

RT1. How we learn

Handout Content Overview

1. Introduction
2. Stage 1. Information you want to learn 'COMES IN' through your senses.
3. Stage 2 – You 'MAKE SENSE' of it –you use **processes** to work it out
4. Stage 3 – You 'MAKE MORE SENSE' of it- you use secondary processing'.
5. Stage 4 – Check your Skill.
6. Essential 100 Words - 10 Points Check List

Introduction

There is so much written about how we learn and getting through all that in a simple handout is not going to happen in 3, 10 or a thousand pages. Instead, what I aim to do here is give you a basic framework that tells you how I work with learning and what I believe are the most important elements. This comes with a warning though as some ideas are my own, some are my interpretations of classic models, some are me evolving classic models and worse still some I may claim credit for some even though I nicked them from someone, somewhere or sometime that I can't remember...

Stage 1. Information you want to learn 'COMES IN' through your senses: -

- a. Primary senses are Visual, Audio and Kinaesthetic. These are traditionally called primary as they are the ones we use more in a normal day in the act of learning.
- b. Secondary senses are Olfactory and Gustatory.
- c. The others – Check out the handout in drop box TBAC1. Come on Be Sensible - Including the 'Sensory Warm UP'. Here you will find all the senses I have found.
- d. I like to add 'emotion' as a sense as if someone is in a poor emotional state, they will not learn anything.
- e. Do not forget Sensory Acuity which means balancing your senses so that if one is more receptive you try and bring another up to that level. The more receptive you are the quicker you learn as the information to be processed is richer.

Stage 2 – You 'MAKE SENSE' of it –you use **processes** to work it out.

- a. Theorist – folk normally ask a load of questions and want to know lots of detail.
- b. Activist – can barely wait for stage 1 to finish before they charge in.
- c. Reflector – may look like an activist but these have a go and then work out exactly what is going on.
- d. Pragmatist – generally have a look what is going on and then engage.

Stage 3 – You ‘MAKE MORE SENSE’ of it- you use secondary processing’

This happens after you have tried it and now experience drives how you process the information in terms of what more you need to progress.

- a. Theorist – Now asking questions based on relatable experience.
- b. Activist – If they were activists in the first stage now, they might just plough on being active or change because in reflection on learning they need more of another process.
- c. Reflector – after trying now spending time reflecting on the process and possibly coming up with ‘ah ha’ moments.
- d. Pragmatist – potentially still sitting back taking it all in and learning from what’s happening around them.

For coach’s you can look at what’s going on to work out how best to work with a distinct learning style. There is always interesting variability in groups. Mathematical possibility for the coach to work with at this stage looks like this:-

3 Senses – 3 possibilities

4 ways of Processing -4 Possibilities

4 ways of Secondary Processing -4 Possibilities

This could look like this 3s4P4SP = 48 different learning styles for a coach to look at

Learning goes through a rolling process of – **Plan, Do, REVIEW** (think of a round pie cut into 3 uneven pieces). Draw some arrows around the edge pointing clockwise in a continual circle.

- a. Plan – you have the information now all you need to do is work out how to get that into yourself. Plan takes up 30% of the pie (and 30% of your time).
- b. Do – you got your plan on how to get the info in and now you activate with actions. Do takes up just 20% of the pie (and 20% of your time).
- c. Review – you have had a go and now you go back through stage 1 and 2 checking the detail and creating another plan, do and once tried review cycle until you get the skill.

Stage 4 – Check your Skill.

When do you know something? Check out GP1. Performance Profiling tool and you’ll see that I have used

- a. 1 = Early awareness - I think I understand, I’ve had maybe one or two goes but not been successful ... More awareness needed
- b. 2 = Late awareness - AHA! I get it.... Understanding but not based on ability to do it - hit rate 1 in 20
- c. 3 = Early Practice – It seems to work. Is it ok?.. Can use when thinking about it, often needs confirmation - hit rate 3 in 10
- d. 4 = Late Practice – It works ok as long as I think about it! Used well but when attention is drawn elsewhere, they are inconsistent - hit rate 5 in 10.
- e. 5 = Early Acquired – I don’t really have to think about it... Quality maintained without much conscious attention. - hit rate 8 in 10

- f. 6 = Late Acquired – I can do this well and never doubt it, part of what I do.....
applied in varied situations and with flair. - hit rate 9 or 10 in 10

Now work out your own optimal learning pathway....

1. Which are you - VAK... OG?
2. Which are you Primary – Theorist, activist, reflectors or pragmatist?
3. Which are you Secondary – Theorist, activist, reflectors or pragmatist?
4. Plan using this to learn something.
5. DO IT
6. Review it (maybe use RT2. SWOT or RT3. WWW EBI)
7. Check your skill – where are you?

Essential 100 Words - 10 Points Check List

1. Sensory Input: Learn through visual, auditory, and kinaesthetic means, adding emotion for a deeper connection.
2. Sensory Balance: Strive for sensory acuity, aiming to balance all senses to enrich the learning experience.
3. Make Sense: Process information actively (Activist), through questioning (Theorist), reflection (Reflector), or practical interaction (Pragmatist).
4. Secondary Processing: Refine understanding post-engagement, driven by experience-related questioning, continued action, deeper reflection, or further observation.
5. Learning Styles: Recognize up to 48 different learning styles, providing diverse approaches for effective coaching.
6. Learning Cycle: Follow the Plan-Do-Review cycle, distributing time across each phase for efficient skill acquisition.
7. Skill Checkpoint: Evaluate progress using a scale from 1 (Early Awareness) to 6 (Late Acquired) to gauge understanding.
8. Identify Your Style: Determine your primary sensory input (VAK...OG) and processing style (Theorist, Activist, etc.).
9. Apply and Act: Plan and execute your learning strategy based on identified styles.
10. Review and Adapt: Continually review and adjust your approach based on feedback and skill evaluation.