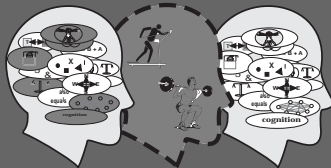
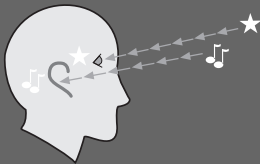


SOI[®] Model for Learning

Robert Meeker



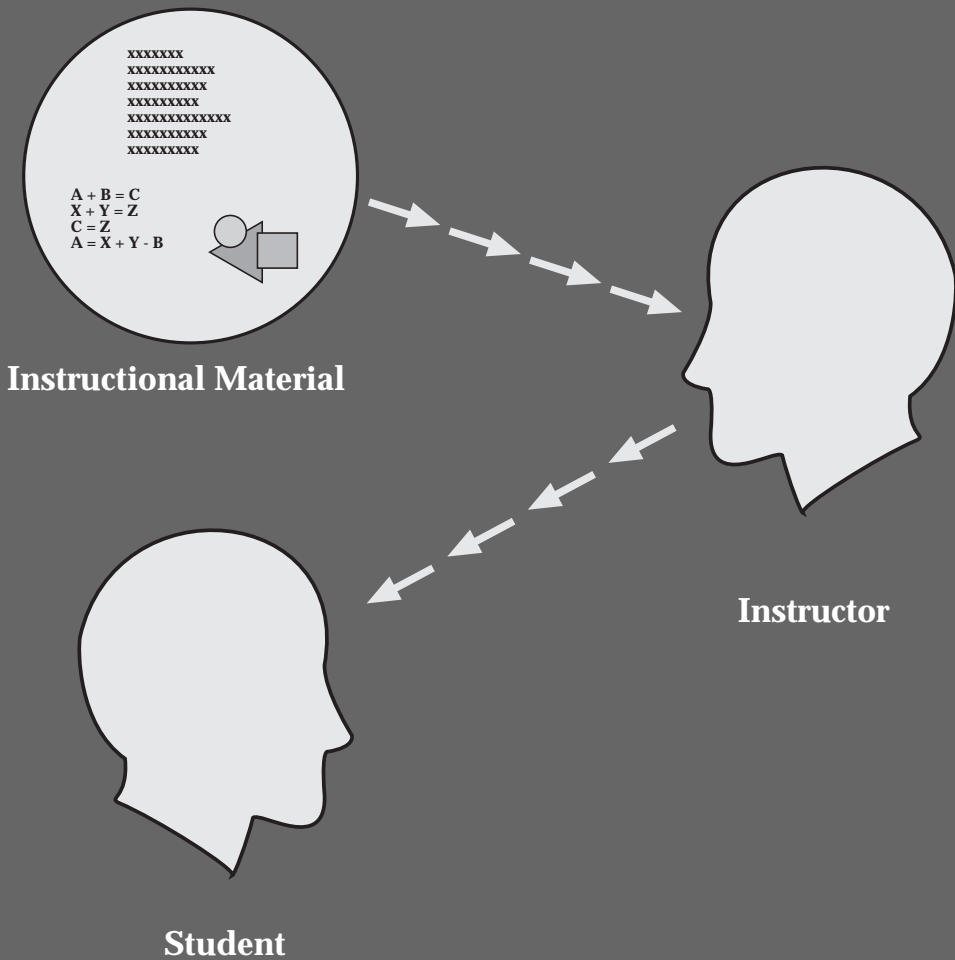
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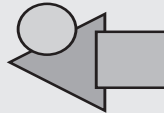
Every formal learning situation has three parts.



Instructional Content

XXXXXXX
XXXXXXXXXXXXX
XXXXXXXXXXXXX
XXXXXXXXXXXXX
XXXXXXXXXXXXX
XXXXXXXXXXXXX
XXXXXXXXXXXXX
XXXXXXXXXXXXX

$$\begin{aligned}A + B &= C \\X + Y &= Z \\C &= Z \\A &= X + Y - B\end{aligned}$$



Most instructional material is well prepared and appropriate for the level of the student.

Occasionally, of course, the instructional material is not well prepared or is not appropriate to the level of the student. On those occasions, the instructor or the student may overcome the poor instructional material or may find alternative material that is well prepared and appropriate for learning.

In general, however, the instructional material is not the source of learning difficulties.

Instructor



Most instructors are well prepared.

They have studied both the instructional content, and the methods of teaching.

Occasionally, of course, the instructor is not well prepared in the content area, or in the methods of teaching. When that happens, students may overcome poor instruction by themselves, or they may need to wait for another instructor who is well prepared.

In general, however, instructors are not the source of learning difficulties.

Student



We will focus on the students' part in the learning situation.

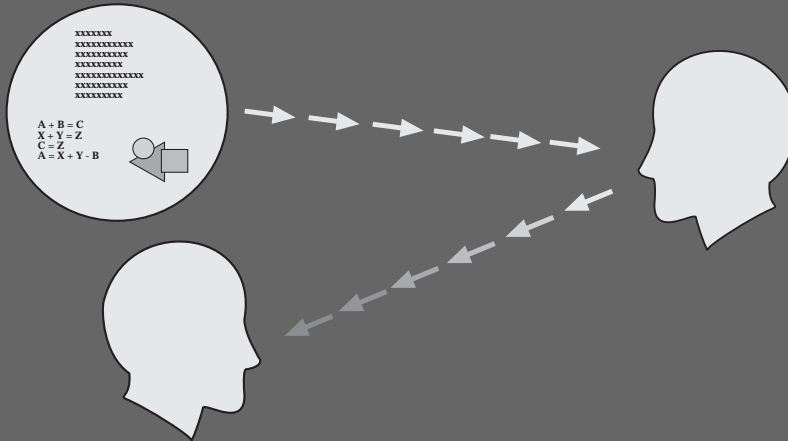
Many students come to a learning situation well prepared to learn. If these students apply themselves—if they attend to the instruction and study—they will learn.

But there are students who come to a learning situation unprepared to learn.

No matter how much effort these students make—no matter how hard they try—they probably will not learn.

To aid these students, we must first help them to understand why they are not learning.

Why do some students fail to learn?



In order to learn, students must be able to:

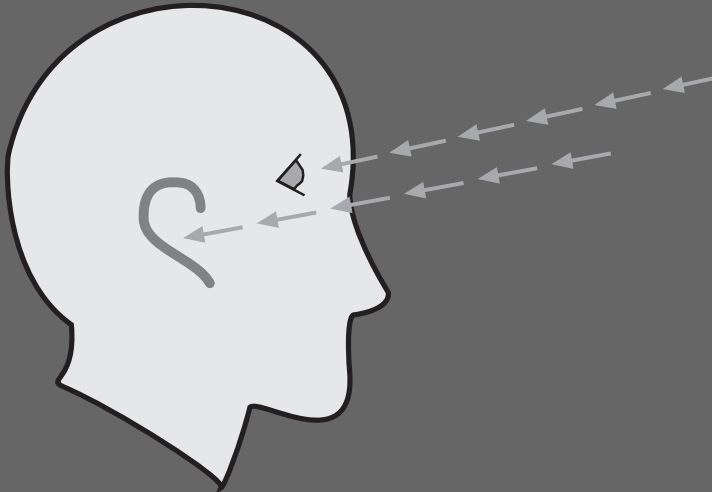
**receive,
process,
assimilate,
store, and
use**

the information that is being presented.

It is assumed that students can do all of these things.

Let's see what happens when students do not meet these assumptions.

Receiving Information



In most instruction, we receive information in two ways:

by sight—we see the information,

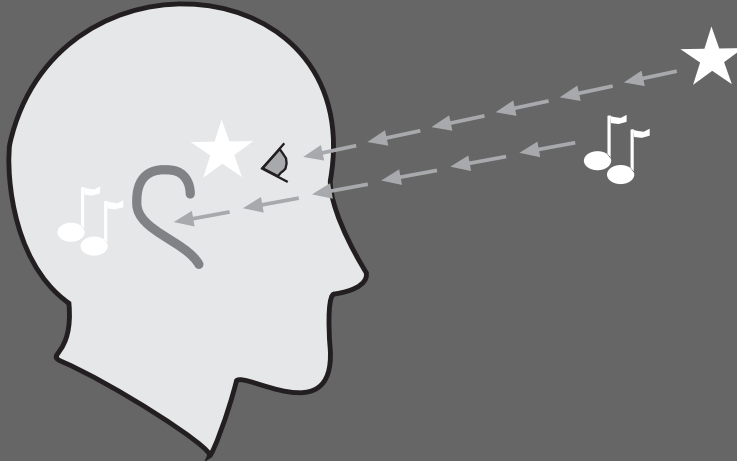
by sound—we hear the information.

When students cannot see or hear adequately, they cannot learn, because they do not receive the information being presented.

So, our first step in helping students who are not learning, is to make certain that they can:

SEE and HEAR.

Processing Information



Once we receive information, we must process it. Have you ever looked at something and not really “seen” it? Not seeing it well enough to tell someone later what you had seen? You looked, you saw, but you did not process.

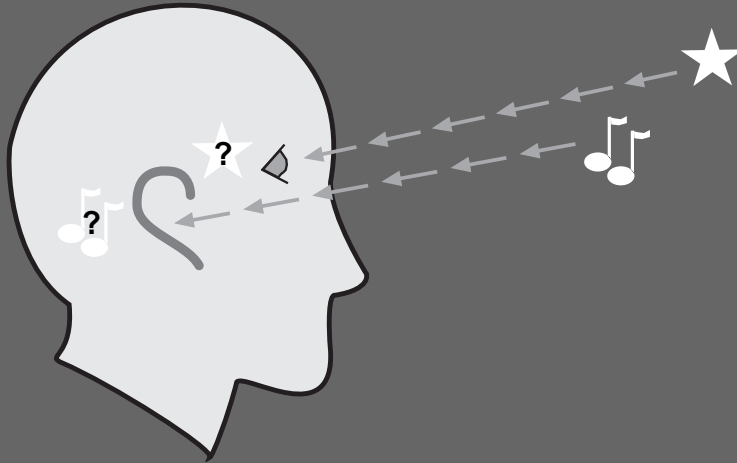
Many students who do not learn, see the information on the page, but they do not process it.

Many students who do not learn, hear what the instructor says, but they do not process it.

So, our next step in helping students who are not learning, is to make certain that they have the

SKILLS for PROCESSING.

Assimilating Information



Once we receive and process information, we must assimilate it. Have you ever seen or heard a word like “assimilate” and not know what it meant? You have taken the word in, but you did not know what to do with it. In a word, you have not “assimilated” it.

Many students who do not learn can receive and process information, but they do not have the abilities necessary to assimilate.

Our next step in helping students who are not learning, is to make sure that they have the abilities to

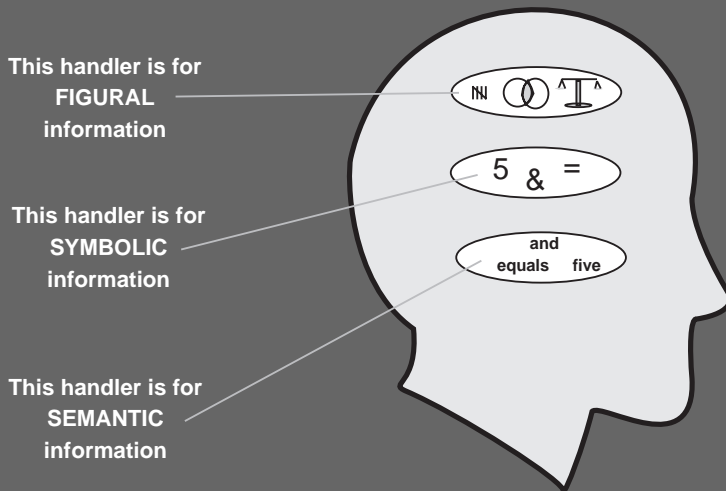
ASSIMILATE

the information they receive and process.

Assimilating Information—Content Handlers

Information is assimilated through “handlers.” We use information handlers to understand the information we receive.

One important set of handlers deals with the type of information that we take in.



Most people have a preference for the type of information they can handle most easily. This is a person’s learning style.

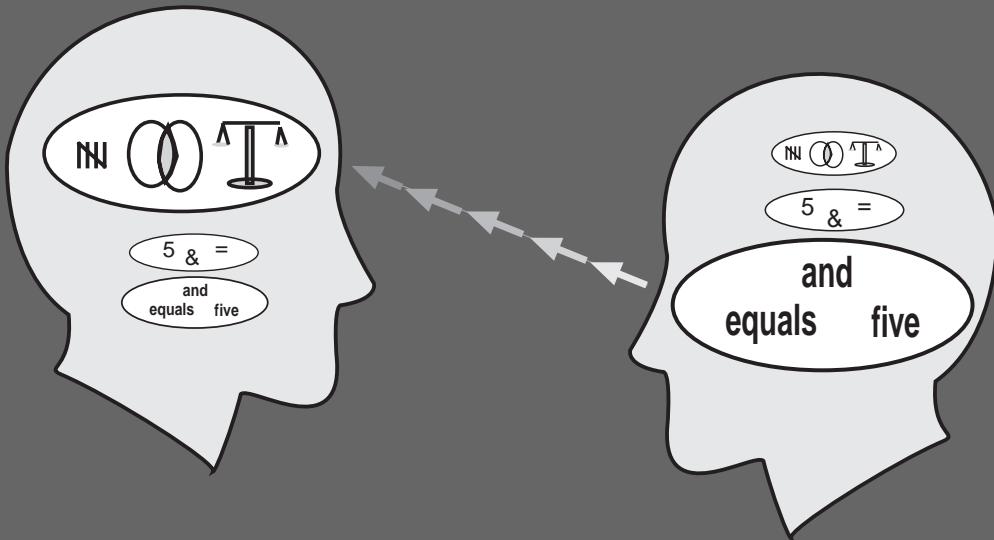
FIGURAL—architects, surveyors, graphic artists, carpenters

SYMBOLIC—programmers, mathematicians, stenographers

SEMANTIC—teachers, lawyers, writers, politicians

Learning Style and Learning

Many learning problems occur because there is a mismatch of learning styles between those offering instruction and those receiving it.

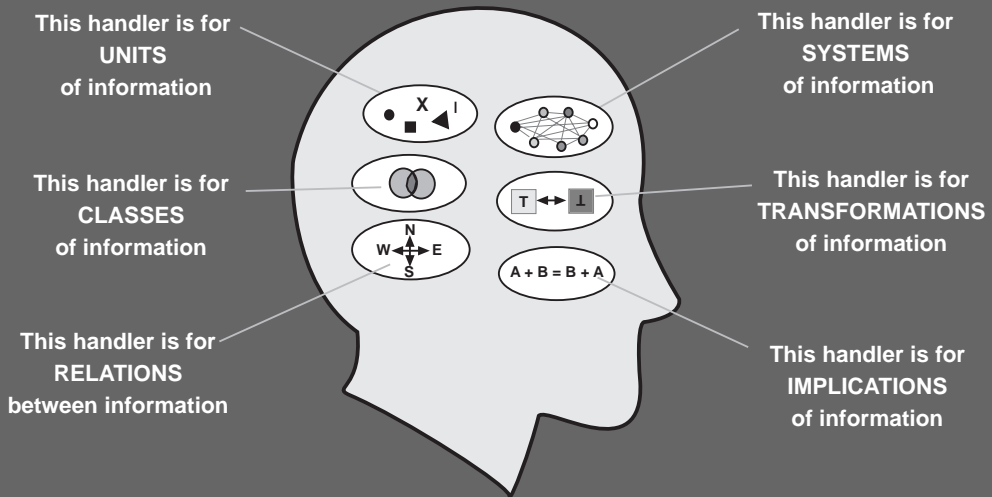


So, to help students who are not learning, we need to insure that the instruction is not inappropriate to their

LEARNING STYLE.

Assimilating Information—Category Handlers

Another important set of handlers deals with how the information will be used.



To help students who are not learning, we need to insure that they develop handlers on

HOW to USE

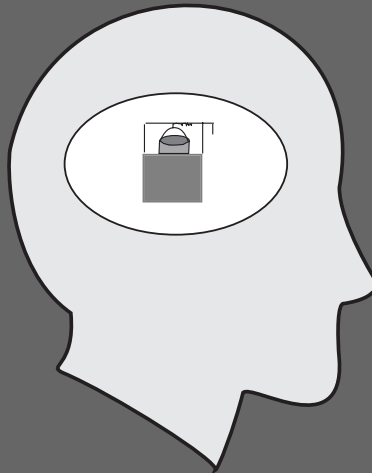
information.

Storing and Retrieving Information

Once we receive information and assimilate it, we need to store it.

We have a handler for that, too—it is called “memory.”

An effective memory is one that can retrieve stored information when it is needed.



To help students who are not learning, we need to insure that they develop their

MEMORY.

Using Information

We have a number of handlers for using information.

We use information to make judgments.

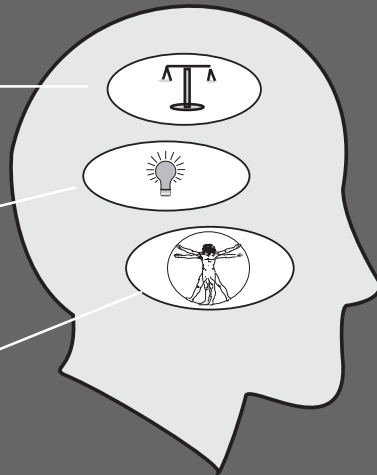
We use information to solve problems.

We use information to be creative.

This handler is for using
information to make
JUDGMENTS

This handler is for using
information to
SOLVE PROBLEMS

This handler is for using
information to be
CREATIVE

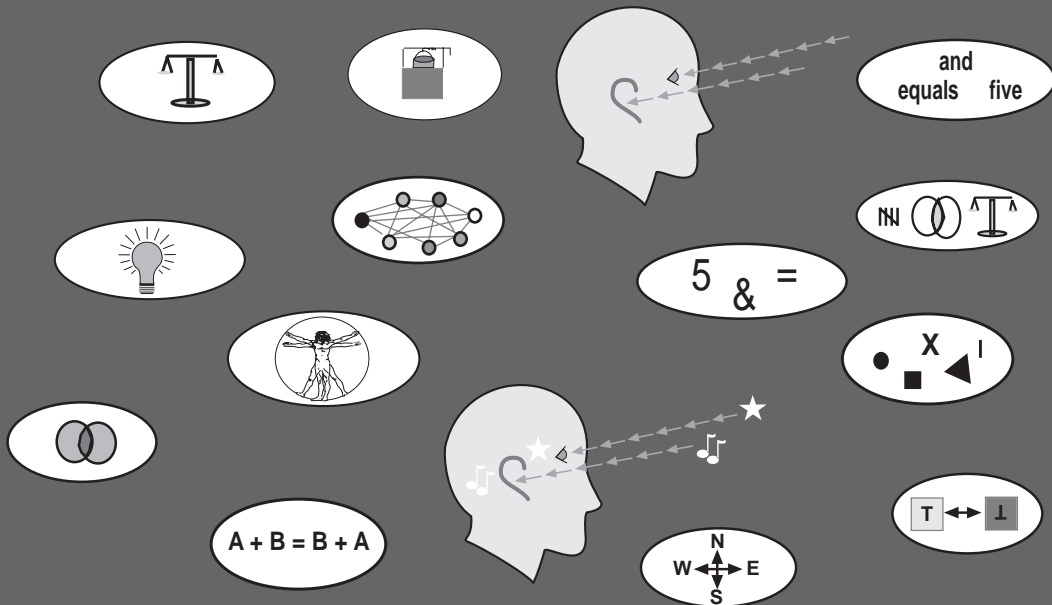


To help students who are not learning, we need to insure that they
develop the handlers for:

**JUDGMENT
PROBLEM-SOLVING
CREATIVITY.**

Helping Students—Finding the Needs

The first step in helping students with their abilities to process and assimilate information, is to find their needs.



To help students who are not learning, we need to find which of these should be further developed.

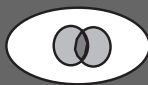
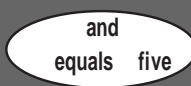
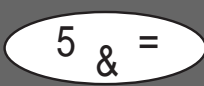
Helping Students—Finding the Needs

How can we tell if a student does not meet some of the requirements of the learning situation?

We could ask the students themselves, but they usually don't know the cause of their learning problems.

We could observe students, but it takes a highly trained person to identify learning needs.

The surest way to identify learning needs is to test for them.



To help students become better learners, we need to test their learning abilities.

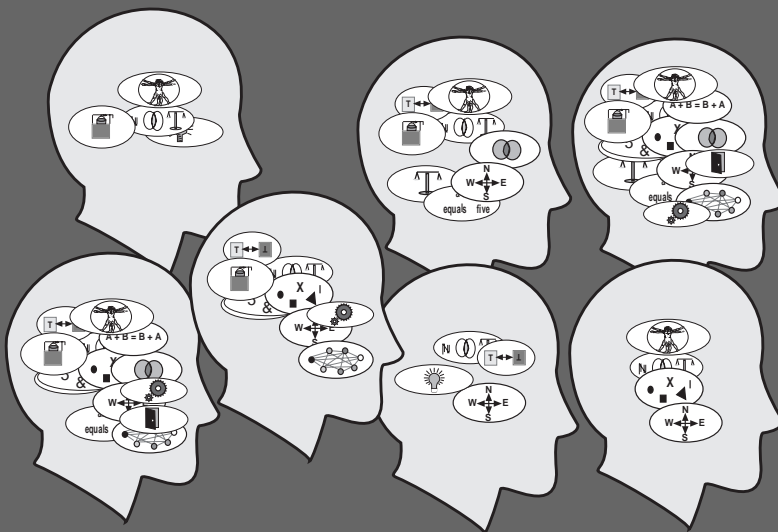
We can test their learning abilities in less than four hours.

Helping Students—Finding the Needs

Of course, every student has different learning needs. Almost no two are the same.

Some students have very few learning needs—their abilities are already well developed.

Others have many learning needs—they have many abilities that need development.

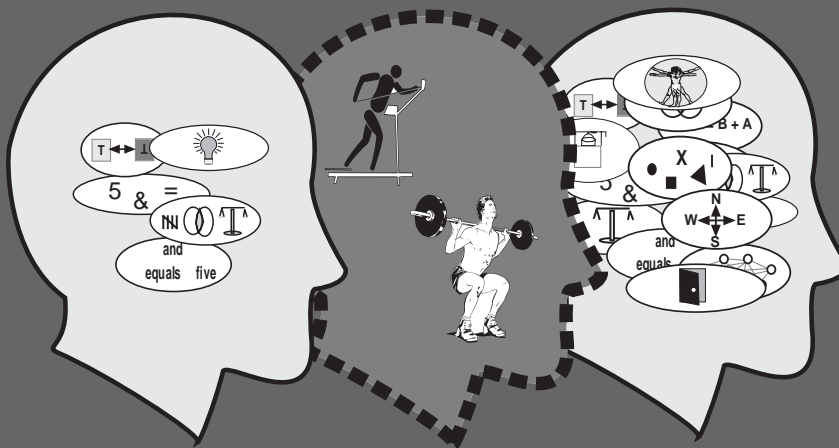


In order to improve learning, we need to know that learning abilities should be developed or improved.

Helping Students—Develop Learning Abilities

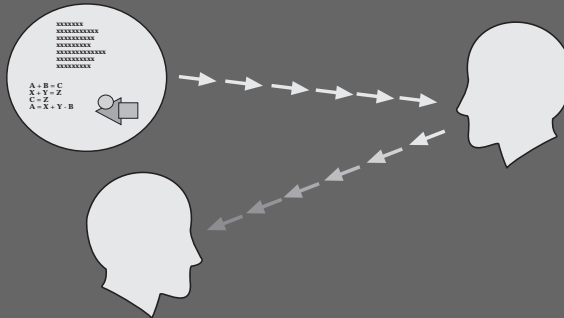
Once we have identified the needs (the learning abilities that need development), we can start the students on a “mental fitness” program.

We have exercises that will build these mental muscles.

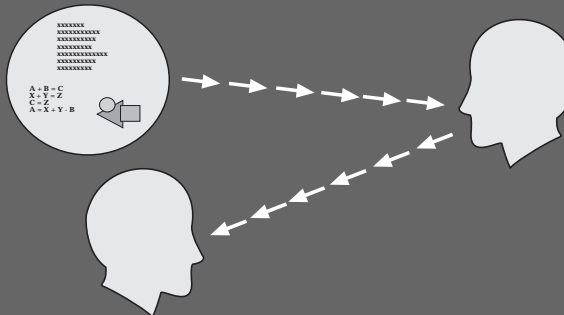


Learning abilities can be improved with the proper exercise.

Helping Students—Develop Learning Abilities



So, with the appropriate assessment information, and the appropriate training:

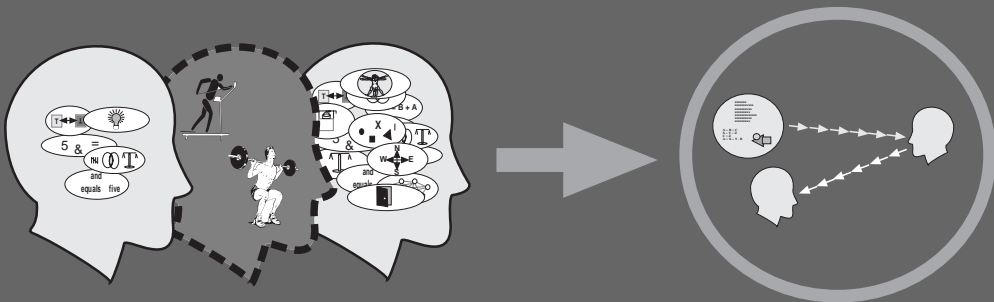


We can reconnect the student in the learning process.

Preparation for Learning

Of course, we do not need to wait for learning problems to occur before we connect the student with the learning process.

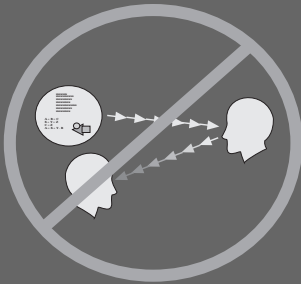
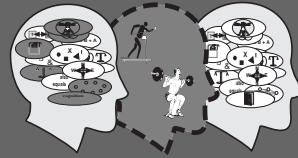
We can prevent learning failure, if we prepare students for learning.



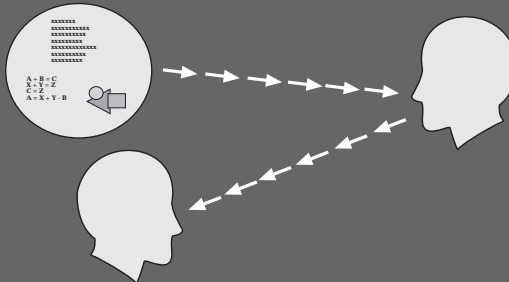
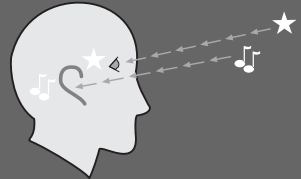
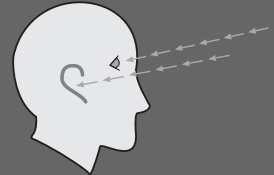
We prevent learning problems by PREPARING students for learning.

Preparation is more efficient, easier on the instructor, and much better for the student than failure and remediation.

A Complete SOI/IPP Program

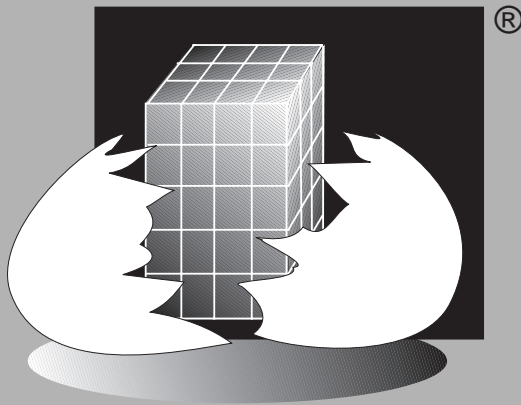


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offers all of these
programs to help
students become more
effective learners.



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becomes a
Mental Weight Room
to prepare students
for
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