training is to be able to use the style that is most appropriate.

Learning Style Descriptions

Style of Learning: Dependent

In a dependent learning environment, the instructor is the expert or 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, tests and feedback.

The dependent learning style can be applied in a work situation when the employee 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

Style of Learning: Collaborative

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.

The collaborative learning style can be applied in a work situation when the employee 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

Style of Learning: Independent

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.

The independent learning style can be applied in a work situation when the employee has knowledge or skill on entering a course and wants to continue to search on his/her own. This employee may be asked to share his/her expertise and be a resource to co-workers.

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

Notes:

How to Become a Successful Student

Why Some Students are More Successful than Others

Success comes when we act in ways that ensure results in the classroom.

Listed below, are the 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

The most important skill in being a successful student is effectively managing your time. Follow these steps for effective scheduling:

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.

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.

Creative Learning

Activity: Following Directions

Read the directions carefully before beginning. Be sure to write legibly. When you have finished, check your answers. You have three minutes to complete this exercise.

1. On a sheet of 8 1/2 x 11 paper, 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 all the directions carefully before beginning, do only number 1 and turn over your paper.

Time and effort can be saved when we follow directions!

Note Taking

By mastering the skill of note taking you are on your way to positive learning experiences.

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

Effective note-taking requires active listening. Active listeners know how to remain focused and avoid classroom daydreaming.

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!

Review 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.

Mind Mapping

"A picture is worth a thousand words."

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.

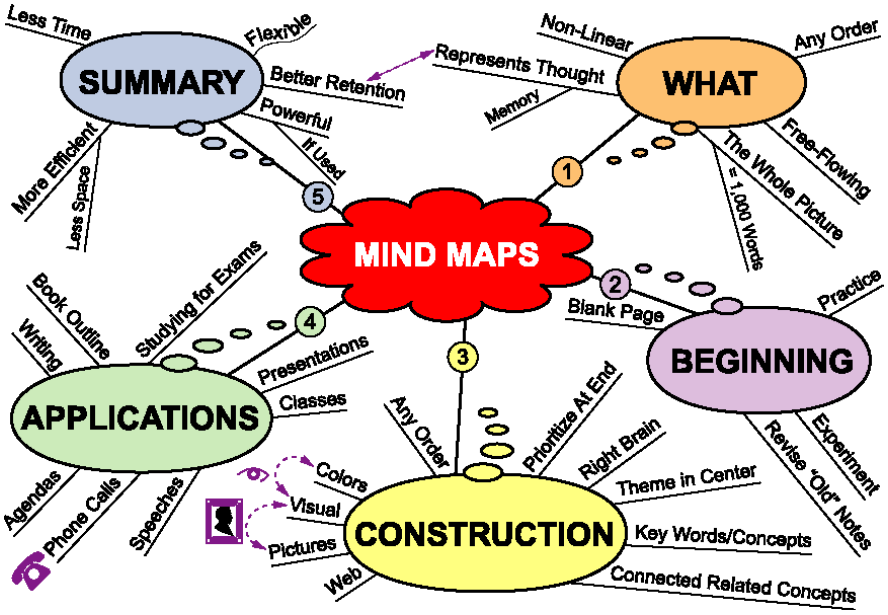
Mind mapping is a nonlinear, visually oriented, note taking process based on the brain's information storing and retrieval patterns.

Traditional note taking restricts a person to a linear format requiring a sequential organization of information in an outline format.

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.

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.



Mind Maps

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.
- The key concepts can then be broken down with "branches" or supporting topics as the ideas develop.
- Related concepts can be connected with dotted lines.

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.

Color and patterns will help organize your ideas into meaningful groups which will make connections, associations, and relationships more clear.

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

Activity: Create a Mind Map

Practice creating your own mind map on a sheet of unlined paper. 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.

Ways Mind-Mapping Can Work For You

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

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

Anyone can use mind mapping to prepare a speech in a matter of minutes.

Mind mapping 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.

Develop Good Study Habits

Successful learners develop good study habits. Your habits determine whether or not you learn much during the time you spend studying.

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.

This technique will enhance retention and recall of the information.

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

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.

If you want to do well on tests, always study as though you're preparing to take a test.

Develop Association Skills

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.

Follow Directions

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.

If you do not understand the directions get clarification before you start.

How to Get High Grades on Exams

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.

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.

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.

If you 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.

Activity: Putting it all Together

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

   The Dependent Learner:

   The Collaborative Learner:

   The Independent Learner:

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.

Accept Responsibility for Learning

In this class, we've discussed:

- 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 difficult).
- 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.
- Succeeding is your responsibility. It is not an instructor's responsibility to draw you into learning or to make you complete your assignments.

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

You are the only person who can learn for you and who can motivate you to learn.

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.

"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

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