

About Let Me Learn

The Process:

We equip learners by teaching them how to use the Let Me Learn Process[®], an advanced learning system that provides an inward look at their internalized behaviors, an outward analysis of their actions, and a vocabulary for communicating both to those within their learning environment.

The Tool:

The Let Me Learn Process begins with the use of a tool, the Learning Connections Inventory (LCR©2003), a nationally and internationally validated instrument that measures the degree to which learners use each of four interactive learning processes.

The LCI asks individuals to respond to 28 statements and three open-ended questions about learning, and identifies the patterns a learner uses "First," "As Needed," or "Avoids." The learning patterns identified provide valuable insight and information regarding the learning process for each person. Learning patterns also reflect how people interact with one another.

The combination of these patterns determines how one learns. There is no good or bad learning combination, no right or wrong. One's learning combination impacts learning, both in and out of school.

The Difference:

Other measures of personality, multiple intelligences, or learning styles inform the learner, but leave the learner unequipped in using that information. The Let Me Learn Process uses the Learning Connections Inventory to reveal the learner's interactive processes and then invites the learner to use these processes with intention. This is what makes the Let Me Learn Process a truly advanced learning system.

The Let Me Learn Process provides learners with the means to articulate who they are as a learner and provides the learning environment necessary for them to employ their learning tactics with intention. Learners who are a part of this advanced learning system can intensify, modify, or forge the use of their learning processes into a working partnership with others in order to complete a task.

The Results:

Individuals and organizations that use this system, from Kindergarten through college, report a decrease in negative behaviors and unproductive outcomes and a heightened sense of confidence and persistence to achieve.

This happens because Let Me Learn helps students, faculty, and staff understand how one can make one's learning combination work successfully. Let Me Learn provides all involved with strategies to succeed. Students, faculty, and staff can make use of effective strategies that will insure the interactive use of all four learning patterns whenever and wherever they are needed. Let Me Learn helps one become a self-directed learner who solves problems and takes increasing responsibility for one's own learning.

Let Me Learn

Benefits for Students, Teachers, and Institutions

Let Me Learn:

- Identifies how individuals absorb information, use tools for learning, and develop as confident and successful lifelong learners.
- Explains how people learn by describing the four learning patterns (sequential, precise, technical and confluent).
- Provides you with these patterns regarding your students, faculty, and staff by administering the Learning Combination Inventory (LCI).
- Utilizes the results to help you and your students, faculty, and staff communicate effectively about school, work, and other learning experiences.
- Teaches individuals how to develop strategies for doing learning tasks that do not fit comfortably within their learning combinations.
- Assists in helping individuals succeed by understanding how they pick up information.
- Enables people to learn how to work with others and to appreciate each person's unique learning combination.

Administrator's Quote

"Our test scores and our school's average test score was significantly higher (by almost 10%) than the surrounding schools who do not use Let Me Learn."

—Judith A. McLaughlin, Principal
Lawrenceville Elementary School

The Patterns

The four interacting patterns of your learning process are:

Sequential

The sequential pattern seeks order and consistency. This type of processor needs:

Clear Directions - I become frustrated when the directions aren't clear or don't make sense.

Practice/Planning - It's hard when the teacher isn't organized or doesn't explain things thoroughly.

Time to Complete Work - I need time to study and complete the work in class.

Neatness - I need time to make my work neat and to make sure my answers are correct.

Precise

The precise processor wants to know exactly what is going on. They need:

Correct Information - I like the teacher to see that my work is correct.

Detailed Information - I take detailed notes and then go over and over them.

Asking/Answering Questions - If you want to know what I know, read my answers or ask me questions.

Writing detailed Answers - I like to show what I know by writing a several page paper and looking up stuff.

Technical

The technical processor uses stand-alone, independent reasoning. They need:

Technical Reasoning/Hands On - Let me build things!

Autonomy/Outside - Let me learn by going home, living and experiencing it.

Real World Experiences - Take me into the real world and show me something.

Confluence

Confluent processors rely on intuition rather than specific information or knowledge of how something works.

They need to:

Use Their Own Ideas - I don't like having to do an assignment one certain way.

Use Imagination - I like exploring new things.

Use Presentations/Creative Writing - I like to write things the same way I'd say them.