The Let Me Learn Process®
And advanced learning system

Begins with the:
Learning Connections Inventory or LCI

Developed by:
Christine Johnston
and
Gary Dainton
Rowan University of New Jersey
What does the LCI measure?

Sequence
  Structure, planning, & organization

Precision
  Accuracy, detail, perfection of information

Technical Reasoning
  Problem solving, relevance, & autonomy

Confluence
  Ideas, uniqueness, intuition, outside the box

An interactive profile of all 4!
Theoretical base for learning?

The simultaneous interaction of our three distinct mental processes working in concert in our minds . . .

- Cognition - thinking
- Conation – doing, performing
- Affectation – emotions, values
### An interactive matrix

<table>
<thead>
<tr>
<th></th>
<th>Cognitive</th>
<th>Conative</th>
<th>Affective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequential</strong></td>
<td>We run mental computer matches, organizing information</td>
<td>Organize Plan List Check it off</td>
<td>Consistency and dependability make me feel</td>
</tr>
<tr>
<td></td>
<td>in our heads.</td>
<td></td>
<td>good</td>
</tr>
<tr>
<td><strong>Precise</strong></td>
<td>We analyze, challenge, seek proof; We want to know more.</td>
<td></td>
<td>We enjoy <em>knowing</em>. We like to be correct.</td>
</tr>
<tr>
<td><strong>Technical</strong></td>
<td>We seek concrete relevance, needing only enough</td>
<td></td>
<td>We are absorbed in finding out what makes</td>
</tr>
<tr>
<td></td>
<td>information to solve the problem.</td>
<td></td>
<td>things tick. We are self-sufficient.</td>
</tr>
<tr>
<td><strong>Confluent</strong></td>
<td>We read between the lines, seeing connections others do</td>
<td></td>
<td>We are carefree. We take failures in stride</td>
</tr>
<tr>
<td></td>
<td>not see; We think outside the box.</td>
<td></td>
<td>as a part of learning. Please don’t criticize</td>
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<td></td>
<td></td>
<td></td>
<td>our ideas.</td>
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</tbody>
</table>
Role of the Patterns

Our Operational Patterns form the screen or filter through which we both *internalize* information and *externalize* our communication and actions.
Use – As – Needed

Scores 18 - 24

- Can be used when called upon
- No great urgency to use them, especially if they are in the 18 – 21 range
- Tend to lay dormant until called upon
- Can wake them up when needed
What is your combination?

- One lead pattern
- Dynamic Learner
  - 2 use-first patterns?
- Strong-Willed Learner
  - 3 use-first patterns
- Bridge Learner
  - All patterns use as needed
How do the patterns work together?

- Which pattern is pulling in which direction?
- At which times do some patterns “tug” at my mind more than others?

A word about emotions . . .
Patterns and Emotions

I have a bad feeling about this!
Impact on tutoring . . .
Higher ≠ Better

**Preferred Pattern**

- What are the benefits of the pattern on your tendencies when tutoring/helping?

- But . . . how can a powerful pattern be misunderstood by others?

**Sequence:**
Structure, organization, plans, schedule

**Precision:**
Details, thoroughness, depth of information, perfection

**Technical:**
Application of knowledge, relevance, problem solving, independence

**Confluence:**
Synthesis, integration of concepts, big picture, inferences, intuition
Sequential Tendencies

- Reviews and revisits directions repeatedly
- Seeks a sample
- Takes time to develop a plan or outline
- Practices and rehearses when studying
- Reorganizes frequently for neatness
- Sticks to the plan or schedule

- May have difficulty *completing* timed tests
- Has trouble “getting started” without the plan
- Spends too much time focusing on directions
- May spend too much time planning, leaving too little time for the task
- Has difficulty deviating from the plan, even when the alternative is better
- Practicing and reorganizing are time consuming
Precise Tendencies

- Double checks for accuracy and additional details
- Capable researcher in seeking additional information or verification of information
- Looks for assurance for accuracy of notes
- Seeks extraneous details to support accuracy

- Double checking is time consuming
- May get lost in the details and miss the main issues
- There is never enough information to complete the task comfortably
- Asks too many questions
- Agonizes over every question and response
- Cannot accept that their work is incorrect
Technical Tendencies

- Working independently
- Finds relevance or logical connections in the assignment
- Communicates knowledge better 1–1 instead of in writing
- Prefers to construct projects to show skills or knowledge
- Is often the leader in group assignments – problem solver
- Typically has excellent with hands-on learning

- Group work is difficult
- Requires relevance to focus and retain information
- Lengthy written assignments are difficult
- Needs frequent physical activity
- Grades and academic awards are not valued
- Has *no need to share knowledge*
- Difficulty in paying attention to long lectures
- Many assignments seem pointless
Confluent Tendencies

- Often begins and asks for directions later as needed
- Needs freedom to take a unique approach
- Collects many novel ideas before starting
- May start over many times with yet another new idea
- Enjoys early and frequent feedback on novel ideas
- Prefers speech or public performance to writing

- May be on the wrong track from the start
- Rigid requirements create frustration
- Starting over many times takes extra time
- Easily distracted and moves to another task, forgetting to complete items
- Train of thought wanders to related tangents, losing sight of the planned process
- Uses up most of the time generating ideas, leading to incomplete assignments
Interactive Effects

- Pattern Conflict
- Bias and Judgment
- Intentions and Misconceptions
- Preferences vs Expectations
Bias and judgment?

<table>
<thead>
<tr>
<th>Instructor</th>
<th>32</th>
<th>24</th>
<th>13</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>33</td>
<td>24</td>
<td>24</td>
<td>15</td>
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<tr>
<td>Student 2</td>
<td>27</td>
<td>31</td>
<td>32</td>
<td>24</td>
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<tr>
<td>Student 3</td>
<td>27</td>
<td>25</td>
<td>18</td>
<td>23</td>
</tr>
</tbody>
</table>

- **Excellent . . completely thorough . . anticipated needs of the patient, needs of the attending physician, would have lab work filled out, would have informational sheets given to the patient and nobody else from this rotation had done that.**

- **Wonderful to work with; an excellent student, so I knew that I could trust the information that she was sharing with me**

- **Very enjoyable to work with because he was very complete and thorough; it made my job easier.**
## Bias and judgment?

<table>
<thead>
<tr>
<th>Instructor</th>
<th>32</th>
<th>24</th>
<th>13</th>
<th>17</th>
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</thead>
<tbody>
<tr>
<td>Student 4</td>
<td>18</td>
<td>22</td>
<td>20</td>
<td>18</td>
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<tr>
<td>Student 5</td>
<td>21</td>
<td>24</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>Student 6</td>
<td>20</td>
<td>21</td>
<td>18</td>
<td>26</td>
</tr>
</tbody>
</table>

- He lacked some completeness and thoroughness in history taking and physical exam.
- He was very direct, to the point, but there is not a lot of thought that I see that has gone into obtaining the history. It’s almost like he knows the answer before going into the room.
- Knows the info, a bit cursory in presentation. Really enjoyed working with her. Personable.
2 Different Docs

... The end of the story
How can I use the results?

- **My mind:**
  - Connect with my understanding of my thoughts, actions, and feelings related to my natural tendencies

- **The task:**
  - What is inherent in the task demands?

- **Intentionally modify:**
  - What do I need to modify in order to be more strategic and improve performance?

- **Team members:**
  - Can use this common language to communicate about themselves, the tasks, and to assign roles with intention
Decoding Tasks: Cue Words

Sequence:
- List
- Outline
- Organize
- Develop
- Classify
- Arrange
- Plan

Precision:
- Detail
- Describe
- Explain
- Document
- Specifically
- Label
- Accurately
- Identify

Technical:
- Construct
- Illustrate
- Assemble
- Problem-solve
- Demonstrate
- Build

Confluent:
- Imagine
- Brainstorm
- Unique
- Invent
- Improvise
- Different
- Create
Knowledge

Using information to solve problems; transferring abstract or theoretical ideas to practical situations. Identifying connections and relationships and how they apply.

Comprehension

Memorizing verbatim information. Being able to remember, but not necessarily fully understanding the material.

Application

Using information to solve problems; transferring abstract or theoretical ideas to practical situations. Identifying connections and relationships and how they apply.

Analysis

Combining information to form a unique product; requires creativity and originality.

Synthesis

Making decisions and supporting views; requires understanding of values.

Evaluation

Identifying components; determining arrangement, logic, and semantics.

Restating in your own words; paraphrasing, summarizing, translating.
The right stuff for the task . . .

Does the candidate appear to be well qualified for this position? Please comment on qualifications, experience, accomplishments, communication skills, etc.

- Development experience, but not in higher education
- She has more development experience than the other candidate & seems to be excited about the prospect of working @ USF

Does the candidate demonstrate the leadership, energy, enthusiasm and vision necessary to advance fundraising for the Division of Student Affairs?

- She is friendly & approachable, but talks for a long time to say something that could have been said more concisely - this could backfire gravely to potential donors (or maybe shes just nervous interviewing?)

Describe the candidate’s greatest strengths?

- She is mature, committed, enthusiastic, experienced in fundraising

Would you recommend this candidate? (circle one) Yes / No / Maybe

Why?

She brings depth of experience & maturity, but there was something more intangible that makes me question whether shes a good fit

Other comments:

She has some very creative & interesting ideas about events that could help w/development efforts, but the presentation was not very clearly organized - lots of storytelling which was illustrative but also distracted from her message

Does the candidate appear to be well qualified for this position? Please comment on qualifications, experience, accomplishments, communication skills, etc.

On paper the experience looked good but her "in-person" impression was very good.

By picture number

Does the candidate demonstrate the leadership, energy, enthusiasm and vision necessary to advance fundraising for the Division of Student Affairs?

- Mature, high energy, good vision

Describe the candidate’s greatest strengths?

- Thoroughness

Would you recommend this candidate? (circle one) Yes / No

Why?

Other comments:
Task Analysis

- A simple procedure
- Structure your thinking about
  - how to tackle the task,
  - when to use a specific strategy and
  - why using that particular strategy is effective.
Task Analysis: Ask yourself

1. How do I typically respond in each pattern?

2. But, what does the task actually require of each pattern?

3. **FIT**: compare my natural tendency to what is required - how might I need to adjust to the task? (forge, intensify, tether, or use what I have)

4. Specifically what strategies may work?
Which strategies?
Make it “FIT” the task:

- Forge
- Intensify
- Tether
### What does the task demand?

<table>
<thead>
<tr>
<th>Task: Develop a syllabus for a new class</th>
<th>Sequence?</th>
<th>Precision?</th>
<th>Technical?</th>
<th>Confluence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly sequential task</td>
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<tr>
<td>Syllabus needs to be organized and</td>
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<tr>
<td>represent a logical organization for the</td>
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<tr>
<td>class content.</td>
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<tr>
<td>Need to plan the entire semester of</td>
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<tr>
<td>information, assignments, learning</td>
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<tr>
<td>activities</td>
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<tr>
<td>Highly precise:</td>
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<td></td>
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<tr>
<td>Needs to be thorough</td>
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<tr>
<td>enough for most students</td>
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<tr>
<td>Need time to review information to</td>
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<tr>
<td>identify the most appropriate</td>
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<tr>
<td>level of depth</td>
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<tr>
<td>Need to have additional resources ready</td>
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<tr>
<td>Depends:</td>
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<tr>
<td>Need to consider the purpose of the class</td>
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<tr>
<td>Syllabus is a tool for instructor and</td>
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<tr>
<td>students</td>
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<tr>
<td>Keep information functional and</td>
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<tr>
<td>purposeful</td>
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<tr>
<td>Depends:</td>
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<td></td>
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<tr>
<td>Need a variety of learning activities</td>
<td></td>
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<tr>
<td>Need opportunity for student input while</td>
<td></td>
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<tr>
<td>still covering the necessary content</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>Year</th>
<th>State</th>
<th>Year</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Forge</td>
<td>19</td>
<td>Intensify</td>
<td>28</td>
<td>Tether a little</td>
</tr>
<tr>
<td>29</td>
<td>Tether a little</td>
<td></td>
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</tr>
</tbody>
</table>
Upcoming Academic Tasks

- Partner up with someone
- Discuss an assignment coming up in one of your classes – it can be a test, project, paper, etc.
- Describe the task in terms of the patterns demanded.
Putting it all together:

• Recognize how **YOU** approach the task through the lens of **YOUR** profile

• Observe and notice the **behaviors** and **needs** of your students: use-first and avoid patterns are often obvious

• Think about the task: different types of tasks can challenge or aggravate different pattern combinations

• Is a different strategic approach needed?

Typical Profiles

Medical Students
Educators
Engineers
USF Medical Students:

USF COM Class of 2007

USF COM Class of 2008

USF COM Class of 2009

USF COM Class of 2010
Different Work Attracts Different Patterns

Sequential
Precise
Technical
Confluent

Managerial
Engineer
Sales/MKT
Scientist
Support
MFG Operators
Can you guess?

The typical college professor profile?

Sequence
- Structure, organization

Precision
- Details, facts, theory

Technical
- Independence, practical relevance, hands-on

Confluence
- Interaction, intuition, change

How about the typical teacher?
My profile and how I teach . . .

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Precision</th>
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<th>Confluence</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>19</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Low As-Needed</td>
<td>As Needed</td>
<td>Use First</td>
<td>Use First</td>
</tr>
</tbody>
</table>

I find it difficult to “plan” a class because I do not begin a task with a plan, rather I tend to think first about the end result and then work backward. I don’t easily “see” how information can be organized. I typically do not provide enough directions to students. I never teach a class the same way twice.

When I am interested, I provide lots of extra details and information. My directions are often not detailed enough for students. When there are no rules, then the phrase “good enough” rules for me; however my students’ work is expected to be thorough and correct. I am not careful with the last minute details and often overlook “careless” errors.

I expect a high degree of self-direction from students. I value students who can take initiative and try to solve problems by seeking different resources. Most assignments will have a practical relevant purpose aspect as I value applied knowledge.

I never teach a class the same way twice and frequently change directions during the semester, from one class meeting to another. I offer many options and prefer students to “discover” the best way for them. I use a lot of metaphors in teaching. I am open to students’ ideas for assignments and projects. My mind jumps quickly to the many ways to respond to an assignment and I am frustrated when students cannot do the same.
My profile and how I teach . . .

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</tbody>
</table>
Beliefs and responsibilities

- Each person has the potential to learn and succeed.
- Therefore, we must value and respect the talents and learning abilities of others.
- Reflecting on yourself as a learner equips you to more fully and intentionally use your potential.
- This knowledge of your learning pattern profile, affords you both **opportunity** and **responsibility** to use them appropriately to enhance your work, your leadership, and your relationships with your students and colleagues.
Celebrate the Differences!

Our learning patterns are not a sign of our inability. They are instead a sign of our true potential… which can be further enhanced through conscious, intentional application.
* * * LEARNING * * *

Developing the ability to use our patterned operations and mental processes \textit{with intention} so we can take in the world around us and respond in appropriate, informed, and exceptional ways.

C. Johnston, 2003
Learning Outcomes Assessment

1. Use a common vocabulary to describe how your mind works when you approach new tasks and everyday challenges.

2. Articulate how your learning profile facilitates, and sometimes interferes with your success in accomplishing tasks and in tutoring.

3. Observe and reflect on the interaction of your learning profile in terms of how you teach.

4. Develop new strategies that can lead to a more “intentional” approach for you and your students.
How can I use the results?

- **My mind:**
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- **The task:**
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- **Intentionally modify:**
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TLS Admin Team
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- Double checks for accuracy and additional details
- Capable researcher; seeks additional information or verification
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- There is never enough information to complete the task comfortably
- Asks too many questions
- Agonizes over minute details striving for perfection
- Had difficulty accepting that work is incorrect
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- Works well independently
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- Lengthy written assignments are frustrating
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- Has no need to share knowledge
- Difficulty in maintaining attention in long lectures/meetings
- Often assigned tasks seem pointless
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- Can start tasks with little or no instructions
- Comfortable with freedom to take a unique approach
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- May restart many times with yet another new idea
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- Starting over many times takes extra time
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- Train of thought wanders to related tangents, losing sight of the planned process
- Uses up most of the time generating ideas, leading to incomplete assignments
Assignment for Next Week!

- Observe and Reflect - Yourself & Others
- LCI Interview – Posted on Blackboard