

Discover the Keys to Excellence in Education

Thinking & Learning Styles Training

TRAINING AND KEYNOTE CONTENT

The content of these various keynotes and trainings introduces the concept of Brain Dominance Learning Styles. Brain Dominance research has revealed that individuals have one of 4 physiological approaches to the way they think, learn and communicate. During the trainings participants will learn about the basic characteristics of these four approaches or quadrants of thinking and learning styles.

Participants will take part in experiential and practical application exercises. They will learn to identify the primary and secondary thinking styles they prefer. Using this information, they will develop a plan to become highly effective teachers and learners. Relevant research and helpful resources will also be provided.

HOW DIFFERENT THINKING AND LEARNING STYLES IMPACT EVERYDAY LIFE

If you and nine of your colleagues were asked to find the best way to travel to Washington DC for a conference beginning on Friday, would all of you choose the same route? What if 10 of your students were given the same task? In this instance, an individual's interpretation of "best" will influence how he/she chooses to get to Washington DC.

Does best mean fastest? Cheapest? Would driving be the best method if you were able to bring your family on the trip? Would taking the train be the best means if you had never taken a train before or were afraid of flying? Even when directions or explanations are given clearly, individuals interpret them differently. The way we communicate with one another and interpret that communication depends on the way our brains translate the given task.

And the way our brains translate depends on our brain dominance and preferred thinking styles. Our bodies, for example, provide examples of dominance between paired structures. We each have a favored hand, foot, and eye. We also have parts of our brains that we favor in given circumstances. These "favorites" make up our preferred thinking styles.

These styles influence the way professors and educators teach and the way students learn.

BRAIN DOMINANCE CONCEPT & THEORY

The brain is the source of who we are and how we learn. Ned Herrmann, founder of Brain Dominance, combined research on right brain/ left brain differences with research on the Triune brain. He created a metaphorical model that illustrates that each person basically has four brains when it comes to the process of thinking and learning.

Depending on which quadrant is engaged, individual learning processes can be very different. Brain dominance leads to thinking style preferences, which impacts **what** we pay attention, **who** retains what information, **why** the content is relevant, and the steps of **how** we learn best. Each of these four "brains" or quadrants is listed below with words that typically characterize a person who uses that thinking style. The four thinking styles are:

- A: THE RATIONAL SELF** (Upper or Cerebral Left Brain)
- B: THE SAFEKEEPING SELF** (Lower or Limbic Left Brain)
- C: THE FEELING SELF** (Lower or Limbic Right Brain)
- D: THE EXPERIENTIAL SELF** (Upper or Cerebral Right Brain)

A. Rational Self knows how things work knows about money likes numbers is realistic is critical is logical quantifies analyzes	D. Experimental Self infers imagines is curious/plays likes surprises breaks rules speculates is impetuous takes risks
B. Safekeeping Self plans timely is neat organizes is reliable gets things done establishes procedures takes preventative action	C. Feeling Self feels talks a lot is emotional is expressive is supportive touches a lot likes to teach is sensitive to others

From this diagram, you can see that each quadrant has a unique way of thinking and doing. Each quadrant also has a preferred way of learning.

- ➡ The A quadrant thinkers prefer quantifying, analyzing, theorizing and processing logically.
- ➡ The B quadrant thinkers prefer organizing, sequencing, evaluating and practicing.
- ➡ The C quadrant thinkers prefer sharing, internalizing, moving and being involved.
- ➡ The D quadrant thinkers prefer exploring, discovering, conceptualizing and synthesizing.

You may see yourself in more than one quadrant. Research indicates that a majority of people have at least two dominant quadrants. There are primary preferences (areas of the brain you go to easily and enjoy), secondary preferences (areas of the brain that are accessed when necessary) and tertiary preferences (areas you may have difficulty accessing or may even want to avoid).

You don't need to identify with everything in the quadrant to have some strength there. People have varying degrees of dominance in the quadrants.

THE HERMANN BRAIN DOMINANCE INSTRUMENT (HBDI)

The Herrmann Brain Dominance Instrument is a tool designed by Ned Herrmann to profile thinking and learning style preferences. This tool maps out the degree to which one quadrant is favored over another.

HBDI can be used to profile an individual student, or can be used for team analysis of an entire class, group or staff.

The HBDI model allows students to see the full potential of the brain and their abilities. It allows them to take an honest look at where their preferences and avoidance's are without confining themselves to simply one style.

The model also proclaims that preferences are wonderful. Knowing our preferences can give us powerful information about who we are and what type of work we might enjoy. Having a certain thinking or learning preference provides unique challenges when interacting in a world of varying styles. Understanding how to communicate, learn from and teach others with different styles is what this Bill's trainings are all about.

SUMMARY OF RELEVANT RESEARCH

Research indicates that there are eight key brain characteristics that impact the way we think and learn.

- 1** Our brains are unique just like our fingerprints. No two people have the same brain pattern.
- 2** Our brains are specialized. Different areas of the brain are responsible for different functions including writing, seeing, naming, and hearing.
- 3** Our brains are situational in that we have the ability to "turn on" the part of the brain that we need in a given situation.
- 4** Our brains are interconnected as there are billions of neurons with millions of interconnections.
- 5** Our brains are iterative meaning that we are able to move back and forth within our brains using different parts of our brains to complete complex tasks.
- 6** Our brains are dominant in that parts of our individual brains take dominance over other parts.
- 7** Our brains are malleable. The brain is so malleable that there are virtually no inherent constraints.
- 8** Our brains are whole. All of these characteristics taken together emphasize a whole brain that we each have access to. Ultimately certain parts of our brains become dominant which determines our thinking and learning preferences.

There is also a great body of research on the left brain/ right brain division and how it affects a person's thought processes. Roger Sperry's early work with schizophrenic patients is well known. By now, most of us recognize left brain thinking to include analytic, fact-based and logical approaches and right brain thinking to include insightful creative approaches.

Another researcher, Dr. Paul MacLean, proposed the Triune brain theory. His research indicates that we have three brains: the reptilian brain, the limbic system and the neo-cortex. Both the limbic and the neocortex have two halves, a right and left side.

Ned Herrmann combined Sperry's work and MacLean's research to create his Whole Brain model. This model emphasizes the fact that there are really four parts of the brain where dominance exists: Cerebral left, Limbic Left, Limbic Right and Cerebral Right. These four parts correspond to quadrants A, B, C, & D mentioned earlier.

The Whole Brain metaphorical model allows for variation among individuals who are "right brained" or "left brained". Measurement of an individual's level of mental preference for each of the 4 quadrants creates a model that is more inclusive and more accurate.

It is this model that Bill draws on for educators and students alike who are interested in exploring their thinking and learning styles.

BENEFITS FOR TEACHING STAFF

By learning about the diversity of thinking styles that students possess, you will be able to insure that your students understand what their professors are teaching even if they have very different style from their own.

For instance, an English teacher who assigns a paper and tells students the paper should be "as long as it takes to effectively make your argument" will be well received by students with primary preferences in the "D" quadrant. But a student with a "B" quadrant preference is likely to be immobilized by the lack of specific direction. The instructor could alleviate much of the "B" student's fear by simply giving a range of pages for the assignment and an outline of what makes an effective argument. An instructor who incorporates all learning styles into his teaching will find more receptive students experiencing less difficulty in his courses.

BENEFITS FOR STUDENTS

It's a diverse world, and probably the greatest diversity your students will ever encounter is in the diversity of thinking styles. There are as many ways of thinking as there are people in the world. The ability to work effectively in a team environment is continually reported as one of the top attributes employers are looking for in college graduates. It is often ranked above professional content knowledge. The key to successful teamwork is effective communication and the key to effective communication is to understand both one's self and one's colleagues.

By helping students recognize their preferred and less preferred styles, you are also assisting them with college. Not all instructors will embrace the idea of adapting their teaching to all styles, and certain elements of life and learning will always favor certain styles. Students will be better prepared to negotiate these courses if they can understand the thinking style in use and adapt their studying and note-taking to their own more preferred styles. A student who learns to understand and appreciate all styles will more easily adapt to new challenges in college, at work and in his/her personal relationships.

YOUR NEXT STEPS

Bill offers keynotes along with a number of single and multi-day trainings. All of the trainings are tailored to meet your specific needs. You can also incorporate the Hermann Brain Dominance Instrument (HBDI) into the trainings for both individual and team scoring.

Contact Bill today for more information on setting up your next keynote or training session.

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ABOUT WILLIAM MARK STIERLE



Bill Stierle is the founder of Corporate Culture Development Inc. and has worked as a speaker, trainer and consultant since 1993. Bill has worked within the educational system as a teacher and trainer for over 25 years as well. He has delivered over 500 keynotes and trainings to groups small and large, including Fortune 100 companies, professional associations, government organizations along with a number of colleges and schools. His clients include Notre Dame University, Davenport University, Harvard-Westlake School, US Federal Mediators, Michigan Department of Career Development, Riordan Leadership Foundation, TD Waterhouse, NCR, Covenant House California, Southern California Gas Company and many others.

Bill has a passion for education and for helping others learn to communicate both within themselves and with each other. His training and keynote topics include Whole Brain Learning, Effective Teaming, Needs-Based Communication, and Conflict Resolution. Bill teaches people how to bring out their best.

As an accomplished trainer, Bill focuses on how individuals think, behave and learn effectively. He provides trainings based on the Herrmann Brain Dominance Model, a cutting edge thinking technology that provides clear techniques and tools that leverage a student's performance. Bill's natural enthusiasm and the rapport he builds with teachers, students, parents and administrators is key to how each person grasps the knowledge and information he presents.

Bill is also a specialist in Nonviolent Communication, a technique developed by Marshall Rosenberg Ph.D. that reduces conflict and connects people with life giving communication. Also known as Needs-Based Communication, this training provides participants the clarity of language to help improve classroom interaction and dynamics, strengthen trust and create a safe environment for teacher, parent and student relationships to flourish.

Bill is a highly sought after speaker and is known for his practical and innovative trainings and workshops. He uses his business expertise, teaching background and interpersonal skills to help educators develop strategies in the areas of whole brain communication, curriculum development, effectiveness training and conflict resolution.

Combining nearly 17 years experience using both the Hermann Brain Dominance model and Needs-Based Communication, Bill presents a fresh perspective on how human beings exist and co-exist in the world. His trainings are filled with invaluable tools and information to help transform the classroom, improve relationships, and build personal confidence.

Bill has a Bachelor's degree in Biology and Education from Emporia State University, Kansas, and a Master's degree in Sports Administration from St. Thomas University, Florida. Throughout his speaking career Bill has received rave reviews and awards for his outstanding speaking presentations. He is also a graduate of the Executive Entrepreneur Program at Pepperdine University and is a member of various speaking associations. Through his years of experience Bill has become a specialist and leader in the area of human performance and personal development.

To schedule your next keynote and training, or for more information on Bill's programs call:

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Or visit us on the web at: <http://www.williamstierle.com>

Giving our young people, our future leaders, the skills necessary to create organizations, businesses, governments, and a world where everyone's needs matter and can be met.