

WE DON'T ALL LEARN THE SAME WAY!

personality preferences and learning activities

E prefer

- being in a group
- group work; group projects; group brainstorming
- talking (although they get rather fed up with too much talk from teacher!)
- talking before doing individual work or individual thinking
- activities which give a chance to reconsider thoughts or possible answers or solutions
- relatively short, fast-moving activities/environment
- trial and error problem-solving (they often succeed when the principles follow the experience, e.g. when using computers, microscopes or doing maths activities)
- learning by watching someone else do something first(modelling) (eg in science allow extraverts to try or watch an experiment before you explain it)
- talking to lots of other people when wrestling with a problem
- action and variety
- knowing what other people expect of them

they

- are relatively easily distracted (eg do not often concentrate best when sitting next to a window)

I prefer

- individual activities
- one-to-one or small group interaction, and may find larger groups difficult
- "lectures" more than than extraverts
- not being put on the spot by too many questions which require spontaneous answers - time for preparation would be helpful here (introverts are not usually the first to raise their hands)
- pauses for thinking or reflection after being given a question, task or problem
- someone else modelling a course of action before they attempt it
- "rehearsing" before they speak in front of large group or give oral presentations
- concentrating on a few tasks at a time
- taking their time to understand something before they try it
- to understand the concept before trying an experiment or problem
- to set their own standards

they

- can often cope with (shut out) distractions
- do not always express enthusiasms immediately (eg for a particular course of action)
- may need reassurance that it is OK for them not to be extravert

S prefer

- to use their eyes, ears and touch to find out what's happening
- information and facts as well as (vague) ideas and theories (may find abstract concepts difficult or stressful)
- "lectures" or programmed learning, but only if they "attract attention" (straight lectures or lots of teacher talk aren't usually enough)
- audio-visual presentations (rather than just OHP presentations)
- solving problems through standard methods (so may have difficulty with new problems if this can't be done)
- skills practice
- work experience; community service etc
- hands-on activities; practical work
- case studies
- tasks which involve the use of senses (eg touch) and which are definite and measurable
- using skills they've already learned more than learning new skills
- practical/concrete examples
- having precise step-by-step directions/ideas about what they are going to do.
- definite measurable things
- facts - and distrust vague ideas
- a reference (eg a chapter in a book which they can use as a study guide)

they

- may be patient with details but impatient when details get complicated
- may find challenge difficult
- **sometimes find it difficult when INTUITIVE teachers present material from several different perspectives (eg in social subjects)**

N prefer

- reading and listening activities
- paying attention to meanings of facts and how they fit together
- open-ended situations
- using imagination to come up with possibilities and new ways of doing things
- solving new problems, particularly those which don't have one particular solution
- not doing things over and over again - get bored with "practice" activities and lose interest
- learning new skills rather than practising those already learned
- challenge and open-ended, creative activities
- self-paced learning
- group discussions which allow imagination
- role play (particularly if the person also prefers extraversion)
- having new topics introduced in such a way that it encourages them to look upon them as challenges (but if you give them too many details at first they may feel overwhelmed)

they

- may be impatient with details but don't mind complicated situations
- dislike routine
- sometimes find it difficult to get down to concrete realities

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| <p>T prefer</p> <ul style="list-style-type: none"> • deciding things logically • "lectures" if logically structured • being treated with justice and fair play • tasks/problems with right answers • praise for getting things "right"; they tend to value individual achievement • rank-ordering (eg of courses of action) • to know where they stand in relation to others and can be devastated by failure • feedback – and quickly - on what they've done • work to be marked, and feedback given - quickly • researching information and debate • to be task oriented • programmed learning • debates • problem-solving activities involving collecting, organizing and evaluating data • activities which involve research (e.g. library research) and allow them to share results with others <p>they</p> <ul style="list-style-type: none"> • sometimes hurt other people's feelings without realising it; they may pay more attention to ideas than to other people's feelings • don't necessarily need harmony, and often don't mind conflict so much as other people • may enjoy talking with teachers rather than peers | <p>F prefer</p> <ul style="list-style-type: none"> • to decide according to personal feelings or values • pleasing people, even in unimportant things • activities involving positive feedback • praise for the effort they've put in • taking account of other people's feelings more than ideas, and they sometimes ignore the logic • harmony and get upset by conflict • appreciate being known personally by the teacher • knowing they're liked • helping others, so may make good "peer teachers" (but remember "prefer" does not always equal "good at") • group discussion and group decision-making and role play particularly if they also have a preference for extraversion <p>they</p> <ul style="list-style-type: none"> • may find it difficult to challenge others, even in a small way, because they worry about dealing with the possible (conflict) response • have difficulty in accepting criticism, sarcasm, ridicule |
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J prefer

- to have a plan, & have things settled in advance
- highly structured activities with clear deadlines
- to have clear purposes and instructions
- things to turn out the way they "ought to be"
- to finish one project before they start another, so may like to try out courses of action one at a time
- to decide things fairly quickly
- to be right
- to live by schedules which are not easily changed
- to be told in advance of any changes in procedures or schedules (e.g. if there is to be a substitute teacher or a change in schedule such as an assembly) and make sure they know for how long
- to have a course outline so that they know the topics which will be covered during a term/course/year

they

- may find it difficult to cope with too many unfinished projects™ implications for Standard Grade assignments here?

P prefer

- to be flexible & not have plans which are too fixed, so find target setting and action planning rather a problem ("Not profiling again", they might say!)
- flexible tasks which can be approached in different ways
- unplanned and unexpected happenings
- to start lots of projects, but have trouble finishing them all (so may like to try out lots of courses of action at once at not complete them properly)
- to decide things fairly slowly
- to miss nothing
- to live by making changes to deal with problems as they arise
- discussions which do not lead to preconceived conclusions

they

- may find games helpful in learning concepts
- **often find sitting at a desk for long periods of time boring, and can distract others by their activity during "quiet times" if they aren't allowed the chance to move around at some time (remember that PERCEIVING pupils often act spontaneously!)**
- often enjoy long discussions which do not lead to preconceived conclusions
- may need help in completing assignments on time
- can sometimes be helped to develop plans for their work by working backwards from deadlines

BE CAREFUL not to interpret their "off-task" behaviour as confrontation with the teacher - they often just like having fun and enjoying life, and have a good sense of humour which can be harnessed in the classroom