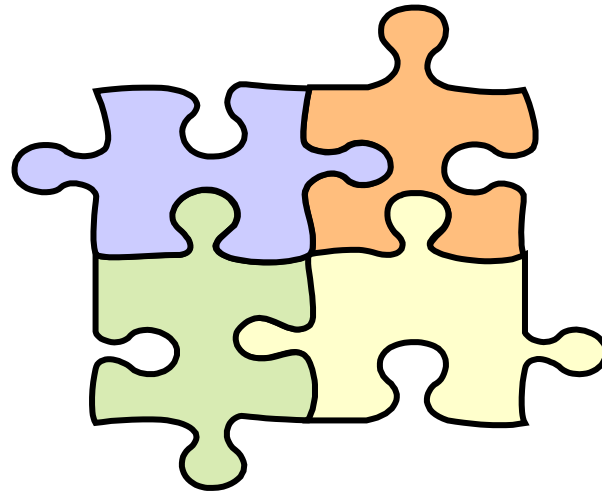


Introduction to the Learning Connections Inventory



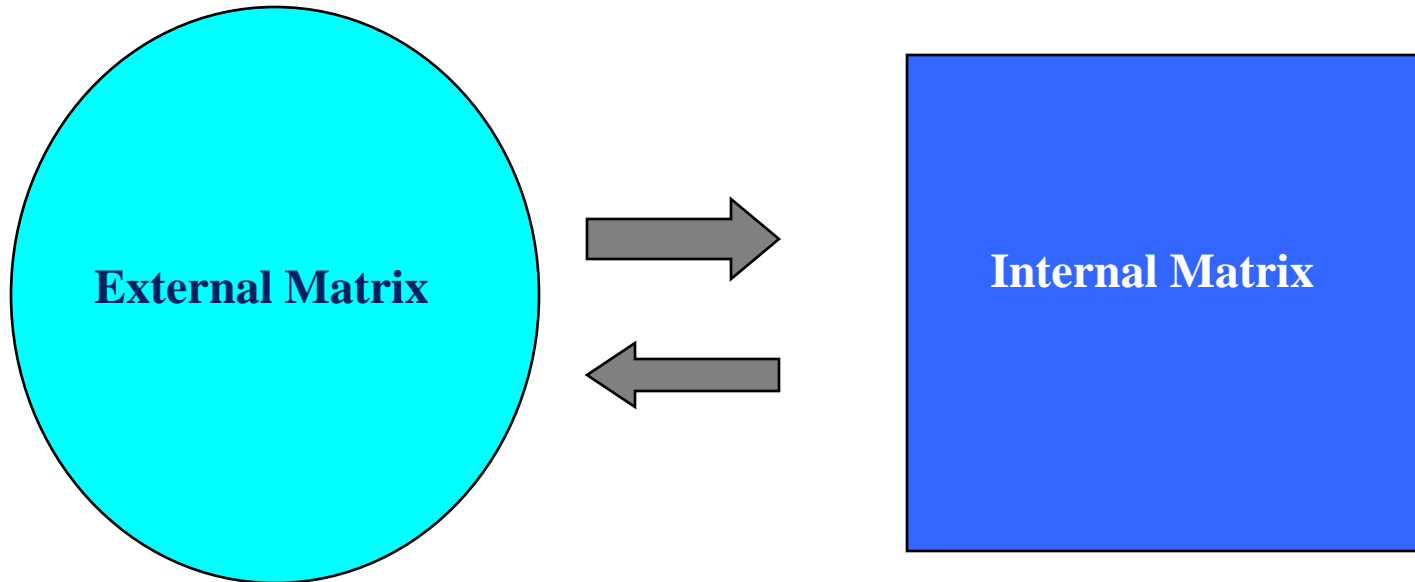
So What is Learning?

- Is it memory or recall?
- Is it modification of expectations?
- Is it a physical or mental process?
- Our definition...
“Comparing the current situation with past experiences to overcome a challenge.”

So What Motivates Learning?

- Extrinsic Motivation (negative and positive reinforcement)
 - The Cost: It can't be sustained over time
- Intrinsic Motivation (self directed)
 - The Benefit: Increased achievement

The Problem!



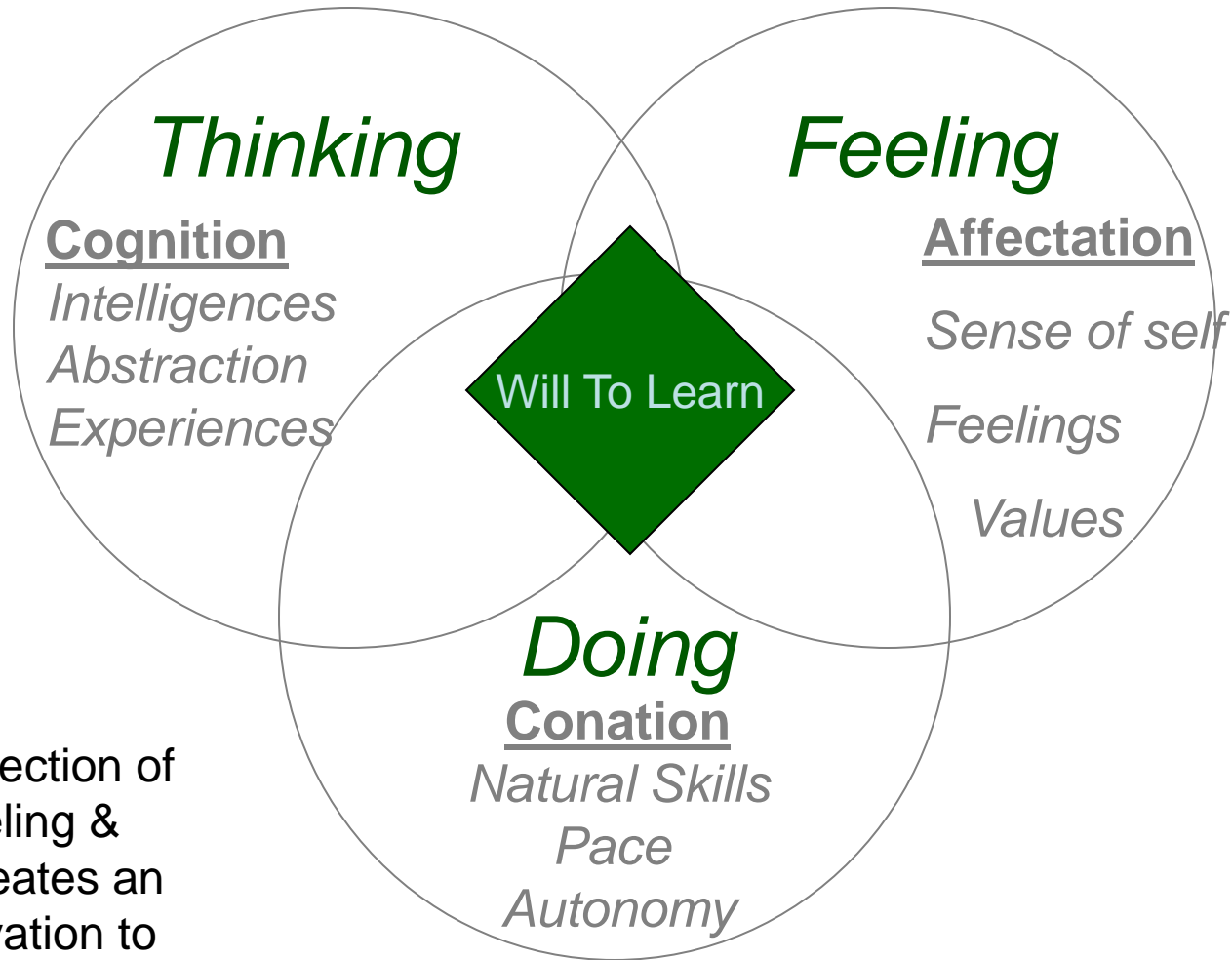
Many times our internal system of processing data (brain/mind connection) does not fit with the format of how information is presented. Like an email format that our computer does not support the data becomes background clutter.

The Sixth Sense

- Sight
- Sound
- Taste
- Touch
- Smell
- ***THE MIND***

We take in stimuli through our senses that affects the function of our brains. Just as physical senses affect our brain function, our thoughts alter our brain function as well. The brain and the mind work in tandem to determine learning success.

INTERACTIVE LEARNING MODEL



It is the intersection of Thinking, Feeling & Doing that creates an intrinsic motivation to succeed.

Why the LCI

The Learning Connections Inventory (LCI), is a specially developed questionnaire to determine the degree to which persons use four different learning processes as they interact within their own minds. The LCI seeks to identify how we process information through our simultaneous thoughts, feelings, and action that manifest themselves in four discrete patterns:

Why the LCI

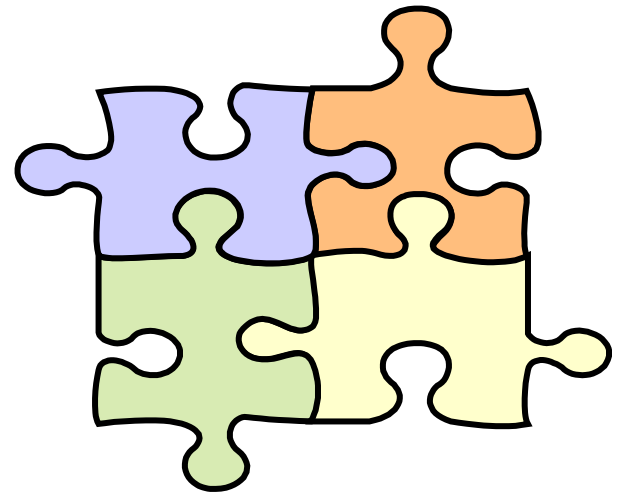
When a person understands the way that their mind translates data collected by their brain (learning patterns) they can identify and decode the challenges that confront them, then balance and apply their learning patterns to overcome that challenge. In order to be successful in any endeavor we need to understand and have the capacity to decode our individual learning, the systems we are working in, the learning patterns of the people we work with, and the task at hand.

The LCI Process

- Provides a vocabulary
- Enables discovery into “sense of self”
- Facilitates value and “sense of belonging”
- Becomes a foundation of “reflective practice”
- Makes each individual accountable for their own learning & working

Understand The Four Pieces of the Puzzle

1. Understand the System
2. Understand the Situation
3. Understand Others
4. Understand Yourself



Understand the System

- What is Rewarded
- What is Punished
- The Culture
- The Dominant Paradigm
- Degrees of Freedom

Understand The Situation

- The Job Description
- The Job Requirements
- The Organizations Policies
- How your Colleagues Jobs are Related

Understand Your Colleagues

- Their Learning Patterns
- Their Background
- Their Role and Responsibilities

Understand Yourself

- How you Learn and Interpret Information?
- Why you Become Frustrated or Anxious?
- Why you Have Selected Your Life Goals?
- How to Use the System, Situation, and the Instructor?

The SAID Principle

- S – Specific
- A – Adaptations
- I – Imposed
- D – Demands

In order to be successful, we need to be able to make temporary adaptations to the way we naturally process information to meet the needs of the challenge that confronts us. It starts by being able to articulate how we process information and decode the characteristics of what is required to be successful.

Learning Patterns

We use the term Learning Patterns because:

- Learning “styles” are based on the psychological construct of personality.
- Multiple Intelligences are based purely on cognition.
- Only the LCI captures the effects of cognition (thoughts), conation (action) and affectation (motivation) on the learning process.

Analyzing the LCI Data:

- Use First Pattern – scores between 25 and 35
- Use as Needed Pattern – scores between 17 and 25
- Avoid Pattern – scores between 7 and 17
- “Dynamic Learner” – Combination of Use First, As Needed & Avoid patterns
- “Bridge Learner” – All scores between 18 and 24
 - Versatile, facilitators, translators, optimum team members
- “Strong-willed” – Scores above 25 in three patterns
 - His/her own committee, will attempt to take control

The Sequential Pattern

- I want clear directions.
- I prefer step-by-step directions.
- I want time to do my work neatly.
- I like to do my work from beginning to end without interruption.
- I want to know if I am meeting the instructor's expectations.

What You Hear

From a use-first Sequence learner:

- “What am I suppose to do?”
- “What do I do next?”
- “Could you repeat those directions?”
- “Wait a minute!”

The Precise Pattern

- I want complete and thorough explanations.
- I ask lots of questions.
- I like to answer questions.
- I need to be accurate and correct.
- I like a lot of details.

What You Hear

From a use-first Precise learner:

- “What is this called?”
- “Is this right?”
- “What’s the answer?”
- “Where can I find the answer?”
- “Actually” or “In reality”

The Technical Pattern

- I don't like to write things down.
- I need to see the purpose of what I am doing.
- I like to work by myself.
- I like to figure things out how things work.
- I don't like to use a lot of words.

What You Hear

From a use-first Technical learner:

- “Don’t make me show this in front of others!”
- “I can’t get this just by sitting here and listening to you talk at me!”
- “Let me do this myself!”
- “What does this have to do with the real world?”

The Confluent Pattern

- I don't like doing the same thing over and over.
- I see situations very differently than others do.
- I like to do things my own way.
- I don't like following the rules.

What You Hear

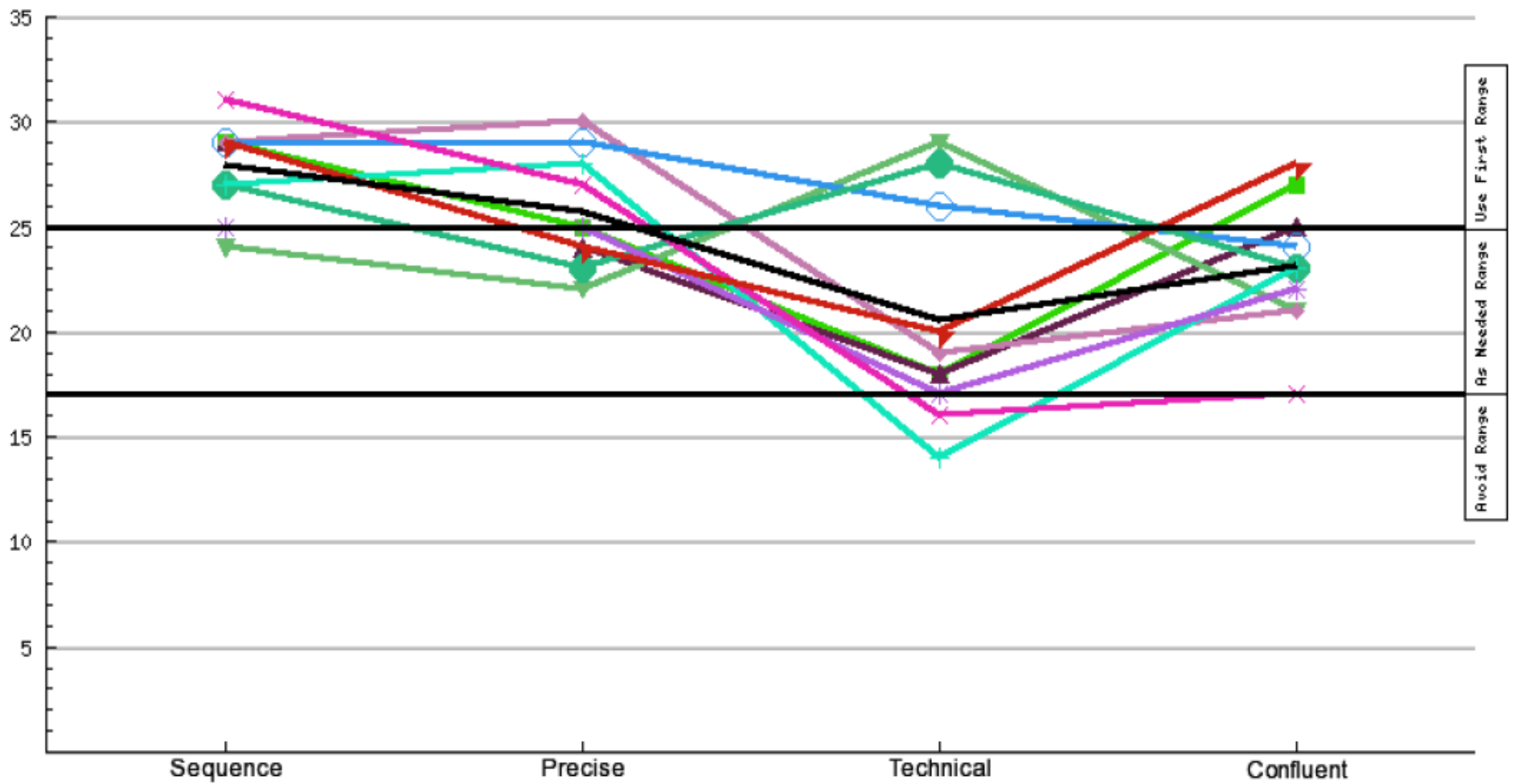
From a use-first Confluence learner:

- “Why can’t I do it this way?”
- “Who will care if I do it differently?”
- “I’ve got a better idea!”
- “I meant to finish, but I forgot!”

■ DETAILED REPORT - Education Adult Form ■

#	User ID	Name	Date	Sequence	Precise	Technical	Confluent
1	<u>UV06EM04</u>	Andy B	02-12-2006	29	25	18	27
2	<u>UV06EM26</u>	Barbara C	03-13-2006	29	24	18	25
3	<u>UV06EM30</u>	Bill D	03-15-2006	24	22	29	21
4	<u>UV06EM37</u>	Chris A	03-15-2006	29	30	19	21
5	<u>UV06EM31</u>	Cindy A	03-15-2006	29	29	26	24
6	<u>UV06EM32</u>	Dave W	03-15-2006	27	23	28	23
7	<u>UV06EM38</u>	Gregg D	03-15-2006	27	28	14	23
8	<u>UV06EM35</u>	Jen D	03-15-2006	25	25	17	22
9	<u>UV06EM36</u>	Jim D	03-15-2006	31	27	16	17
10	<u>UV06EM27</u>	Mary M	03-15-2006	29	24	20	28
MEAN				27.9	25.7	20.5	23.1
MEDIAN				29	25	19	23
MODE				29	24	18	21

GROUP REPORT - EDUCATION ADULT FORM - UV06EM



- Andy B
- ▲ Barbara C
- ▼ Bill D
- ◆ Chris A
- ◇ Cindy A
- ◆ Dave W
- + Gregg D
- * Jen D
- × Jim D
- ▲ Mary M

How do you use the LCI?

- With Intention!!!!!!!!!!!!!!!
 - Administer the LCI
 - Discuss the Learning Patterns
 - Develop “Metawareness”
 - Collect the data
 - Analyze the data

The LCI Process

- Helps us make sense of how uniqueness can be integrated into the collective needs of the group dynamic;
- Initiates a process of constructive and creative dialogue;
- Serves as a foundation for developing strategies for success;
- Improves efficiency, effectiveness, and productivity.

For More Information

www.LCRinfo.com