Learner-Initiated Style-J

Description of a Learner-Initiated Style*

> ? *What classroom image would you see between the teacher and learners that would indicate the structure of the Learner-Initiated Style?*

This style is not recognizable in the classroom because it is initiated by one student privately to the teacher. This style is not a whole class experience, an assignment, or a teacher-planned project. One student initiates and requests this style of the teacher. The student plans his/her own learning experience by making all decisions. The student selects the subject matter intent, designs, executes, and identifies the assessment criteria for the learning experience. The teacher participates when and how the learner requests. The teacher acknowledges the learner's successful implementation of the plans and initiates questions where discrepancies emerge between the learner's intent and actions. It is not the teacher's job to evaluate, but rather to act as a reference source between the indicated intent and action.

Note: This style is only for the individual who approaches the teacher to request this experience; it is not a whole class experience.

* 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 make 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-Initiated Style, the role of the learner (L) is to independently initiate this behavior and make all the decisions in the pre-impact, including which teaching–learning behaviors will be used in the impact, and create the criteria decisions for the post-impact. Provided the teacher is qualified in the subject matter, the teacher's (T) role is now to accept the learner's readiness to make maximum decisions in the learning experience, to be supportive, and to participate according to the learner's requests.

Pre-Impact → (L)
(planning)

( )

Impact → ( )
(implementation)   ( )

Post Impact   (L)
(feedback and assessment)

* The arrows represent the decision shifts from the Learner Designed Individual Program Style-I to the Learner Initiated Style-J.

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Style Summary

In the Learner-Initiated Style, the role of the learner is to independently initiate this behavior and make all decisions in the pre-impact, including which teaching-learning behaviors will be used in the impact, and create the criteria decisions for the post-impact. Provided the teacher is qualified in the subject matter, the teacher's role is to accept the learner's readiness to make maximum decisions in the learning experience, to be supportive, and to participate according to the learner's requests.

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Subject Matter Objectives

When Learner-Initiated Style is achieved, the following subject matter objectives are reached:

▸ To honor the individual who:

  ▸ Chooses to initiate a learning experience to discover, create, and develop ideas in an area of his/her choice

  ▸ Chooses to initiate a multifaceted learning experience

  ▸ Sets standards of performance and evaluation on one's own

▸ Others

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Behavior Objectives

When Learner-Initiated Style is achieved, the following behavioral objectives are reached:

▸ Increased independence

▸ Ability to assume responsibilities for creating his/her learning experience

▸ Ability to go beyond the boundaries of the activities presented to the rest of the class.

▸ To provide opportunities for individuals to be self-directed

▸ Others