

Learner-Designed Individual Program Style-I

Description of a Learner-Designed I.P. Style*



What classroom image would you see between the teacher and learners that would indicate the structure of the Learner-Designed I.P. Style?

In this style you will see that the teacher designates a broad subject matter/topic, and within that topic each student is responsible for producing an individual learning program that includes setting goals and the process for accomplishing the goals. The learners design, implement, refine the program, and create performance criteria for their individual learning programs. The teacher acknowledges the production of ideas and asks questions for information or clarification about the learning program. Episodes in this style take time to produce.



The content in this style is new and not known in advance to the learner. Styles F-K promote different structures for discovery learning and different cognitive operations.

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Learning Focus

The learning focus of the Learner-Initiated Style is to acknowledge a learner's motivation and cognitive intentions to design his/her own learning experience. In this style a learner initiates a request to pursue the complexities inherent in making all decisions, defining learning objectives, and producing ideas. In this style the learner determines the teacher's degree of involvement.



* All subject matter has content that is appropriate for the different teaching styles. Physical activities were selected to more visually convey the decision making concept of each style.

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The Anatomy

In the anatomy of the Learner-Designed I. P. Style, the role of the teacher (T) is to make general subject matter logistical decisions for the learners. The role of the learner (L) is to make decisions about how to investigate the general subject matter topic: to produce questions that lead to a specific focus within the general topic; to produce the questions that result in identifying the process and procedures; to discover the solutions/movements; and to designate the performance criteria.



* The arrows represent the decision shifts from the Divergent Discovery Style-H to the Learner-Designed Individual Program Style-I.

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Style Summary

In the Learner-Designed Individual Program Style, the role of the teacher is to make general subject matter and logistical decisions for the learners. The role of the learner is to make decisions about how to investigate the general subject matter topic: to produce questions that lead to a specific focus within the general topic; to produce questions that result in identifying the process and procedures; to discover the solutions/movements; and to designate the performance criteria.

Subject Matter Objectives

When the Learner-Designed Individual Program Style is achieved, the following subject matter objectives are reached:

- ▶ To discover, create, and organize ideas on one's own
- ▶ To develop subject matter that deals with a complex issue over an extended period of time
- ▶ To engage in a systematic process to explore and examine an issue
- ▶ To set standards of performance and evaluation on one's own
- ▶ Others

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Behavior Objectives

When the Learner-Designed Individual Program Style is achieved, the following behavioral objectives are reached:

- ▶ To accommodate individual differences in thinking and performance
- ▶ To provide an opportunity for the learner to experience increased independence over a relatively long period of time
- ▶ To exercise perseverance and tenacity
- ▶ To provide opportunities for individuals to be self-directed
- ▶ Others