The Course Assignment

Choice 3: Design a New Activity

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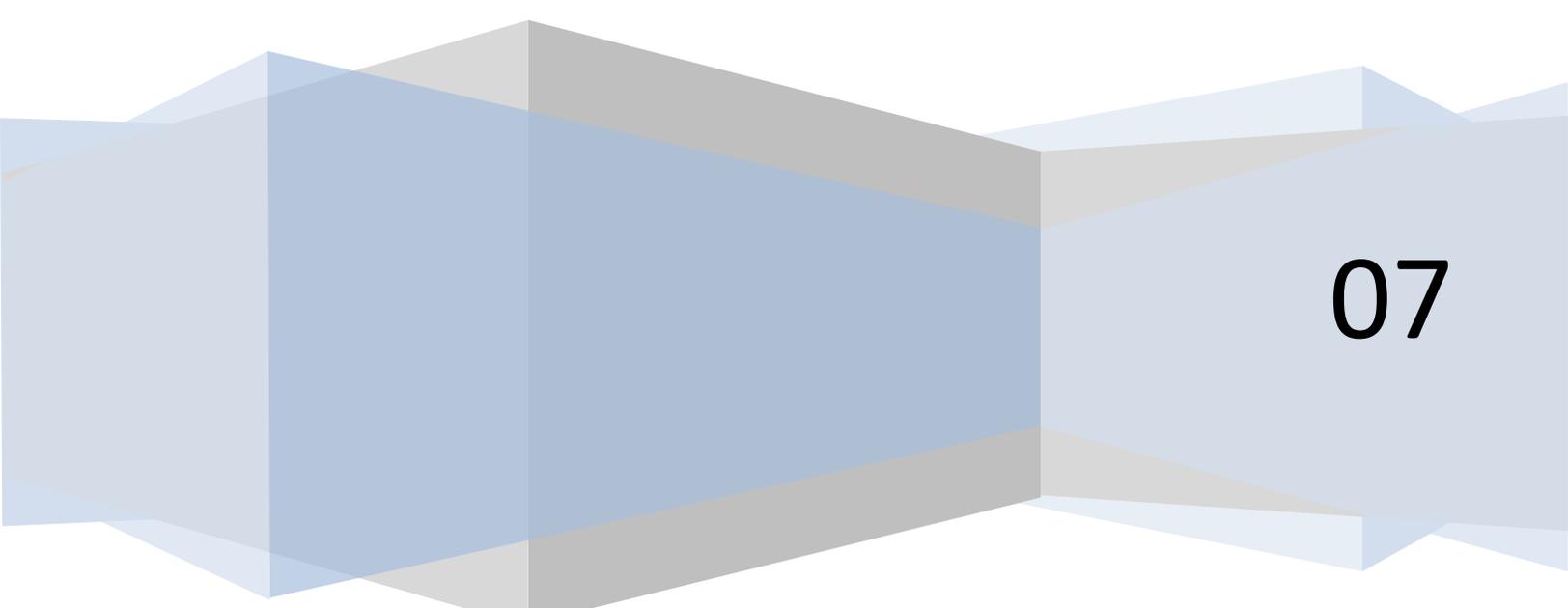
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# An Introduction to My Assignment

Writing this paper, I can review what I have learned, and try to apply them to practice. I will refer to some concepts in the book, *Revving up Thinking and Learning Course Design Guide,* and some concepts we learned from the course, such as the Learning Cycle, the Learning Style, Design System, Design Template, the Learning Styles Questionnaire (LSQ) and so on. When I used them, I reviewed them, tried to understand them better and relearned them. Beside, I apply them to the analysis of my learning style profile and the design of a new activity, which is the Choice 3.

Part 1: Recognizing Learning Styles

The Learning Cycle
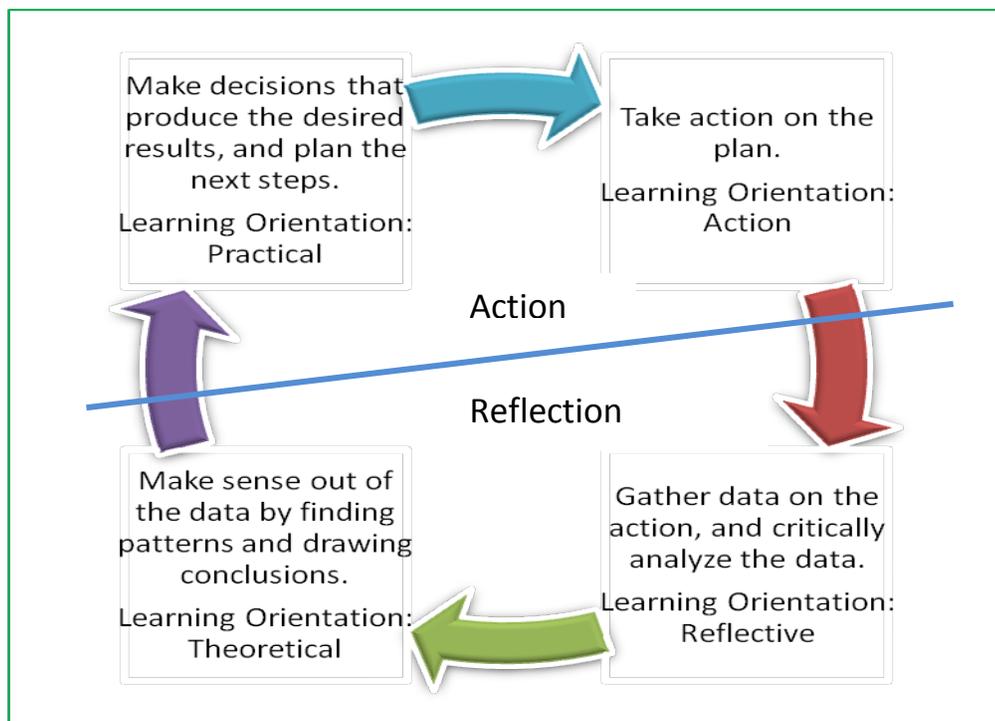
The learning cycle shows four behaviours which people display when they solve problems and their associated learning orientations. They can be divided into two parts: Action and Reflection.

Practical learning orientation and active learning orientation are action-based in nature. These people spend time in acting rather than thinking.

Reflective learning orientation and theoretical learning orientation are reflection-based in nature. These people spend time in thinking rather than acting.

The learning cycle include four behaviours. Take action on the plan; gather data on the action, and critically analyze the data; make sense out of the data by finding patterns and drawing conclusions; make decisions that produce the desired results, and plan the next steps. All of them are in a dynamic relationship with each other, and the learning cycle is changing as we learn and create. Besides, the learning cycle does not stop, and it continues moving on.

When people are learning, they cycle through each of these stages. However, most of learners tend to focus on one or two stages more than the others.

The Learning Styles

There are four learning styles: active learning orientation, reflective learning orientation, theoretical learning orientation and practical learning orientation.

Learners who are active learning orientation have faith that everything will work out. They will try almost anything and pay attention to whether there is a lot of fun

around. They are open to new ideas and will try anything once. They use action thinking when they are in the midst of action and creative thinking when they are generate new ideas that may not have been thought of before. They always ask questions to take action, such as when do we start, why not and what other ideas are out there. They are not afraid to talk, and first to volunteer. Besides, they are a centre of attention. However, they have problems slowing down and taking time to think things through.

Learners who are reflective learning orientation have highly tolerant of others. They are good listeners and very polite. They are open to new ideas and data. They like collect information and often have collections as hobbies. They use critical analysis when they verify the accuracy and validity of data and evidence and systems thinking when they consider the parts of the system, and the system as a whole. They always ask questions to obtain more data, such as what do we know and not know and what do we need to know. However, they have difficulty bringing closure and they need enough time to consider options and data.

Learners who are theoretical learning orientation are excellent synthesizer of disparate information. They are articulate and able to synthesize complex ideas in simple models. They are sceptical of new ideas and open to certain types of data. They use systems thinking when they consider the relationships among the parts of the system and the system as a whole and use creative thinking when they generate ideas, alternative perspectives, and/or scenarios. They always ask

questions to make sense and draw conclusions, such as why do we need to do this, how does this fit into the big picture and what does this mean. However, they have difficulty being open to perspectives that are not grounded in theory.

Learners who are practical learning orientation are able to plan, make decisions and take action on the plan. They are busy doing something and outspoken. They are sceptical of anything that is not immediately relevant and action-oriented. They use creative thinking when they generate alternative scenarios and/or ways to take action and strategic thinking when they decide what to do and what not to do. They always ask questions to make decisions and to take action, such as what decision do we need to make, what is the plan and how do we take action. However, they have difficulty being open to perspectives that are not relevant.

Most people have two or three orientations that they use with confidence, and one or two non-preferences that they use with less confidence.

My Learning Style Profile
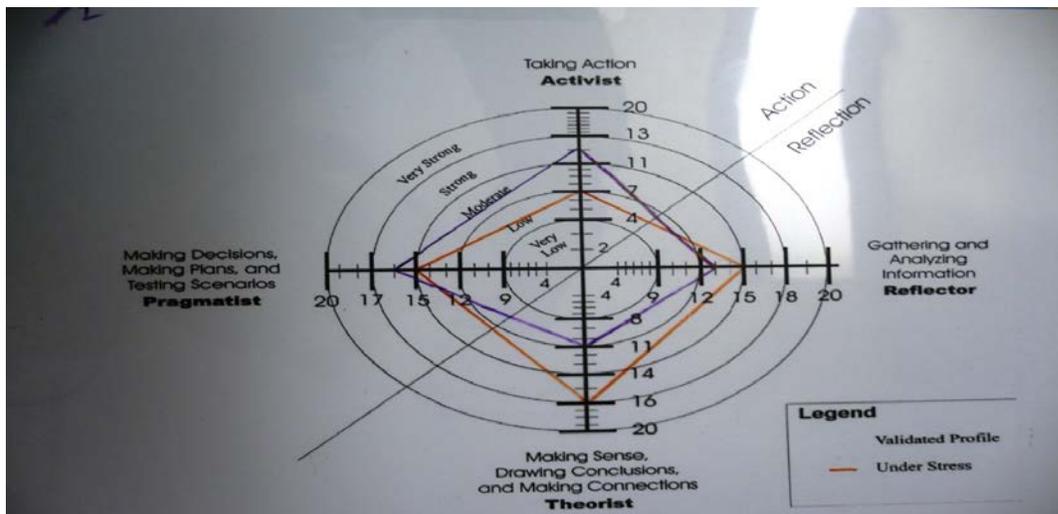
After I finished the Learning Styles Questionnaire (LSQ), I got the learning style profile as above. About my validated profile, I have low score in the reflective and theoretical orientations, and have high score in the practical and active orientation. I am an action-based learner.

As low score in the theoretical orientation, I am not good at synthesize complex ideas into simple models and critically thinking. Most of the time, I do not spend much time in thinking before I take action. In class, I can not quickly response the theory which teachers mention. I must think it over after class and understand it after an effort. I have a problem in learning theory. Just learning theories seems dry and uninteresting to me.

As low score in the reflective orientation, I am not a good listener. When I have a talk with others, I always want to talk rather than listen. As to the important things, I would like to collect information. But as to the unimportant things, I just use the information at hand. I am not good at dealing with a lot of information and I am easy at a loss in abundant of information.

As high score in practice, I like to make plans and take action on plans. I prefer to know how to do things in details. Sometimes, I will think how to apply the knowledge I have learned to the real life. I want to know what I can do, what I can not do and how to do them.

As high score in active, I will try almost anything, and try to find fun in it, even if it seems dry and uninteresting. I like new ideas, and if I think they are useful, I will try

them. Once I get a mission, I want to finish it as soon as possible. I like talk to others, especially in lively atmosphere. When I have a failure in study, I do not give up and I believe I can find out the solution to achieve my goal. I am interested in activities and presentation in class.

However, when I am under stress, my learning style profile will change. My score of theoretical orientation increase greatly while the score of the active orientation decrease a lot. This means that when I am under stress, I will think more and deeper before taking action. At the same time, the score of reflective orientation increase a little and the score of practical decrease slightly. This means that I will gather more information and listen to more opinions before I make a plan and take action.

The Trainer Type Inventory (TTI)

The Trainer Type Inventory (TTI) is designed to help trainers to identify their preferred training methods in order to identify the areas in which they have the greatest skill and expertise, which they can share with other trainers. And identify the areas in which they can attempt to increase their skills, thereby increasing their ability to address all aspects of the adult learning cycle. (Kolb & Fry, 1981)

The Trainer Type Inventory describes four training approaches, which are "Listener", "Director", "Interpreter", or "Coach". Their relationships are as following.

	Listener	Director	Interpreter	Coach
Learning	Affective	Perceptual	Symbolic	Behavioral

Environment				
Dominant Learning Style	Concrete Experiencer	Reflective Observer	Abstract Conceptualizer	Active Experimenter
Means of Evaluation	Immediate personal feedback	Discipline based' External criteria	Objective criteria	Learner's own judgment
Means of Learning	Free expression of personal needs	New ways of seeing things	Memorization; knowing terms and rules	Discussion with peers
Instructional Techniques	Real–life applications	lectures	Case studies, theory, reading	Activities, homework, problem
Contact with Learner	Sell–directed; autonomous	Little participation	Opportunity to think alone	Active participation
Focus	"here and now"	"How and why"	"there and then"	"what and how"
Transfer of Learning	people	images	symbols	Actions
Sensory Perception	Touching	Seeing and hearing	perceiving	Motor skills

(Table 1 A Comparison of Trainer types, The 1986 Annual: developing Human Resources, Page 90)

My score of TTI match my learning styles. Listener is 8, Director is 10, Interpreter is 6, and Coach is 12. This means that if I am a facilitator, I will apt to be a coach or a director.

The facilitating orientations and the learning orientations are connected. A certain facilitator seems to work best with a certain learner. Their relationships are as following:
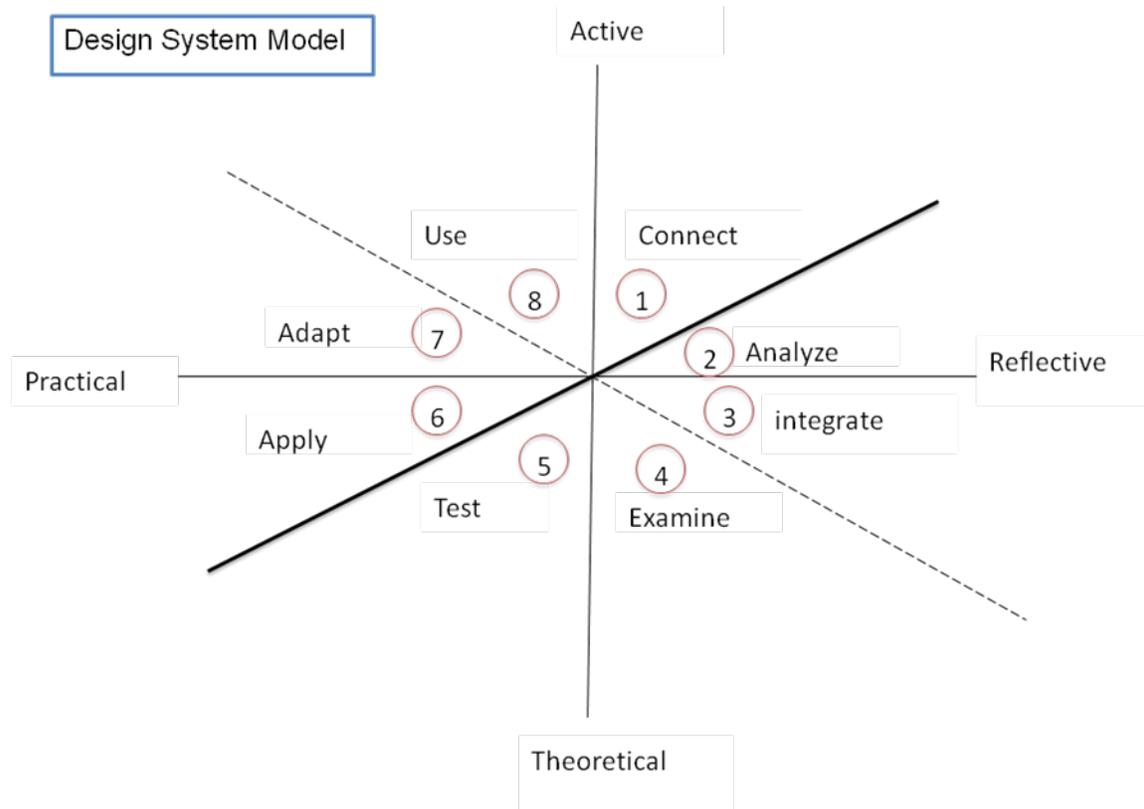
Facilitating orientation	Learning orientation	Reasons
Listener	Active	Learners who are active learning orientations like to have people listen to their stories.
Interpreter	Theoretical	Learners who are theoretical learning orientations like to have people give them theory.
Director	Reflective	Learners who are reflective learning orientations like people who are well prepared and give directions.
Coach	Practical	Learners who are practical learning orientations like to be allowed to apply concepts to real situations.

As the analysis of my learning style profile, I can know which kind of facilitators is better for my study. As high score in practical, my best instructor is a "Coach". And as high score in active, my best instructor is a "Listener".

As usual, I prefer the instructor is both coach and listener. I will enjoy the lively learning atmosphere, and I can talk about my opinion freely. Besides, I do not want to just listen and talk. I will become more interested in the subject if there are some activities based on real life.

Part 2: Design a New Activity

The Design Systems

The Design System, which is shown above, is very useful to design course. The heavier solid lines and the dotted line show the divisions between each learning and facilitating orientation. The lighter solid lines in the diagram show the divisions between the two elements and tasks associated with the learning and facilitating orientation. The heavier solid line shows the division between action and reflection.

There are eight elements of the Design System:

- Connect: create or select an experience.

- Analyze: critically analyze an experience.

- Integrate: integrate diverse perspectives to form a broader perspective.

- Examine: examine new concepts and expert knowledge.

- Test: validate new concepts, draw conclusions, and consider alternatives.

- Apply: apply new concepts to develop new knowledge.

- Adapt: modify and adapt new knowledge to real-life situations.

- Use: use new knowledge in real-life situation.

The Answers to the Questions on page 62-63 of the Course Design Guide

1. I am going to design a course that teaches the simple multiplication.

2. This course is related to the lesson of addition and more complicated multiplication.

3. The purpose of what I am designing is to make the course more interesting and easier to understand. Besides, I want students can memorize the multiplication table in a quicker way. Learning the simple multiplication is a based step in mathematics study, so learners want to learn from what I am designing.

4. If the design is a success, learners are able to memorize the multiplication table in a short time and do some simple multiplication.

5. I will focus on how to apply the addition to the simple multiplication and the multiplication table.

6. The concept how to apply the addition to the simple multiplication will shift people's thinking and affirm their thinking.

7. I think the first concept may have different perspective. For example, some students will think "A * B" is the same with "B*A", while the others will they are different. I will focus on changing the thought of the first opinion. The second concept may have several perspectives too, such as memorize the multiplication table by reciting, writhing or reading. I will focus on the way which I think is the most efficient. This method will combine visual, auditory and kinaesthetic together.

8. The order of the importance of concepts: first, how to work out a simple multiplication. Second, the method of memorizing the multiplication table.

Design the course

Design outline

Day 1 (1 hour)	Day 2(1 hour)
1. Introduction	5. Review concept 1
2. Concept 1: how to work out a simple multiplication	6. introduction
	7. concept 2: the method of memorizing the multiplication table
3. Review of concept 1	
4. homework	8. review of concept 2

	9. homework

The Design system Road Map

Concept 1: how to work out a simple multiplication

I want to introduce a new concept. →by having learners discover the concept

through their own experience → discovery pattern
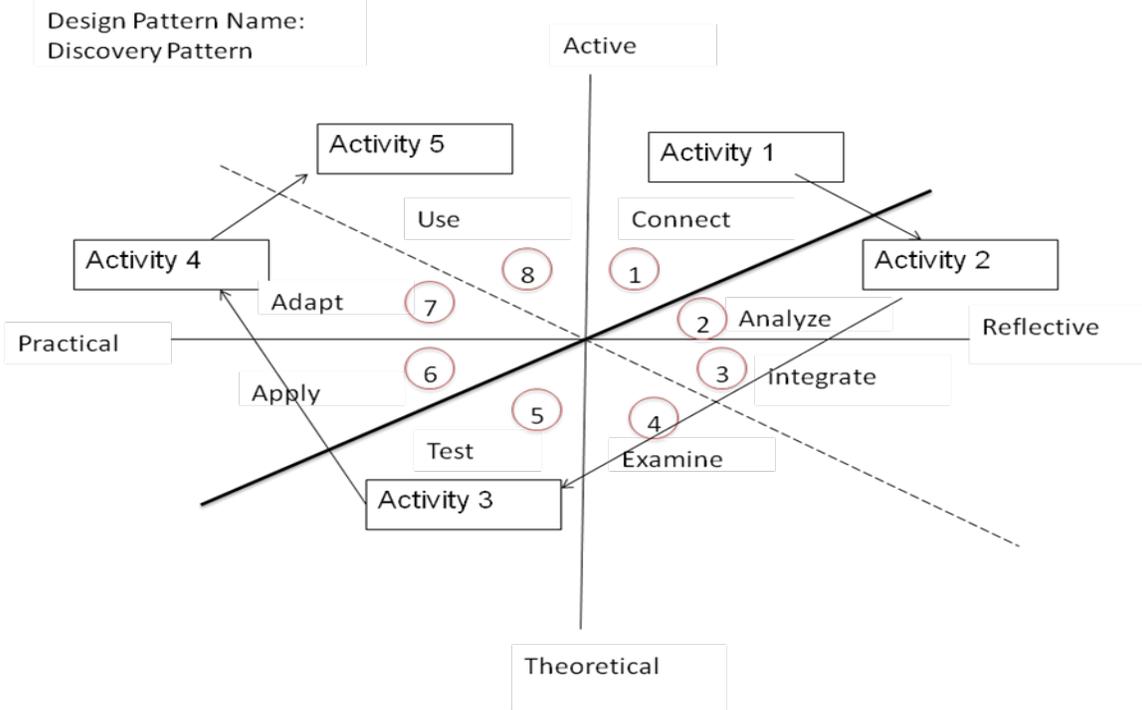
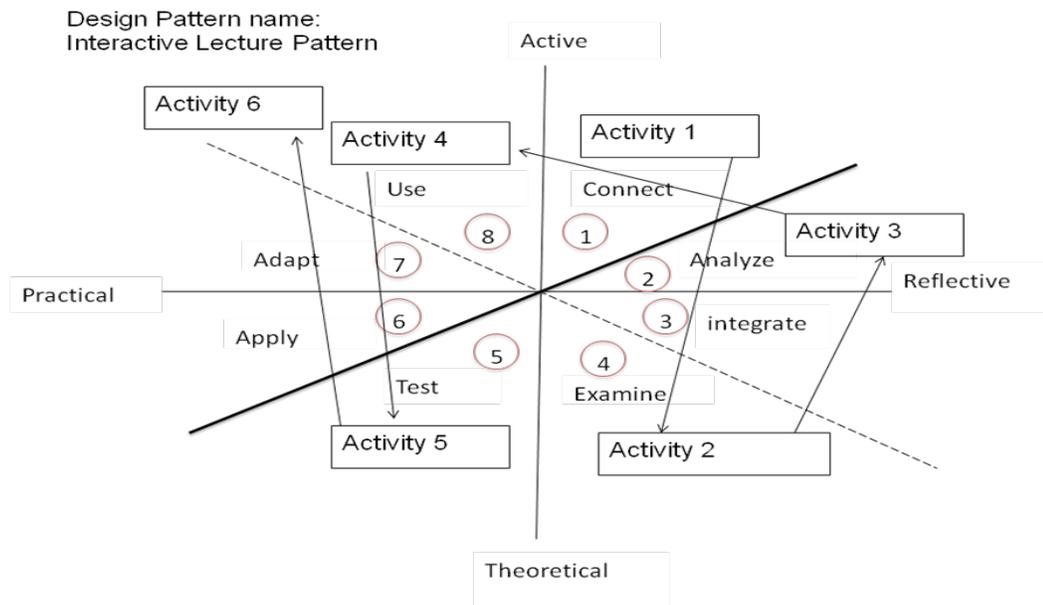| Activity Description	Time	Element	Orientation	template	strategy	materials
1. Ask students to calculate 5 addition operations of the same number.	5 minutes	Element 1: connection	Active Learning Orientation	None	Action Learning Strategy	computer, projector

5+5+5=? 3+3+3+3+3=? 2+2+2+2+2+2=? 6+6=? 9+9+9=? 3+3+3+3+3+3+3+3+3= ?						
2. 1) Tell the students that 5+5+5=5*3=15 3+3+3+3+3=3*5=15 2+2+2+2+2+2=2*6=12 6+6=6*2=12 9+9+9=9*3=27 3+3+3+3+3+3+3+3+3= 3*9=27 2) Ask students what rules they can find out. 3) Interpret the rules. "A*B" and "B*A" are different. "A*B" means "A+A+A+…+A"; B "B*A" means	20 minutes	Element 2: Analyze	Reflective Learning Orientation	Fertile Questions Template; Critical Thinking Template	Appreciative Inquiry Strategy	computer, projector, flip chart, flip chart paper, flip chart pens,

"B+B+B+…+B". $\underbrace{}_{A}$						
3. Form groups of 4 students. Ask them do excise and share their answer. Excise: Do the following multiplication and explain what it means. 1) 6*3=? 2) 7*2=? 3) 2*5=?	15 minutes	Element 5: Test	Theoretical Learning Orientation	Parallel Thinking Template	Small Group Strategy; Action Learning Strategy	computer, projector
4. Ask students how to use what they have learned to solve the daily life math problem. 1) One day, Tom bought 3 cakes, and each pencil costs 2 dollars, so how much is the total cakes? 2) There are 7 baskets, and each basket has 2 balls, so how many	20 minutes	Element 7: Adapt	Practical Learning Orientation	Critical Analysis Template	Appreciative Inquiry Strategy	Flip chart, flip chart paper, flip chart pens, computer, projector

balls at all?						
5. Give homework to students, and ask them to hand it on the next day.		Element 8: Use	Active Learning Orientation	Whole thinking Template	Homework Strategy	Papers which has excise on

Concept 2: the method of memorizing the multiplication table

I want to introduce a new concept. → By telling learners about the concept → interactive lecture pattern

Activity Description	Time	Element	Orientation	Template	Strategy	Materials
Review concept 1: how to work out a simple	5 minutes	Element 1: Connect	Active Learning Orientation	None	Review Strategy	computer, projector

multiplication						
Introduce the multiplication table.	5 minutes	Element 2: Examine	Theoretical Learning Orientation	None	None	computer, projector
Analyze the multiplication.

Teach students the method to memorize the multiplication table.

The method:

Forms small groups of 2 students. Each group have a pair of cards, which has 1 to 9 written on each card. One student put out two cards, and speaks out the multiplication of the numbers on the two cards. Anther student check the result whether right | 10 minutes | Element 3: Analyze | Reflective Learning Orientation | System Thinking Strategy;

Action Planning Template | None | Computer, projector, several pairs of cards, which has 1 to 9 written on each card. |

or not. After 10 times, they take turns.						
Ask students practise the new method.	25minutes	Element 4: Use	Active Learning Orientation	Action Thinking Template	Small Group Strategy; Action Learning Strategy	Several pairs of cards, which has 1 to 9 written on each card
Divide students into 4 groups, and give them a small competition. The group which can finish the largest amount of right calculation in 10 minutes is the winner.	15 minutes	Element 5: Test	Theoretical Learning Orientation	Action Planning Template	Small Group Strategy ; Action Learning Strategy	Flip chart, flip chart paper, flip chart pens, calculagraph
Give students homework, and ask them to hand on it the next day.		Element 6: Use	Active Learning Orientation	Whole thinking Template	Homework Strategy	Papers which has excise on

A conclusion to my assignment

In order to try my best to do this assignment, I reviewed the textbook, learning journal entries and notes. By doing this, I can understand this course better and try to apply the knowledge I have learn to the new activity design. Although it is difficult, I find it is challengeable and interesting. At the same time, the assignment realizes me of the difficulty of being an effective adult educator. He/she is not only knowledgeable, but also creative and efficient.

Actually, I still can not remember all the concepts in this course, and when I designed a new activity, I looked up the textbook at times. They are useful; they can enlarge our elaborative faculty and creativity, and they can help us overcome the difficulty we meet during the course design. For example, we can use the Design System Road Map to design a successful course in an easy and efficient way. When you follow the design pattern, you will think about how to do will be more efficient. Besides, the majority of concepts are easy to understand, although I am still confused with some concepts.

From tests of the course, I know about my learning style and the advantages and the disadvantages, which is really helpful to my study. Also, I learned how to improve myself according to my learning style profile and the suggestion given in class and the textbook. Furthermore, I learned how to design course, so I can use these concepts when I teaches other people.

Bibliography

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   Herasymowych & Henry Senko, (2003),MHA Institute Inc. , Publication
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2. *The 1986 Annual: Develop Human Resources*

3. http://www.interconnections.co.uk/Market/PCFG/learning.htm