Consolidation and reflective statement on personal learning preference workshop

Reflective and Theorist Learning of Reflective and Theorist Learning

Development can be undertaken in many different was. When a learner understands his or her learning style and the styles used by others, he or she will effectively retain information and reap much out of every opportunity for development (Honey & Mumford, 1992). A learner who understands his or her learning style can choose the most appropriate learning activities that best work for him or her. However, it does not imply that the learner cannot benefit from activities unsuited for his or her style; the appropriate style will maximize the gain from each learning opportunity. It is good to balance these styles at times to create a balance for sharpening one's learning skills (Honey & Mumford, 1992). The reflector and theorist learning styles are worth considering.

Reflective learning is an individual style of learning. One needs no guidebook to implement it. Reflection should not be thought of as an essential element of the ' to do' list. Rather, reflection should be practiced at any stage. One should underscore the need to be a reflective learner, but not doing reflective learning. The ability to reflect is quite important in the process of learning and self-development (Honey & Mumford, 1992). Reflection could be in the form of thinking with a purpose, questioning, probing, analyzing, being critical, making judgments, and conclusions.

A reflective learner should plan and prioritize. The huge number of activities in the study process can overwhelm a learner. One should plan his time and prioritize the learning tasks, knowing well how to execute all other commitments (Contrell, 2010). Precisely, the learner should reflect ahead to know what is required, when and how to do it based on prioritization.

Secondly, the learner should set and achieve goals. Motivation can play out

when one reflects on the goals of the study while relating the same to life goals. When goals are defined, it is easier to strategize on achieving them (Honey & Mumford, 1992).

A reflective learner should know how to deal with anxiety and procrastination (Contrell, 2010). Procrastination can lead to the missing of deadlines or lagging behind in study schedules, a situation that can take away one's confidence. A learner should recognize why, where and when he or she procrastinates to challenge habits and routines. Essential tools for reflection in reflective learning include diaries, journals, tables, lists, maps, bullet points, videos, digital recorders, diagrams and icons (Contrell, 2010). These can better boost a reflective learner's development.

Theorists adapt what they observe and integrate it to complex but sound theories. They solve problems through systematic method. Mostly, they change disparate facts into theories that make sense. Their aim is to perfect things, and they will not rest until they put things in order rationally. Theorists are keen on assumptions, models and principles (Honey & Mumford, 1992). To achieve effective learning and development, a theorist learner should look for complex situations or complex problems that can enable him or her to utilize skill and knowledge in creating solutions. Moreover, one should find structured situations of learning, which have a clear purpose. That means a theorist learner should organize his learning activity by defining its purpose and determining expected outcomes (Contrell, 2010).

Theorist learners should also single out interesting ideas or concepts that offer challenging environments to ponder. Even though the ideas may not be relevant at the time, they give the learner a good opportunity to devise

solutions through assumptions and the application of principles. A theorist learner should also draw questions for every learning activity (Contrell, 2010). He should then approach the activity by answering the questions. Hypothesizing is one good way of glossing over learning activities. When a learner forms as many hypotheses as possible, he can easily understand the topic by proving or disproving each of the hypotheses.

References

Contrell (2010). Skills for Success: Understanding Your Personal Performance.

Honey, P. and Mumford, A. (1992). The Manual of Learning Styles. Peter Honey Publications