

## Learning Style Descriptions

### Type Four

- \* Need to know what can be done with things/ideas that already exist
- \* Learn by trial and error; do things because it feels right
- \* Believe in self-discovery
- \* Are risk-takers
- \* Are excited about new things or changes
- \* Like to be the leader or influence the leader
- \* Feel comfortable around people
- \* Like different ways of teaching and choices in their assignments

*(sell the green cheese/sell the mouse trap as something else)*

### Type Three

- \* Need to know how things work
- \* Learn by testing out ideas
- \* Enjoy solving problems
- \* Like to experiment
- \* Like to get to the "heart" of the matter, can be blunt
- \* Like hands-on activities
- \* Are practical – if it works I'll use it
- \* Like to work alone and finish the task

*(go to moon and touch green cheese/  
build the mouse trap)*

### Type One

- \* Need to know why they are learning something
- \* Learn by listening and sharing ideas – like to be in groups
- \* Need to be personally involved
- \* Like harmony (peaceful surroundings/good feelings between friends)
- \* Like discussions
- \* Have good imaginations and ideas
- \* Are cooperative
- \* Are team players

*(talk about the green cheese/  
mouse trap doesn't hurt mouse)*

### Type Two

- \* Need to know what they should learn
- \* Learn by thinking through ideas
- \* Need to know what the experts think
- \* Want to know facts and details
- \* Like to be accurate (correct)
- \* Are organized
- \* Enjoy school
- \* Are dependable and patient

*(check the encyclopedia/design  
the mouse trap)*

# A STYLES SUMMARY CHART

Kathleen A. Butler, Ph.D.

## CONCRETE SEQUENTIAL \* (3)

**The natural abilities of CS types are to:**

- carry out tasks in a step-by-step way
- plan or organize their time
- follow directions, get correct answers
- work within structured conditions
- be accurate, precise, particular
- perform according to standards
- look for facts and information
- focus on detail and specific results
- create real, practical products
- look for useful, reliable results

**CS learners work best when they:**

- have an orderly, quiet environment
- know the accepted way of doing things
- have exact directions, examples
- can be consistent and efficient
- face limited change in predictable situations
- are given approval for specific work done
- can apply ideas in a practical, hands-on way
- can answer, "How does this work?"
- trust others to follow through
- have guided practice with an organized person

**CS types may have difficulty:**

- choosing from many options
- acting without specific direction
- not having full explanation for change
- taking new approaches
- dealing with opposing views
- interpreting abstract ideas
- understanding feelings
- waiting, sitting still
- answering "what-if" questions
- using imaginative expression

**To stretch their style, CS learners need to:**

- step back to see the forest
- not react to first impression
- express their own feelings
- consider process in achieving products
- work with an organized divergent thinker
- hold back the need for immediate answers
- request explanations of others' views
- set reasonable limits on expectations
- accept that their "advice" may go unheeded
- value self-worth in addition to accomplishments

## ABSTRACT RANDOM \* (1)

**The natural abilities of AR types are to:**

- reflect upon feelings
- be flexible and adaptable
- relate to others
- have sensitivity
- appreciate the arts, beauty, nature
- personalize information
- use imagination to create
- see a holistic view
- be part of a social group
- interpret feelings and ideas

**AR learners work best when they:**

- can work and share with others
- have assignments requiring interpretation
- get personal attention and emotional support
- have social activities to balance work
- can answer, "How can we interpret this?"
- have freedom from control by others
- have a personally satisfying environment
- use personal, individual, or artistic expression
- have open communication with others
- have a noncompetitive atmosphere

**AR types may have difficulty:**

- giving details and exact answers
- memorizing
- working alone for long periods
- working step-by-step
- working within time limits
- being corrected
- competing
- organizing plans
- concentrating on one task at time
- working with authoritarian personalities

**To stretch their style, AR learners need to:**

- see the trees in the forest
- be aware of and focus on critical time limits
- react less emotionally to sequential demands
- look before they leap
- attend to important details, assignments
- explain fully before assuming others understand
- include objective data in decision making
- accept responsibility for products within time limits
- stick with a decision and follow through
- expect less emotional response from others

## ABSTRACT SEQUENTIAL \* (2)

**The natural abilities of AS types are to:**

- debate points of view
- organize ideas in a logical way
- gather information and analyze ideas
- think in a structured way
- be patient learners
- judge value or importance
- examine key points and form theories
- research information
- concentrate on finding answers
- strive for intellectual recognition

**AS learners work best when they:**

- have reading references and expert sources
- are sure of themselves
- follow traditional procedures
- have time to learn material thoroughly
- can work alone
- are respected for intellectual ability
- ask, "Why is this?"
- write analytical essays
- rely on lecture notes and written materials
- do library research

**AS types may have difficulty:**

- expressing emotions constructively
- working in group discussion cooperatively
- writing creatively
- discovering unusual ways of doing things
- playing games and simulations
- making or creating physical products
- convincing others diplomatically
- being criticized
- taking a risk or facing the unpredictable
- experimenting with open-ended problems

**To stretch their style, AS learners need to:**

- see the lighter or humorous side of situations
- "take time to smell the flowers"
- be less concerned with perfection for itself
- place grades in perspective
- consider alternatives in a nonjudging way
- explore personal feelings
- try new experiences
- worry less
- listen rather than argue
- consider the results of nontraditional approaches

## CONCRETE RANDOM \* (4)

**The natural abilities of CR types are to:**

- experiment to find answers
- discover new information and processes
- find possibilities, create change
- be independent
- consider solutions
- take calculated risks
- create unusual and varied approaches
- investigate "why"
- have a high degree of curiosity
- search for a variety of options

**CR learners work best when they:**

- can try new approaches and solve problems
- are self-directed
- are competitive
- create their own answers
- ask, "How many different ways can I...?"
- use trial-and-error approaches
- do brainstorming and open-ended activities
- produce real, but imaginative, products
- have options to prove their way works
- have hands-on experiences

**CR types may have difficulty:**

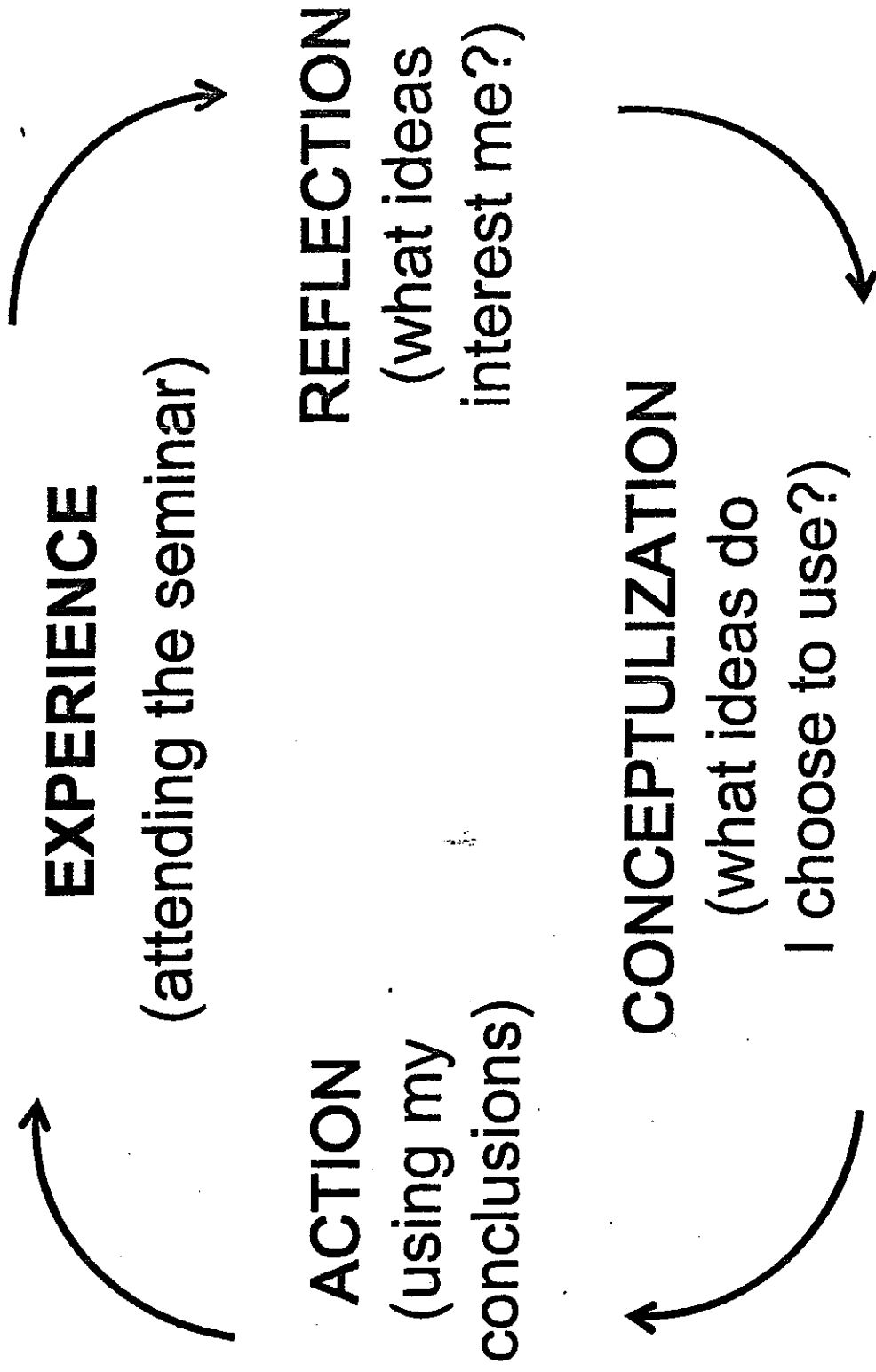
- pacing and meeting time limitations
- finishing projects when a new idea hits
- choosing one answer
- keeping detailed records
- doing formal reports
- being graded only on products
- having no variety, options, or choices
- working in a controlled environment
- following a lecture without being able to interact with speaker
- showing how they arrived at an answer

**To stretch their style, CR learners need to:**

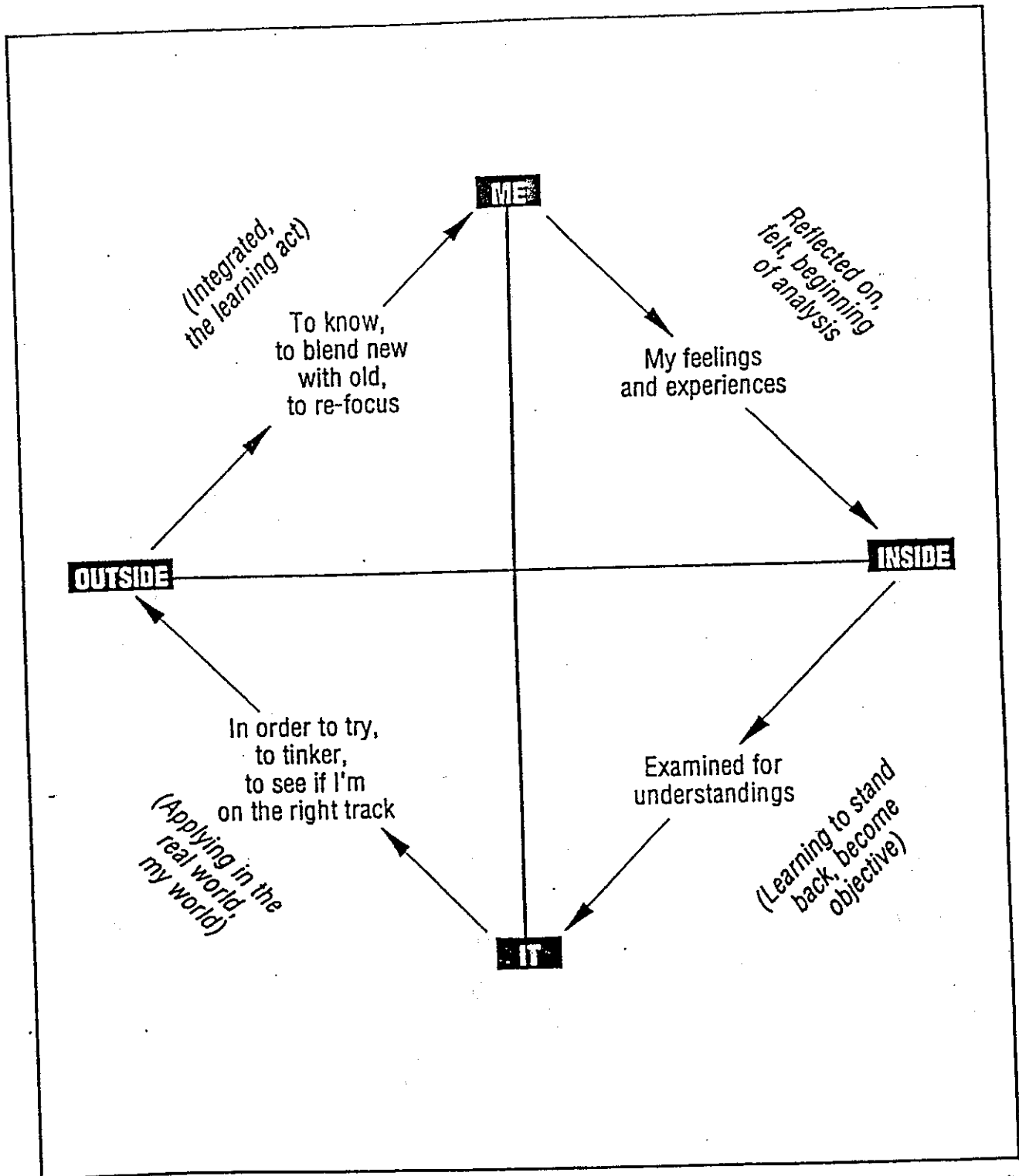
- learn to prioritize
- follow through to complete products
- ask how their needs for change affect others
- integrate information with experiences
- ask others to provide reasonable deadlines
- learn pacing techniques
- delegate responsibility
- not make well-intended, but not-possible, promises
- accept others' ideas without need to show another way
- realize the limitation of a situation and know when change is impossible

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# The Natural Learning Cycle



# LEARNING IS THE MAKING OF MEANING



## BUYING A BICYCLE:

- \_\_\_\_\_ A. You've done a lot of reading about the different models of bicycles, the prices, and the good/bad features of each model. You have certain questions for the salesperson.
- \_\_\_\_\_ B. You check the bicycle over very carefully. You check the gear-shift, the brakes, and other working parts of the bicycle. You touch as well as look at the parts. Most importantly, you want to test ride the bicycle.
- \_\_\_\_\_ C. You listen very carefully to the salesperson, paying close attention as to why you should buy the bicycle he is suggesting. You begin to imagine all the things you could do with this new bicycle. It is also important that you like the salesperson.
- \_\_\_\_\_ D. You tell the salesperson a lot about yourself and what you want this bicycle to do for you. You want a bicycle that you can add accessories to so it will meet your needs. You talk the salesperson into giving you a free seatcover.

## DOING A PROJECT (Topic: Spaceships)

- \_\_\_\_\_ A. You and a friend create your own spaceship using materials you have found around the house.
- \_\_\_\_\_ B. You visit the library and read several books about spaceships before choosing the type of spaceship you will build.
- \_\_\_\_\_ C. You and a group of classmates have a discussion on space travel, the different ways we can design a spaceship, and the many ways you can share this information.
- \_\_\_\_\_ D. You go to a hobby store, buy a model of a spaceship off the shelf and assemble the spaceship at home.

Buying a bicycle =

A. 2

B. 3

C. 1

D. 4

Doing a Project =

A. 4

B. 2

C. 1

D. 3

## TESTING YOUR LEARNING STYLE TYPE: AN EXERCISE FOR TEACHERS

### Buying A Car

- \_\_\_\_(A) You've done your homework and have checked out list prices, ratings on car performance, and consumer journals before even going to the dealer. You have very specific questions you want answered.
- \_\_\_\_(B) You look the car over thoroughly, open hoods and trunks, touch as well as look at the parts. Test drives are an important part of your final decision.
- \_\_\_\_(C) You listen to the salesperson, but basically you've already fallen in love with the car you want. You know you are going to buy it because it's the one for you. What kind of person the salesperson is, is also very important to you.
- \_\_\_\_(D) You tell the salesperson a lot about yourself and what you want this car to do for you. You don't buy a car off the showroom floor as is, because you want the car to have the extras or adaptations it needs to fulfill your needs. You also persuade the dealer to give you a better break.

### Selecting New Curriculum

- \_\_\_\_(A) You look for something different and get excited about parts of the curriculum because it fits into your teaching goals and approaches. Almost immediately you think of new and creative ways to use the material.
- \_\_\_\_(B) You are shown the curriculum kit and like it right away. You know your students will love it. It deals with themes you think are very important.
- \_\_\_\_(C) You look at the curriculum kit, focusing on the student worksheets and the teacher's guide. Your most important concern is how the kit will actually be used, and you ask for permission to try it out for a month before you make a final decision.
- \_\_\_\_(D) You examine the kit closely, with particular interest in the depth of the content and the organization of the material. You will need to look at several other comparable kits before making a decision.

### Preparing for Parent Open House

- \_\_\_\_(A) You pay a lot of attention to the aesthetic quality of the classroom, decorate bulletin boards, and establish a very colorful environment. You are concerned about parents feeling comfortable and welcome. You greet them personally, supply nametags, and want to know how they feel about their children's progress in your class.
- \_\_\_\_(B) You set up the room with lots of learning stations and you have the parents try out the materials and activities. You also distribute worksheets and let them practice student spelling skills.
- \_\_\_\_(C) You supply the parents with step-by-step guides to the units you are teaching, as well as a list of all materials. You want the parents to understand how the daily and weekly units fit into the curriculum as a whole.
- \_\_\_\_(D) You want the parents to be aware of your style as a teacher. You want them to know about the creative projects that are going on. You present your information dynamically and stress the importance of encouraging student creativity.

### Planning a Unit

- \_\_\_\_(A) You spend a lot of time in the library gathering information and resources to give the students a thorough background in the subject matter.
- \_\_\_\_(B) Most of the students' grades in this unit will depend on their developing and sharing a creative project. You are concerned that students extend their learning beyond the classroom walls.
- \_\_\_\_(C) Your lessons include a lot of brainstorming activities which give students opportunities to share their feelings on the subject matter. You are concerned that students continually develop a positive value system and pay a lot of attention to motivational strategies.
- \_\_\_\_(D) It is important to you that students have opportunities to learn by doing. You make worksheets available to them, assign tapes to be heard, surveys to complete and schedule their time at various learning centers.

## TESTING YOUR LEARNING STYLE TYPE: AN EXERCISE FOR TEACHERS

### Buying A Car

- 2 (A) You've done your homework and have checked out list prices, ratings on car performance, and consumer journals before even going to the dealer. You have very specific questions you want answered.
- 3 (B) You look the car over thoroughly, open hoods and trunks, touch as well as look at the parts. Test drives are an important part of your final decision.
- 1 (C) You listen to the salesperson, but basically you've already fallen in love with the car you want. You know you are going to buy it because it's the one for you. What kind of person the salesperson is, is also very important to you.
- 4 (D) You tell the salesperson a lot about yourself and what you want this car to do for you. You don't buy a car off the showroom floor as is, because you want the car to have the extras or adaptations it needs to fulfill your needs. You also persuade the dealer to give you a better break.

### Selecting New Curriculum

- 4 (A) You look for something different and get excited about parts of the curriculum because it fits into your teaching goals and approaches. Almost immediately you think of new and creative ways to use the material.
- 1 (B) You are shown the curriculum kit and like it right away. You know your students will love it. It deals with themes you think are very important.
- 3 (C) You look at the curriculum kit, focusing on the student worksheets and the teacher's guide. Your most important concern is how the kit will actually be used, and you ask for permission to try it out for a month before you make a final decision.
- 2 (D) You examine the kit closely, with particular interest in the depth of the content and the organization of the material. You will need to look at several other comparable kits before making a decision.

### Preparing for Parent Open House

- 1 (A) You pay a lot of attention to the aesthetic quality of the classroom, decorate bulletin boards, and establish a very colorful environment. You are concerned about parents feeling comfortable and welcome. You greet them personally, supply nametags, and want to know how they feel about their children's progress in your class.
- 3 (B) You set up the room with lots of learning stations and you have the parents try out the materials and activities. You also distribute worksheets and let them practice student spelling skills.
- 2 (C) You supply the parents with step-by-step guides to the units you are teaching, as well as a list of all materials. You want the parents to understand how the daily and weekly units fit into the curriculum as a whole.
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### Planning a Unit

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## IDENTIFICATIONS: ADVICE

Which learning styles might give the following pieces of advice?

1. \_\_\_\_\_ Take time to smell the roses.
2. \_\_\_\_\_ Live each day to the fullest.
3. \_\_\_\_\_ Don't be afraid to speak your mind.
4. \_\_\_\_\_ Consider all the alternatives.
5. \_\_\_\_\_ Use common sense.
6. \_\_\_\_\_ Never be afraid to express how you feel.
7. \_\_\_\_\_ Keep your affairs in order.
8. \_\_\_\_\_ Always aspire to your dreams.
9. \_\_\_\_\_ You will be happy if you lead a productive life.
10. \_\_\_\_\_ Be sensitive to other people's needs.
11. \_\_\_\_\_ No whining, take your lumps.
12. \_\_\_\_\_ Nothing ventured, nothing gained.
13. \_\_\_\_\_ Oh, take a chance.
14. \_\_\_\_\_ Be prepared.
15. \_\_\_\_\_ Be sure you know what you're doing, then go for it.
16. \_\_\_\_\_ Don't ever stop growing as a person.
17. \_\_\_\_\_ Put your house in order and your life will work.
18. \_\_\_\_\_ Take time and think the problem through.
19. \_\_\_\_\_ Spread your wings.
20. \_\_\_\_\_ Slow down and let it flow.

## IDENTIFICATIONS: ADVICE

Which learning styles might give the following pieces of advice?

1. 1 Take time to smell the roses.
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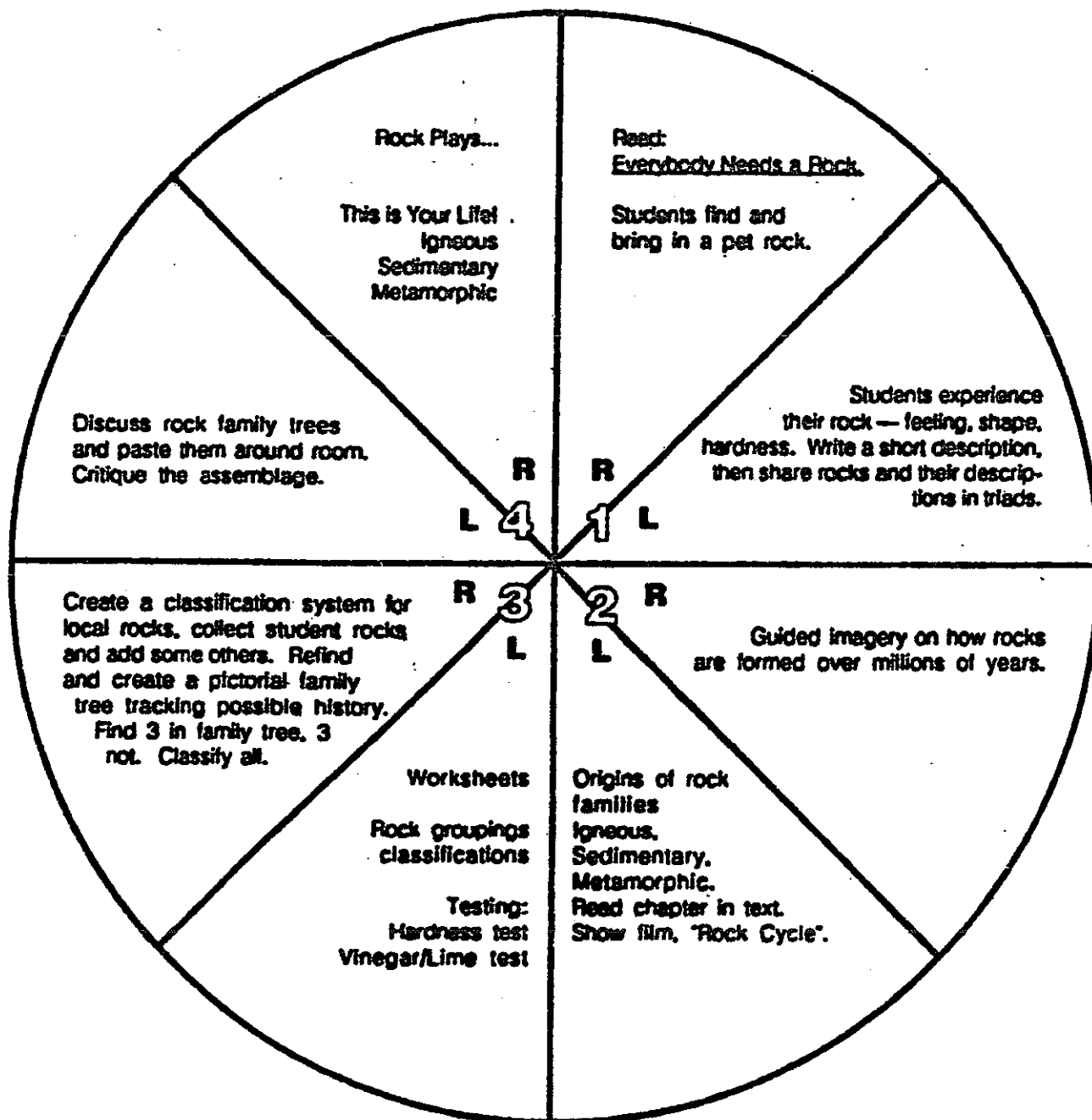
# PAINFUL STUDY ASSIGNMENTS

LEARNING ALONE		LITTLE OR NO FEEDBACK
MEMORIZATION		
<ul style="list-style-type: none"> <li>• Time management—creating realistic timelines</li> <li>• Details</li> <li>• Step-by-step procedures and hand in proof of having gone through the process</li> <li>• Boundaries, staying within the assignment</li> <li>• Outlining</li> </ul>	4	1
	3	2
<ul style="list-style-type: none"> <li>• Busy work (very strong feelings)</li> <li>• Writing</li> <li>• Journals</li> <li>• Reading for studying</li> <li>• Editing—when it's done, it's done</li> </ul>		<ul style="list-style-type: none"> <li>• Science projects</li> <li>• Research projects</li> <li>• Fast answers</li> <li>• Speaking in front of groups</li> <li>• Reading projects where material is not of personal interest</li> <li>• Open-ended essays</li> <li>• Oral reports</li> <li>• Creative assignments</li> <li>• Hands-on projects</li> <li>• Roleplays and skits</li> </ul>
GROUP PROJECTS		

# COMMUNICATION NEEDS

<ul style="list-style-type: none"> <li>• Needs to be part of the problem-solving process, ultimatums sometimes backfire.</li> <li>• Needs group give and take.</li> <li>• Must be fast paced.</li> <li>• Must be filled with challenging ideas.</li> <li>• Needs visuals, create images and pictures in their minds.</li> <li>• Animated, down-to-earth.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs people to speak their feelings.</li> <li>• Allow them to express their feelings.</li> <li>• Needs feedback with emotional truth.</li> <li>• Climate soft and quiet—one-on-one.</li> <li>• Issues need to be discussed in terms of people.</li> <li>• Needs very attentive listening.</li> </ul>
<ul style="list-style-type: none"> <li>• Needs talk of outcomes.</li> <li>• Needs problem-solving approach.</li> <li>• Needs to know the bottom line.</li> <li>• Needs practical applications.</li> <li>• Forget past histories, deal with the present and the future.</li> <li>• Direct, straightforward.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs logical questions.</li> <li>• Needs factually true data.</li> <li>• Needs clear, concise use of language, literal not embellished with emotion.</li> <li>• Needs plenty of time to plan.</li> <li>• Needs attention to pertinent details.</li> <li>• Give priorities, and order of importance.</li> </ul>

# 4MAT Sample Lesson Plan: Intermediate ROCKS



EVERY ONCE IN A GREAT WHILE  
TRY TO TRULY UNDERSTAND WHAT  
IT MUST BE LIKE TO BE A STUDENT  
IN YOUR OWN CLASS....  
YOU MIGHT NEVER TEACH THE  
SAME WAY AGAIN,

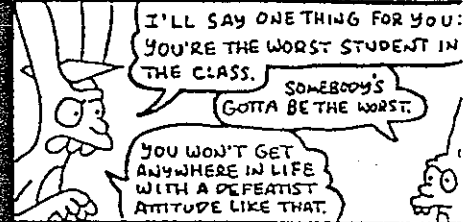
ERIC JENSEN

AUTHOR OF "SUPER-TEACHING"

# SCHOOL IS HELL

GETTING CAUGHT WITH THIS CARTOON IN YOUR POSSESSION MAY RESULT IN LOWER GRADES.

## LESSON 6: THE 9 TYPES OF GRADE SCHOOL TEACHERS

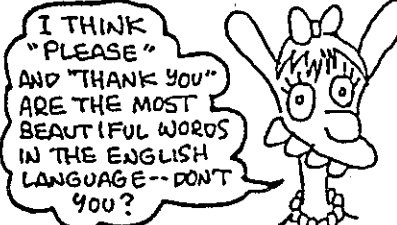


### "THE GOOD MOM"



ADVANTAGES: EASY TO PLEASE.  
DRAWBACKS: MAKES BEING BAD NO FUN.  
WARNING: OFTEN "BAD MOM" IN DISGUISE.

### "MS. SUNSHINE"



ADVANTAGES: SLOW TO RILE.  
DRAWBACKS: CAN BE PUSHED OVEREDGE.  
WARNING: TURNS INTO "MS. RAGING TORNADO"

### "THE BIG PAL"



ADVANTAGES: ACTS LIKE A KID.  
DRAWBACKS: KIND OF SCARY.  
WARNING: MAY BE FIRED MID-YEAR.

### "JUMPY"



ADVANTAGES: EASILY MANIPULATED.  
DRAWBACKS: MAY GO BERSERK.  
WARNING: SCREAMS TO RESTORE ORDER.

### "THE BAD MOM"



ADVANTAGES: PREDICTABLE.  
DRAWBACKS: REPETITIOUS.  
WARNING: HAS EYES IN BACK OF HEAD.

### "GRANDMA"



ADVANTAGES: SLOW-MOVING, POOR MEMORY.  
DRAWBACKS: CRANKY AS HELL.  
WARNING: SURPRISINGLY FAST AND STRONG

### "THE SARGE"



ADVANTAGES: PLAYS FAVORITES.  
DRAWBACKS: TORMENTS SCAPEGOATS.  
WARNING: WHEN SHE SMILES, LOOK OUT.

### "THE MARTIAN"



ADVANTAGES: ACTS WEIRD.  
DRAWBACKS: ACTS REALLY WEIRD.  
WARNING: WEIRDNESS IS CONTAGIOUS.

### "THE MONSTER"



NO RECESS FOR THE REST OF THE YEAR  
ADVANTAGES: NONE.  
DRAWBACKS: PLENTY.  
WARNING: RUN FOR YOUR LIFE.