



The Let Me Learn Process®: A System of Learning that Promotes Autonomy and Inclusion for Post-Secondary Students

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Overview of the Let Me Learn Process

The Let Me Learn Process® is based on research in the field of neuroscience which explores the interface between the brain and mind as it relates to learning (Bruer, 1997; Johnston, 2013). This interactive learning model seeks to create a culture of collaborative learning between teachers and learners by providing knowledge of four distinct learning patterns, the skills to understand the details of learning tasks (decoding), and how to intentionally develop personal strategies to improve learning and transfer that knowledge to other learning experiences (Johnston, 2013; Hebb, Morris & Webb, 2015).

Pattern Descriptions and Score Range

Sequence: The learner thinks in categories and organizational objectives.

Precision: The learner thinks in information and details.

Technical Reasoning: The learner seeks relevance and challenge.

Confluence: The learner connects things that are seemingly unrelated and thinks outside the box.

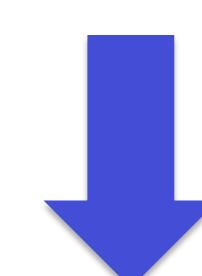
Score Range: 0 - 35

Avoid: 7 - 17

Use as Needed: 18 - 24

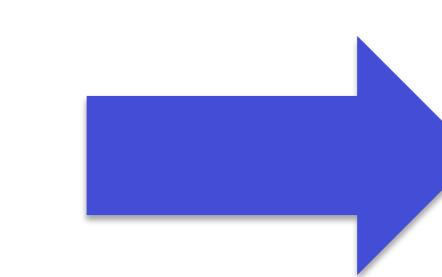
Use First: 25 - 35

Student Referral: The student reports that she has difficulty identifying critical information while studying. She routinely rewrites her notes as a strategy to retain information, but does not review the notes after rewriting. She reports that reading takes her a very long time. On exams, she misses questions, and upon review, realizes that she knew the answer.

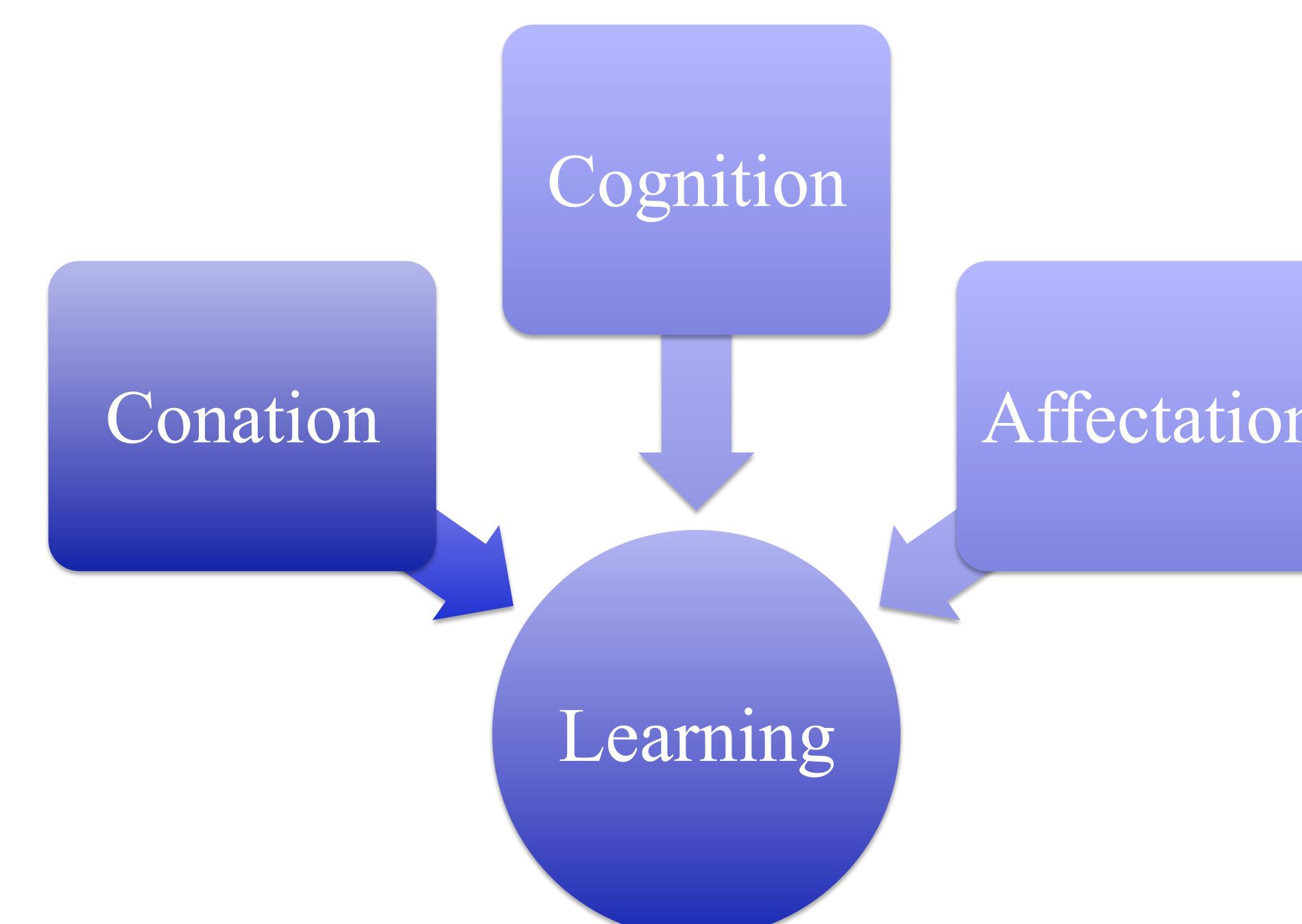
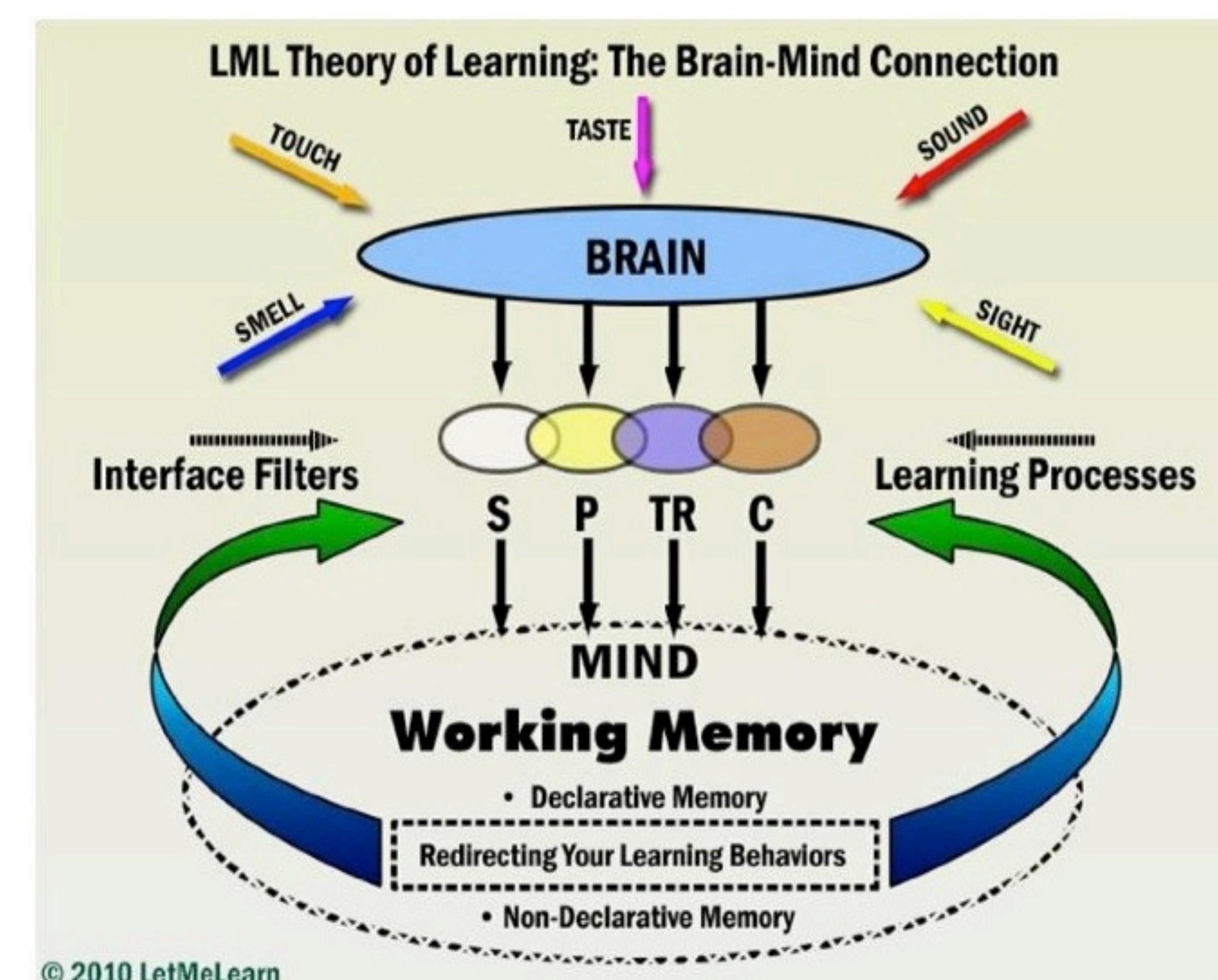
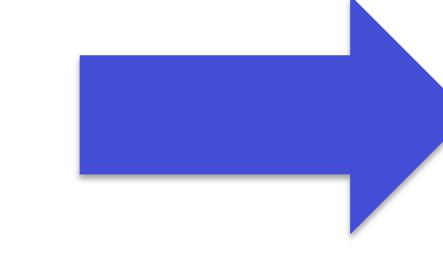


Next Steps: The Learning Specialist administers the Learning Connections Inventory, a 28-item survey with 3 short answer questions. The student's learning patterns are identified as:

S: 19 P: 32 TR: 24 C: 20



Dialogue with the Student: After an explanation of the LML Theory of Learning, the Learning Specialist discusses the student's understanding of their thoughts, feelings and behaviors related to their learning, and the connections to their learning patterns.



Learning Strategies:

The **use first** pattern of **Precision** implies that the student will have a tendency to seek out additional information beyond what is required for a particular assignment, and may hinder the ability to identify critical information. This pattern is also driving the habit of rewriting notes and possibly the length of time to read the information.

The **use as needed** pattern of **Technical Reasoning** will aid the student in focusing on relevant information, rather than trying to retain everything.

The **use as needed** pattern of **Sequence** is a challenge for this student. She gathers information but has not identified a system of organizing the information. She is also not focused on “starting and finishing” processes, and therefore often becomes quickly overwhelmed while studying.

Recommendations:

1. Learn to tether Precision by starting each study session by comparing the reading assignment to the syllabus, and identifying one section of material to study.
2. Break down study sessions into smaller amounts of time, and focus on the relevance of what is being studied, rather than the amount of information being covered.
3. Reward these short study sessions by following up with longer sessions on topics of interest to stay engaged with the material.

Outcomes:

The student is empowered with specific information about how they process information, and learns to develop strategies according to the demands of the particular task.