

Styles of Learning:

Type One: Imaginative Learners

Imaginative learners perceive information concretely and process it reflectively. They integrate experience with the self. Listening and sharing ideas to learn, they are imaginative thinkers who believe in their own experiences. They work for harmony and need to be personally involved. They seek commitment and are interested in people and culture. Sometimes, because they see all sides, they have difficulty making decisions. They seek meaning and clarity. They find school too fragmented and disconnected from the personal issues they find most interesting. They struggle to connect the content of schooling with their need to grow and understand their world. They ask the question “why?”

Type Two: Analytic Learners

Analytic learners perceive information abstractly and process it reflectively. They devise theories by integrating their observations into what they know. They learn by thinking through ideas. They need to know what the experts think. They value sequential thinking. They need details, and are thorough and industrious. They enjoy traditional classrooms and find ideas fascinating. Sometimes they enjoy ideas more than people – they can be cool and aloof. Seeking intellectual competence and personal effectiveness, they are highly skilled verbally; and generally, avid readers. They find school well suited to their needs. They ask the question “what?”

Type Three: Common Sense Learners

Common sense learners perceive information abstractly and process it actively. They integrate theory and practice, learning by testing theories and applying common sense. Type threes are pragmatists: they believe if something works, then use it. They are skills orientated people who like to experiment and tinker with things because they need to know how things work. They edit reality to cut right to the heart of things. Because they feel a strong need to work on real problems, they find school frustrating. They want to see how what they are learning is of immediate use to them. They ask the question “how?”

Type Four: Dynamic Learners

Dynamic learners perceive information concretely and process it actively. They integrate experience and application, learning by trial and error. Enthusiastic about new things, they are adaptable people who relish change. They excel when flexibility is needed. Type fours often reach accurate conclusions in the absence of logical justification. They are risk takers who are at ease with people, and sometimes they are seen as manipulative and pushy. They seek to influence. For them school is often tedious and overly sequential. Because they seek to pursue their interests in diverse ways, they too are frustrated with the structure of our schools. They ask the question “what if?”

For Type One Students:

- Personal life and content must be connected
- Vision is critical
- They favor learning activities like journals and pictures

For Type Two Students:

- The content must be significant
- Understanding is at a conceptual level
- They favor traditional school forms – lectures, curriculums, etc.

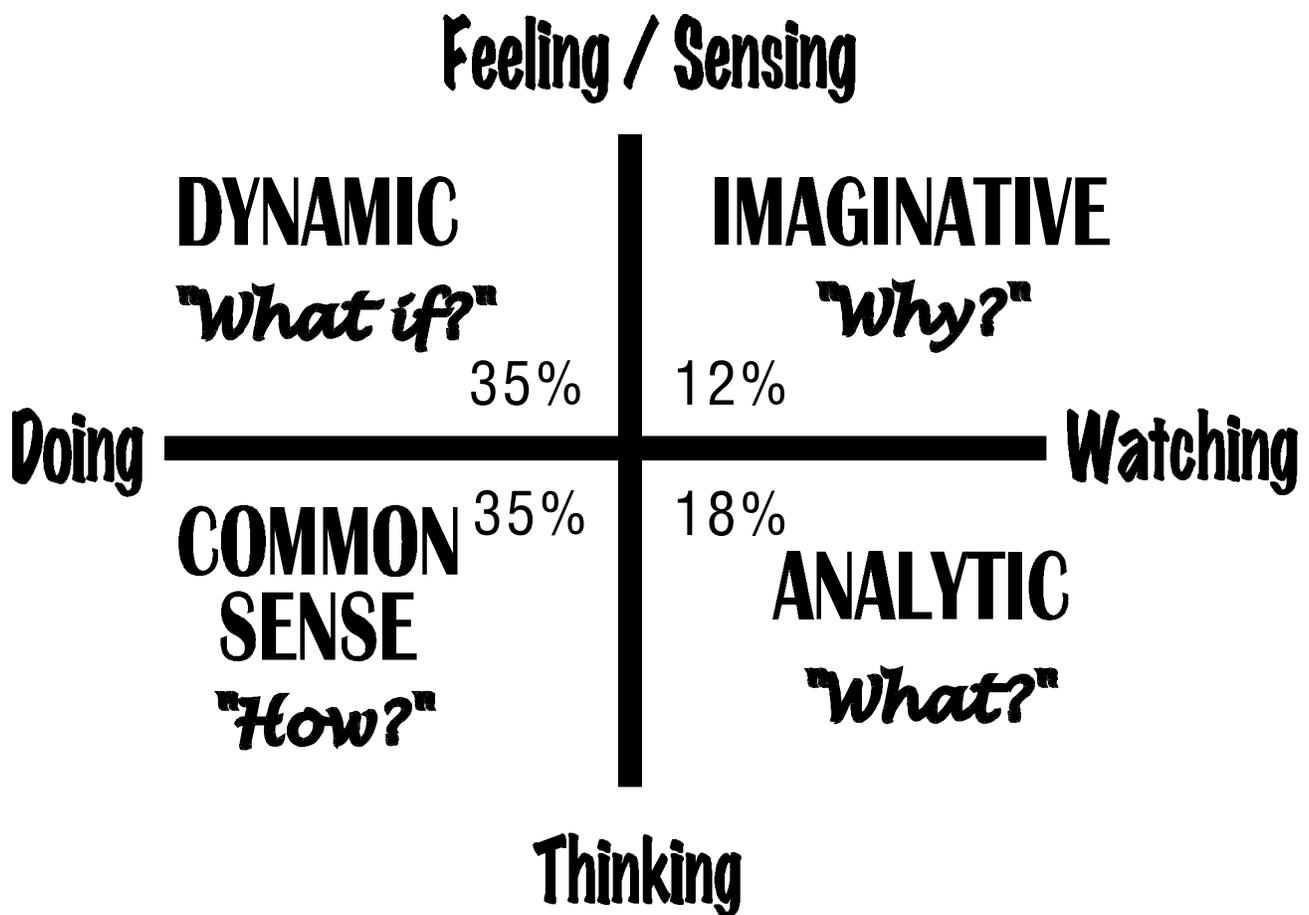
For Type Three Students:

- Ideas are not owned just by reading about them, they must be acted upon
- Actions inform thoughts
- They favor learning activities like personal or group projects

For Type Four Students:

- Uniqueness must be maximized
- Learning must be applied in new ways
- They favor independent study projects

TYPES OF LEARNERS



Examples of Engaging Facilitation Skills	127
<i>Previewing Workshop Content or Goals</i>	127
<i>Setting Ground Rules or Group Norms</i>	128
<i>Reflecting</i>	128
<i>Paraphrasing</i>	128
<i>Reinforcing</i>	129
<i>Asking for More Information</i>	129
<i>Questioning</i>	129
<i>Probing</i>	129
<i>Challenging Assumptions</i>	130
<i>Bouncing Questions Back to the Group</i>	130
<i>Encouraging Brains</i>	130
<i>Self-Disclosure That Increases Motivation</i>	130
Examples of Informing Facilitation Skills	131
<i>Clarifying Assumptions</i>	131
<i>Giving Information</i>	131
<i>Surveying</i>	131
<i>Answering Questions</i>	132
<i>Clarifying</i>	132

Workshops

<i>Modeling New Behavior</i>	133
<i>Punch Lines</i>	133
<i>Summarizing</i>	133
<i>Explaining</i>	133
<i>Self-Disclosure That Provides Information</i>	134
Examples of Involving Facilitation Skills	134
<i>Prompting Participation</i>	134
<i>Encouraging New Behavior Within the Workshop</i>	134
<i>Encouraging Direct Interaction/"Directing Traffic"</i>	135
<i>Connecting One Person's Ideas With Another's</i>	135
<i>Interpreting</i>	135
<i>Process Observation</i>	136
<i>Immediacy</i>	136
<i>Asking for Feedback</i>	136
<i>Encouraging Interpersonal Feedback</i>	137
<i>Asking for Reactions to an Activity</i>	137
<i>Focusing/Getting Back on Track</i>	137
Examples of Applying Facilitation Skills	138
<i>Encouraging New Behavior Outside the Workshop</i>	138
<i>Generalizing From One Environment to Another</i>	138
<i>Exploring the Future</i>	138
<i>Pointing Out Opportunities for Application</i>	138
<i>Encouraging Action</i>	139
<i>Encouraging Goal Setting</i>	139
<i>Assigning Homework</i>	139
<i>Brainstorming Solutions</i>	139
<i>Self-Disclosure That Models Application</i>	140