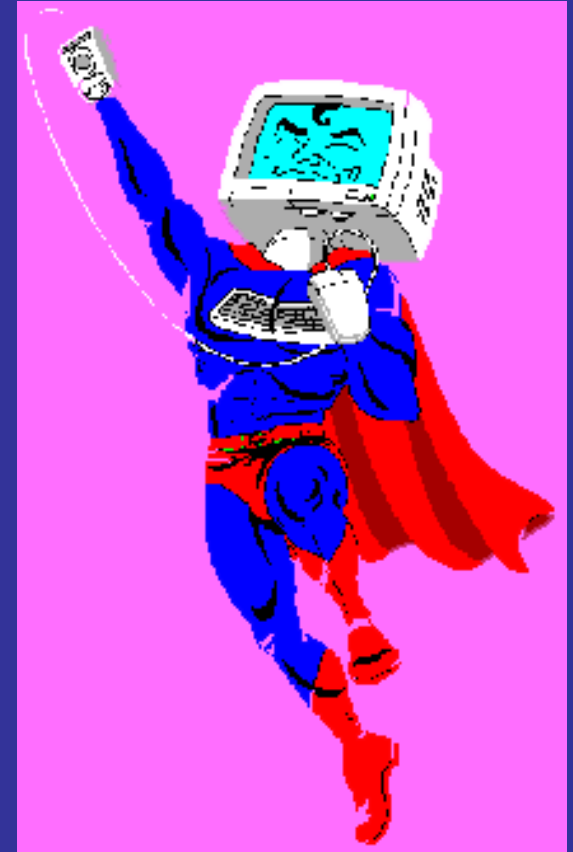


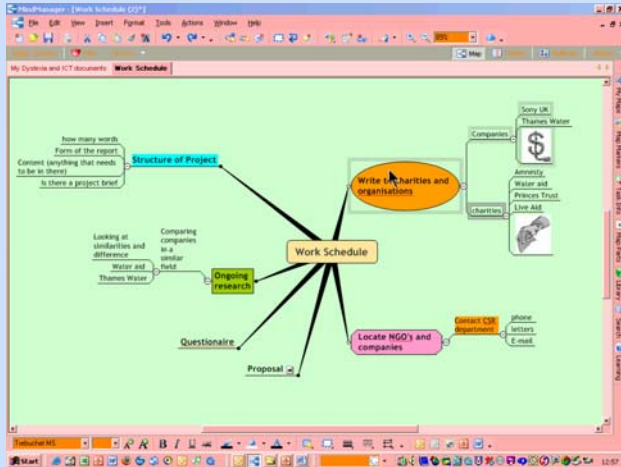
# Brains and computers



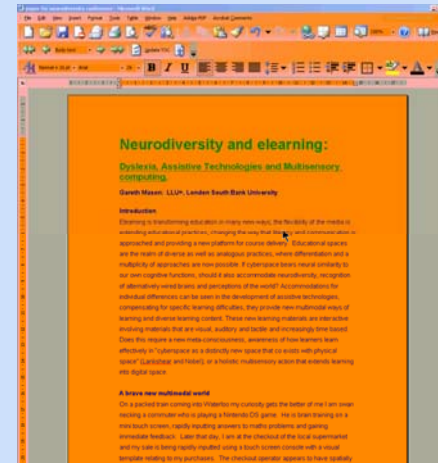
# Similarities

- Global / sequential: - use them for higher order thinking when seeing the general and the particular
- Plasticity:- make use of their flexibility for learning
- Memory: - storage/retrieval
- Multimodality: Auditory/Visual/Motor
- Intertextuality: – make use of the vast connectivity which mirrors our own need to find meaningful relationships between ideas and representational material.

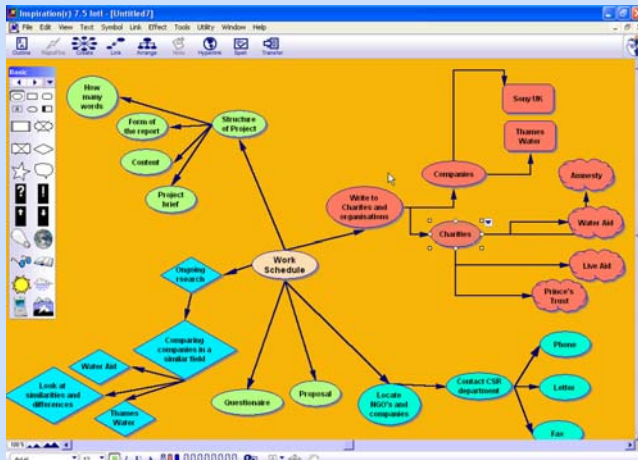
# Global / Sequential



Mind/Concept mapping

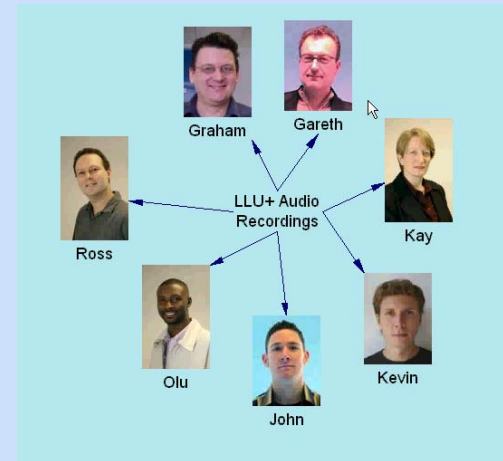


Text outlining



# Multimodality

- Voice recognition /recording
- Text to speech
- Visual approaches
- Movement /Tactility



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[About LdPride](#) [Learning Styles](#) [Learning Disabilities Explained](#) [Learning Disability Links](#) [Message Boards](#)

[click here to take your learning styles test](#)

Information about learning styles and Multiple Intelligence (MI) is helpful for everyone especially for people with learning disabilities and Attention Deficit Disorder. Knowing your learning style will help you develop coping strategies to compensate for your weaknesses and capitalize on your strengths. This page provides an explanation of what learning styles and multiple intelligence are all about, an interactive assessment of your learning style/MI, and practical tips to make your learning style work for you.

For ease of use, the page has been divided into six categories:

<p><b><u>Learning Styles Explained -</u></b></p> <p>What are learning styles? Types of learning styles</p>	<p><b><u>Multiple Intelligences Explained</u></b></p> <p>What is Multiple Intelligence? Types of multiple Intelligence</p>
<p><b><u>Interactive Multiple Intelligence Test</u></b></p> <p>What is your dominant Intelligence?</p>	<p><b><u>Interactive Learning Styles Test -</u></b></p> <p>What is your learning style?</p>

**Learning Style Inventory**  
Accept no substitutes!  
Take the Kolb Learning Style Invent  
[www.hayresourcesdirect.haygroup.com](http://www.hayresourcesdirect.haygroup.com)

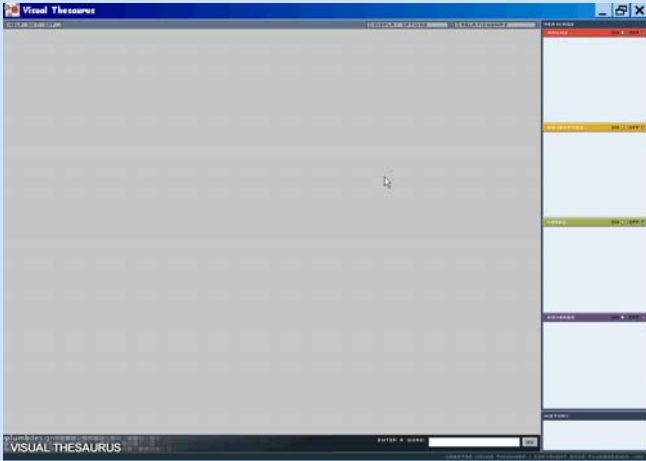
**How to succeed**  
Emotional Intelligence and Success Free Test on Emotional Intelligence  
[www.unleash-life-coaching.com](http://www.unleash-life-coaching.com)

**Dyslexia and your child**  
Talented but struggling  
Perhaps we can help.  
[Parenting-Today.co.uk](http://Parenting-Today.co.uk)

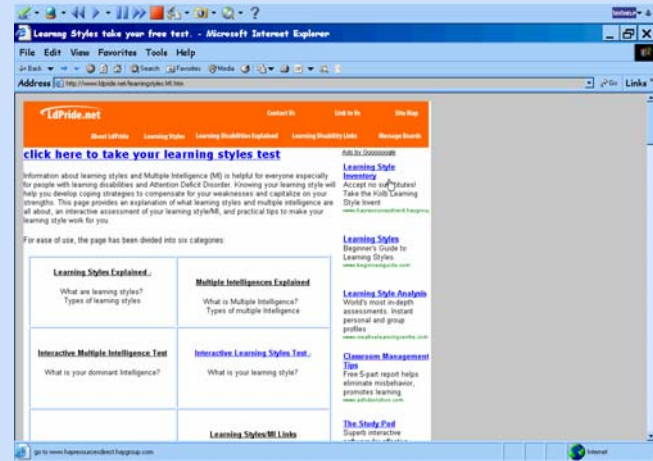
**Caring for young people**  
Residential care and treatment ADHD, behaviour, learning problems  
[www.youngfoundations.co.uk](http://www.youngfoundations.co.uk)

**Voice recognition allows a writer to use their voice when they are writing. This gives a whole load of benefits. I am able to use phrases to help me to compose sentences more effectively. I can use the stress and intonation pattern of my voice to help me write. This type of writing is not necessarily quicker than typing as I have to think about what I'm going to write and arrange what I have written. I can use voice recognition with other activities that will help me plan and structure my writing such as mind maps.**

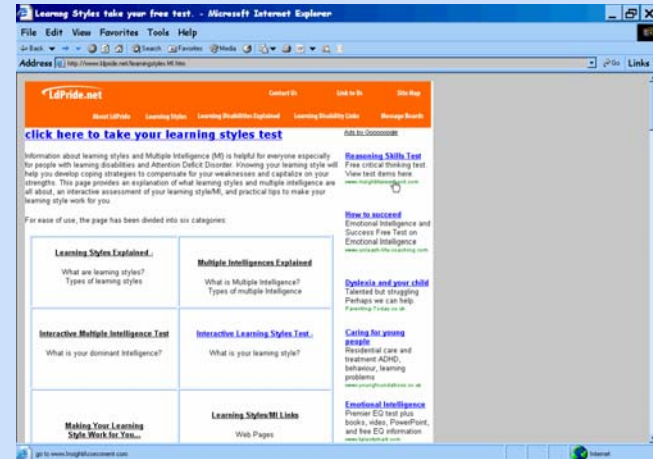
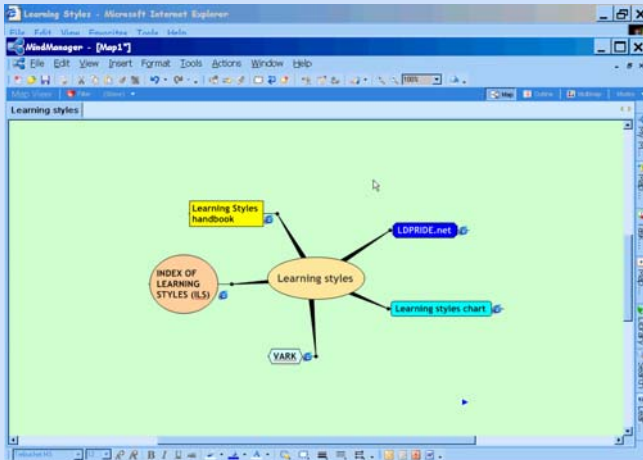
# Intertextuality



Hyperlinking



Referencing



## Design and sign *mind*

***“A design is an expressed pattern of meaning. A design is not a part but a whole. Think of a painting in a frame; think of a poem on a page; think of a musical score. A design shows the big picture.”***

***“Sign has to do with recording, chronicling, with notation, with handwriting—all those things we do to leave tracks of our thoughts and ideas in time and space.”***

***Writing the natural way, Gabriele Rico***

## **GLOBAL and ANALYTICAL features**

Literacy is a movement from the general to the particular

- Reading / Writing
  - Topic sentences
  - supporting details

# What Are the Barriers to Writing?

Barriers to successful writing fall into three categories:

- *Language-based difficulties*, which include problems with spelling, handwriting, sentence structure, paragraphing, and punctuation.
- *Attention-based difficulties*, which include random errors in spelling, punctuation, and syntax; difficulty sustaining a consistent effort throughout the writing task; and anxiety that results in writer's block.
- *Executive function difficulties*, which include poor planning, disorganization of time and materials, difficulty narrowing a topic, and procrastination.

Linda Hecker and Ellen Urquhart Engstrom Assistive Technology and  
Individuals with Dyslexia



# Conclusion

“cyberspace as a distinctly new space that co exists with physical space” (Lankshear and Nobel);

or

a multisensory space where learning extends into digital space.

# Extended learning

Elearning extends processes of learning. It is a misnomer that it forms a separate type of learning.

A barrier is created by not being able to see it holistically as maximising existing knowledge.