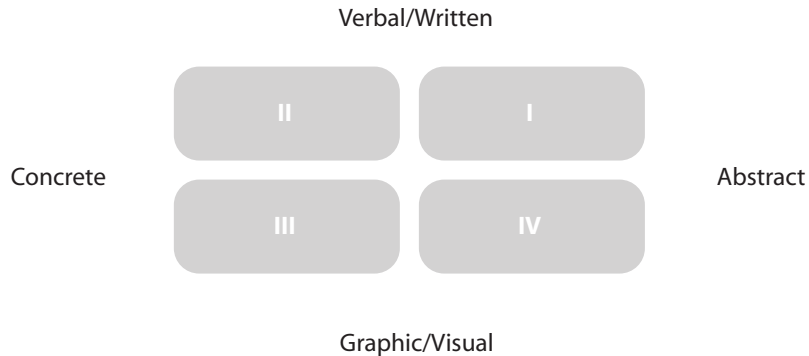




Personal Learning Profile

Learning Styles



1. VA Quadrant I

Overview – VA Quadrant I

Your peers with this learning style may have problems working out practical examples. They may try to convince you that they know the answers without going through all the steps. Find interesting ways to take them through the steps.

Quick Tips – VA Quadrant I

- start with general overview, outline, framework - then fill in details
- make schedules and timelines
- be sure to include practical things in your work

Make sure:

- to get the details
- you can use it
- to be open to different views

Examples – VA Quadrant I

In Math:

Math is abstract. Starting with the numbers 1, 2, 3... One what? Two what's? Three what's? You need an idea to fill in the answer. Here you would always encourage the peer to explain the topic to you and teach you how it works. If you are using formulae, that's fine. Do so. Even examples and problems. If there are procedures or sequences to memorize, work on them with the peer. Then push them into explaining using some graphics, especially graphing equations and on through higher math.



Personal Learning Profile

In Language:

Your peers in this quadrant should feel comfortable as they are abstract/verbal learners. You will often be working with them on organization of ideas for written or project assignments, or spelling and grammar. They will take in the information, but they may have difficulty getting it out on paper or other ways. Talk to them about it and get them to make notes while they are explaining their ideas. Or they may be reading books but not understanding them. Discuss it with them.

2. VC Quadrant II

Overview – VC Quadrant II

These students may not be able to see the ‘forest for the trees.’ They can get tied up in alternatives and sidetracks, and may not understand the point of the problem or exercise. Your job is to find interesting ways for them to do so.

Quick Tips – VC Quadrant II

- start with relax and focus exercises (See "Relax and Focus")
- Order the information in logical sequence
- Plan your work carefully

Make sure:

- to step back from the work and relax
- to find the bigger picture - where things fit
- to seek outside interests

Examples – VC Quadrant II

In Math:

Peers with preferences for this quadrant will want to have as many concrete examples as possible to discuss. They will be happy to write down the ideas, but may shy away from graphs and diagrams. They might be missing the point of the exercise. They will not have understood the teacher’s explanation. So, you will want to have them explain all the examples they can, and then draw them to seeing the point. Each of the examples will have a common link – the point of the topic !! Help them to explain this to you.

In Language:

In the same way as in math, these peers will be able to talk all around the point without getting to it. Your job is to help them get there. In the same way you can start by having them explain very practical aspects of the topic to you until they have an ‘aha!’ Oh, that’s what they are talking about! They will be comfortable in making note outlines of their understandings. Get them to work through these until you draw them to the point.



3. GC Quadrant III

Overview – GC Quadrant III

The key to this quadrant is similar to that of Q II – understanding the point of the problem, especially a word problem for those in Q III. Try graphing or illustrating the main point of the problem and have the peer explain it back.

Quick Tips – GC Quadrant III

- start with building as clear a graphic picture of the task as you can
- choose courses that include a variety of ways to learn: lab/field studies, seminar-based, lecture-based, project-based, teamwork

Make sure:

- you pay attention to the details
- don't lose the big picture

Examples – GC Quadrant III

In Math:

These peers will feel most comfortable with models and diagrams to understand the concepts involved. They may be missing the rules and procedures that are necessary to complete the work. They need strategies to retain the information. Make up games to help them. Use any concrete models or pictures you have and have your peer explain how they work. The goal is to have your peer explain to you the point of the topic and how it works, and to demonstrate that knowledge in a way that will lead to higher achievement levels.

In Language:

This is the tough one for the peers. Language is about writing, talking and reading. As opposed to the Quadrant I peers for language, these ones shy away from up to all three of the aspects of language. Remember that your task is very practical. Help them to understand, retain and demonstrate the knowledge of the topic. For instance, if reading and understanding a book is the problem, it may be that the peer just can't read fast enough to 'get into' the work. Look for other ways to acquire the information. Is the book on tape? On film? In any other visual form? Are there summaries of the main points, or chapters or scenes. Once the peer has the idea of the thing, then you can help in sharing reading of the text for understanding.

If the issue is writing, then have the peer explain the points to be made to you and then have the peer map them in some logical order and then write the paper from that. If possible, have the peer include illustrations and use them to help the organization and writing or building of the assignment.



4. GA Quadrant IV

Overview – GA Quadrant IV

For this learning style, word problems can also be an issue. Make sure your peers can explain the problem verbally. Then use graphics and illustrations to help with the mechanics and steps to solutions of the problems or completing of the work.

Quick Tips – GA Quadrant IV

- start with general overview, outline, framework - then fill in details
- make schedules and timelines
- be sure to include practical things in your work

Make sure:

- to get the details
- you can use it
- to be open to deferent views

Examples – GA Quadrant IV

In Math:

Have the peers explain the topic using graphs and visual representations as much as possible. There are lots of resources for this on the Web. They may see the answer as the end game when more of the marks come from all the steps in between. It's all in their heads. Your job is to help them get it out. They may see steps as self-evident and therefore not important, or they may just see the big picture but not any of the parts. Your job is to help them find the parts, recognize them and give full solutions.

In Language:

This is a very challenging quadrant for peers in the language areas. They see and understand in pictures and visual representations, not in words, sentences and paragraphs. Reading could be a problem, so start there discussing the topic. If reading is the problem, then read with them and give them tips on efficient reading techniques. Then have them explain the topic graphically using maps. Then have them turn the maps into written pages. Word processing is enormously helpful to these peers and the ones in Quadrant III.

