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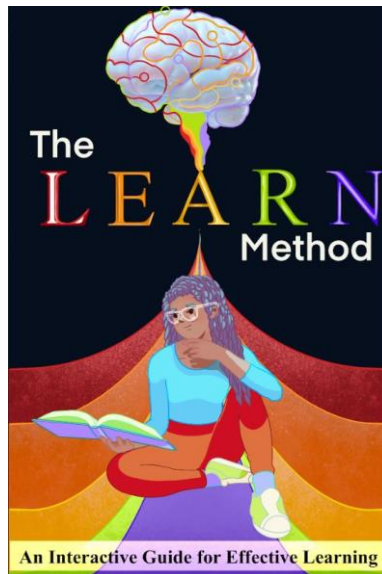
# L.E.A.R.N.

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## FACILITATOR'S GUIDE TO ACCOMPANY THE L.E.A.R.N. TEXTBOOK

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In the accompanying L.E.A.R.N. text, your learners will be introduced to a method of instruction called **LEARN**.

**LEARN** stands for the five factors of learning success:

L = Listen

E = Elaborate

A = Associate

R = Retrieval

N = Night

The textbook can be found at:

For questions concerning textbook content, please contact the author, Dr. Karla Lassonde, at [karla.lassonde@mnsu.edu](mailto:karla.lassonde@mnsu.edu)

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## FACILITATOR / INSTRUCTOR GUIDE OVERVIEW

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### ABOUT THIS GUIDE

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This book is intended for high school or college learners to explore and identify techniques that can help them learn more effectively, while also examining how people learn. L.E.A.R.N. is broken into 5 chapters each with a variety of activities to help learners apply the material and reflect on their own learning habits. This guide will help facilitators or instructors use the book effectively and to understand how to successfully implement the material in their classrooms.

The book is published in Pressbooks and uses [H5P](#) activities for in-text practice. You can clone this book into your own instance of Pressbooks using the instructions found [here](#). This would allow you to have access to the results of the H5P activities, provided you have the appropriate Pressbooks license. If you use the original book, you will have access to all the materials but not the results of the H5P practice activities.

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### HOW TO USE THIS GUIDE

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As you plan the course, compare the textbook to each chapter outlined in this guide. The guide will give you cues for when to prompt your students to submit activities from the chapter. Those

activities are also marked for learners with the prompt:



Example:

 **Activity #E2.1**

How would you encourage someone to remember your name better? Maybe it is something about how your name sounds that is memorable. For example, my last name is “Lassonde,” so I have students imagine a lasso to recall how my name begins. Perhaps it is a visual image your name makes you think of. It can be anything. The more creative you are, the better.

REMINDER: Don’t forget to personalize the book and material to your systems, participants, and style. Look for the “Choice” sections to make decisions on content that you would like to share with your participants. For information about how to clone a book for your own adaptation and use, please review this information from Pressbooks: [Clone a Book](#)

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### L.E.A.R.N. AT A GLANCE

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Chapter	Description	Activities	Other
Introduction	1 section	1 in-text activity	2 submitted activities
Chapter 1: Listen	9 sections	14 in-text activities	5 submitted activities
Chapter 2: Elaborate	9 sections	6 in-text activities	5 submitted activities
Chapter 3: Associate	6 sections	2 in-text activities	3 submitted activities
Chapter 4: Retrieval	8 sections	4 in-text activities	2 submitted activities
Chapter 5: Night	9 sections	7 in-text activities	3 submitted activities

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### PREPARING TO USE THE BOOK

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#### Facilitator Checklist

- ✓ Review the book to determine questions you may have about the content or activities
- ✓ Contact the author with questions as needed
- ✓ Identify the activities that require you to give learners directions for activity submission and prepare communication
- ✓ Check all links and videos to make sure they function and are appropriate for your learners

## LEARN: INTRODUCTION

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There are 2 submitted activities in the LEARN introduction. You will need to let your learners know how to submit the following activities:

- Activity #1
  - Describe a childhood experience when you were really excited to learn something new.
- Activity #2
  - Describe a time currently (in college or similar) when you were excited to learn.

## CHAPTER 1: LISTEN

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There are 5 submitted activities in the LISTEN chapter. You will need to let your learners know how to submit the following activities:

- Activity #L2.1
  - Do you have a favorite brand slogan?
- Activity #L4.2
  - Can you think of a college career that requires a worker to shift their attention quickly?
- Activity #L4.3
  - Describe a time when you tried to pay attention to more than 1 thing and failed in that you made a mistake on those activities or tasks.
- Activity #L5.1
  - There are several items that “changed” in the picture in that they are completely different. Can you name any of them?
- Activity #L6.1
  - Answer these questions:
    - How long can you listen to an instructor's lecture before losing focus?
    - How many times do you check your phone when doing a class assignment or task?
    - Imagine you are asked to sit alone, without any technology for five minutes. How do you think this experience would make you feel?
- Optional in-class activities
  - Lead a body-scan meditation activity
  - Go through the Brain Yoga steps together as a class. Play some calming music while demonstrating and walking the students through the poses.

## CHAPTER 2: ELABORATE

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There are 5 submitted activities in the ELABORATE chapter. You will need to let your learners know how to submit the following activities:

- Activity #E1

- Think of adding as much detail to one of the terms above (or pick a concept from your area of study). Before you do so, remember that passion for learning I discussed earlier. Put yourself into the shoes of a child learning about the body. You know less about the world and EVERYTHING is more interesting because you are more naturally curious. Now, brainstorm all of the things that come to mind when you think “dorsal/igneous/or pick your own vocabulary word”. This building out of the word “igneous” is elaboration. Describing and explaining ideas with as many details as possible increases the likelihood that you will remember something later.
- Activity #E2.1
  - How would you encourage someone to remember your name better? Maybe it is something about how your name sounds that is memorable. For example, my last name is “Lassonde,” so I have students imagine a lasso to recall how my name begins. Perhaps it is a visual image your name makes you think of. It can be anything. The more creative you are, the better.
- Activity #E5
  - Think of a class you have taken or are currently taking.
    - Name the class
    - Using Bloom's, what type of knowledge (i.e., color and term) do you think you are most often asked to use and learn during this class?
    - Think about how your learning is assessed in this class. Common methods include: Multiple choice, short and long-answer essays, and writing assignments.
- Activity #E6
  - Create a learning triangle. First, write down your topic (i.e., don't choose anxiety but something else that you have learned about in class). With that topic in mind, place the colors next to a description of how that topic is learned. For each color, be sure the description fits appropriately with the learning concept (remembering, understanding, applying, analyzing, and creating).
- Activity #E7
  - First, access course information from a current class. If you are not currently in a class, think of something you have always wanted to learn about. Consider a test you have coming up. Locate information that you need to learn for that class (if not in a class, use your imagination). You don't have to include EVERYTHING you need to know, but you do want to think of more than one topic. Second, write down what you want to learn. Next, go back to the levels of Bloom's. Write down what type(s) of knowledge you think it is. It is also a good time to think about how you will be tested (multiple choice, essay). This can determine whether the level of knowledge matches or is appropriate. Pick one or two concepts and provide as many relevant details as you know. You may need to rely on notes or course materials to do this.
- Optional in-class activities
  - Bring in some Legos and let the students build for 10-15 minutes. Here are some ideas for in-class serious play: [Serious play: active learning with Lego bricks](#)
  - Pair students with someone in the class they don't know. Have them use elaboration techniques to remember the student's name. Ask them during the next class period what the name is and what techniques they used to remember.

## CHAPTER 3: ASSOCIATION

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There are 3 submitted activities in the ASSOCIATION chapter. You will need to let your learners know how to submit the following activities:

- Activity #A1.1
  - Give examples of mnemonics you have used.
- Activity #A3.1
  - Now it is your turn: Come up with a story for the following list of words: FISH, CACTUS, PEANUT, HORSE, UMBRELLA, TATTOO, BOTTLE, SHELF, FREUD, COFFEE, RAIN, TICKET, ABOVE
- Activity #A5
  - Write down any links in knowledge association that you have had in your high school or college career. For example, is there a series of courses that you have taken or must take that will build upon one another?
- Optional in-class activities
  - Brainstorm some mnemonic devices students could use for their own courses. See who can come up with the best one

## CHAPTER 4: RETRIEVAL

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There are 2 submitted activities in the RETRIEVAL chapter. You will need to let your learners know how to submit the following activities:

- Activity #R4.1
  - Describe a time when you crammed and it worked out, you got the desired outcome.
- Activity #R4.2
  - Thinking back to your response from prompt 1. What was the desired outcome of the cramming? Do you consider it to be an external motivator (a motivator that comes from the outside: grade, reward, others seeing you do good) or is it an internal motivator (one that only fulfills your inner desire to learn or do something well – no reward or benefit)?
- Optional in-class activities
  - Practice the Pomodoro technique in class. Bring in or set a timer for 25 minutes then give the students a 5 minute break. Ask them how they feel after the break.
  - Use retrieval practice activities at the beginning of each class period. Be explicit with explanations of how they will help the students learn.

## CHAPTER 5: NIGHT

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There are 3 submitted activities in the NIGHT chapter. You will need to let your learners know how to submit the following activities:

- Activity #N1

- To prioritize time for learning, it is first important to see the bigger picture of how you spend time each week. In the following activity, you will consider 5 major areas you focus your time on each week. Consider these areas as your priorities. They may not be priorities in that they ALL are the most fun or enjoyable things to do but, they should be aspects of your life that you need to live so that you can be your best. Some examples might include work, school, family, or activities.
  - *Instructor note:* There is an in-text activity that will guide students through identifying their 5 areas of focus. You will need to direct the students to reproduce those in a word document so they can turn it in.
- Activity #N.2
  - Now that you have taken a close look at your main priorities each week, you will focus on what you do regarding coursework. Consider the classes you have currently. For most students, that would be between 4 and 5 separate courses. If you have more or less that is okay too. In this activity you will list the classes or school work that you prioritize each week. It might be easy to think of these as classes, but depending on what you are studying it may be activities related to courses (e.g., research or artwork). Most of you can label the top priorities as your classes but it is okay to be flexible. If you are an artist or an athlete or you have a leadership activity during school hours, you might be adding that in as one of your most important priorities.
    - *Instructor note:* There is an in-text activity that will guide students through identifying their 5 school priorities. You will need to direct the students to reproduce those in a word document so they can turn it in.
- Activity #N.3
  - Of course you understand we only have 24 hours in a day! With 7-days in a week this give us 168 hours to live our lives. If life is going very well, chances are you will be meeting the needs of your priorities listed in both activities 1 and 2. Because they interact with one another in sharing your precious time, we will now consider them together. Download the spreadsheet below by clicking the File menu > Download > Microsoft Excel (.xlsx) or by saving it to your own Google Drive and list all 10 of your priorities (5 from activity 1 and 5 from activity 2) in the boxes provided in the spreadsheet. Once you have them listed, consider how much time you need to commit to each priority each week. This requires some additional thinking and a little quick math. If you put exercise as one of your life priorities in activity 1, next to it you would indicate the number of hours you dedicate (in an ideal week) to doing exercise. Maybe that is 4 hours! At the end, you should see the total number of hours your priorities require each week. Below that you should see the time you have left in your week for other activities.
    - *Instructor note:* This activity uses a Google Sheet with built in functions to calculate their time spent on priorities. You can download this sheet and edit it to fit your needs and make it an in-class or submitted assignment outside the textbook.
- Optional in-class activities
  - Ask students to keep a sleep journal for a week either on paper or using an app of their choosing (Fitbits and Apple Watches often have options for this).
    - Circle back to meditation habits and provide a list of sleep stories or meditations for students to use

- Encourage students to experiment with sleep stories, sleep music, or white noise.
- Turn the questions about nighttime in Activity #N.5 into a class discussion