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What we have to learn to do, we learn by doing! Aristotle

Every time I do something new, I look forward to make mistakes!! ☺ and then to learning from those mistakes!

I make sure to tell myself the following:

- Never lie to yourself or others – admit and accept mistakes
- Do not try to hide your feelings or problems that arise because of your mistakes
- Learn and adapt and start afresh each day – focus
- No excuses
- Be true to your thoughts and words not to repeat mistakes
- Enlist trusted friends
- Get good advice, help, and positive feedback when you do well
- Have as many hands on activities as possible – do more

About Mark Twain

Samuel Langhorne Clemens born in 1835 was an American humorist, satirist, lecturer, and writer known for his quotations, and his keen wit. His works include 'The Celebrated Jumping Frog of Calaveras County' in 1865, novels like 'The Adventures of Tom Sawyer' and 'Adventures of Huckleberry Finn' now called 'The Great American Novel', and President Ulysses S. Grant's memoirs. Legacy includes the 'Mark Twain Prize for American Humor' by the John F. Kennedy Center for the Performing Arts, and an asteroid '2362 Mark Twain' named after him. William Faulkner called him 'the father of American literature'.

Open Secrets to Effective Learning

To keep learning –

- *Know yourself*
- *Concentrate*
- *Read*
- *Put it on paper*
- *Manage your time*
- *Listen*
- *Want to learn*
- *Never give up!*

Learning Styles and Strategies

by Richard M. Felder & Barbara A. Soloman

Active and Reflective Learners

Active learners tend to retain and understand information best by doing something active with it--discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.

"Let's try it out and see how it works" is an active learner's phrase; "Let's think it through first" is the reflective learner's response. They tend to like group work more than reflective learners, who prefer working alone.

Sensing and Intuitive Learners

Sensing learners tend to like learning facts, intuitive learners often prefer discovering possibilities and relationships. Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitors like innovation and dislike repetition. Sensors tend to be patient with details and good at memorizing facts and doing hands-on (laboratory) work; intuitors may be better at grasping new concepts and are often more comfortable than sensors with abstractions and mathematical formulations. Sensors tend to be more practical and careful than intuitors; intuitors tend to work faster and to be more innovative than sensors.

Visual and Verbal Learners

Visual learners remember best what they see--pictures, diagrams, flow charts, time lines, films, and demonstrations. Verbal learners get more out of words--written and spoken explanations. Everyone learns more when information is presented both visually and verbally. Good learners are capable of processing information presented either visually or verbally.

Sequential and Global Learners

Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly "getting it." They tend to follow logical stepwise paths in finding solutions; global learners may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it.



We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself.

Lloyd Alexander

Whoever ceases to be a student has never been a student. George Iles

The wisest mind has something yet to learn.
George Santayana

Lateral Thinking on Learning

Who is the Guide???

Along comes a fox and asks him, "What are you doing tapping away on a laptop?" The hare replies, "I'm writing my thesis on "A Practical Approach To How Hares Gobble Up Foxes"!"

The fox laughs with scorn and after a short discussion, both go into the cave. A short time later, the hare comes back out, nonchalantly picking his teeth with a fox claw. He sits back down and continues to tap away.

Along comes a wolf and asks him, "What are you doing tapping away on a laptop?" The hare replies, "I'm writing my thesis on "A Practical Approach To How Hares Gobble Up Wolves"!"

The wolf laughs with scorn and after a short discussion, both go into the cave. A short time later, the hare comes back out, nonchalantly twirling a wolf-tail. He sits back down and continues to tap away.

... And what is the point or moral to our tale?: (Every scholastic tale should be educational and have a twist in the tail!)

It's neither important nor academic **WHO** we are; nor **WHAT** our thesis is all about. The key issue is **WHO** is "**guiding and advising us**" (Our TUTOR)!
The cave was home to a great, grumpy, hungry, post-hibernatory bear!

Importance of Learning – Continous Professional Development

by Archana source: citehr.com

We live and work in a changing world. New laws are introduced that lead to the introduction of new policies. New ideas and approaches emerge. New problems arise and new solutions are sought. The world of work is therefore a constantly moving and evolving one. What this means, then, is that, if we are not constantly learning as we go about our day-to-day business, then each day we are getting further and further out of touch with the demands of the modern working world. It can be dangerous to get into a rut whereby we continue to carry out our duties in much the same way as we have done in the past. Expectations change over time and, if we do not adapt to the new circumstances, then we will be steadily more out of tune with what is required of us. It is therefore important that we enter into a process of what is known as '**continuous professional development**' (or CPD for short).

CPD does not simply mean constantly going on training courses; it is much broader than this. It involves being clear about what is required of us in our job to ensure high-quality practice. It also involves making sure that we have, as far as possible, the knowledge and skills required to carry out our duties appropriately and filling any gaps in our knowledge base and skills repertoire as these become identified. In addition to the knowledge and skills, there is also the question of values. We need to make sure that our work is consistent with the value base on which it is premised.

CPD is a useful antidote to becoming stuck in a rut of uncritical routines. It is based on what is often referred to as 'reflective practice'. This refers to forms of practice which draw actively on the knowledge and skills base on which our work is premised, taking the opportunities to link theory and practice and thus maximizing the number of opportunities for learning from experience.

Learning is not just important to ensure that we keep up-to-date with developments in our particular field. It is also an important source of motivation, stimulation and job satisfaction. For example, somebody who works in a particular place for three years and during that time continues to learn, grow and develop, is likely to experience far greater job satisfaction than someone who stays in the same post for three years, simply repeating the basic tasks in the same way without any growth or development over that time. Learning should therefore be seen as something positive and worthwhile in its own right, not just something that we have to do to meet other people's expectations of us.

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Old wine in new bottle – Patience to Learn

A young man presented himself to the local expert on gems and said he wanted to become a gemologist. The expert brushed him off because he feared that the youth would not have the patience to learn. The young man pleaded for a chance. Finally the expert consented and told the youth, "Be here tomorrow."

The next morning the expert put a jade stone in the boy's hand and told him to hold it. The expert then went about his work, cutting, weighing, and setting gems. The boy sat quietly and waited.

The following morning the expert again placed the jade stone in the youth's hand and told him to hold it. On the third, fourth, and fifth day the expert repeated the exercise and the instructions.

On the sixth day the youth held the jade stone, but could no longer stand the silence. "Master," he asked, "when am I going to learn something?"

"You'll learn," the expert replied and went about his business.

Several more days went by and the youth's frustration mounted. One morning as the expert approached and beckoned for him to hold out his hand, he was about to blurt out that he could go on no longer. But as the master placed the stone in the youth's hand, the young man exclaimed with-out looking at his hand, "This is not the same jade stone!"

"You have begun to learn." said the master.