

LEARNING AT ITS

BEAST!



RELEASING (AND
TEACHING) THE INNER
LEARNING ANIMAL!



EMOTIVE



"Active" and
"Emotive"

"Passive" and
"Emotive"

ACTIVE

PASSIVE

"Active" and
"Cognitive"

"Passive" and
"Cognitive"



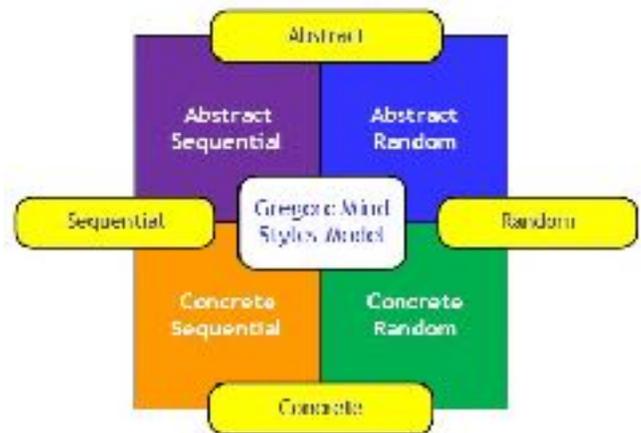
COGNITIVE

My Learning Beast:

THE GREGORC MODEL (1984): Anthony F. Gregorc, Ph.D.,

Gregoric framed learning according to a learner's ability to perceive and order information. Some students perceive concretely (five senses) while others perceive abstractly (imagination). Learners order information sequentially (1-2-3) or randomly (2-3-1).

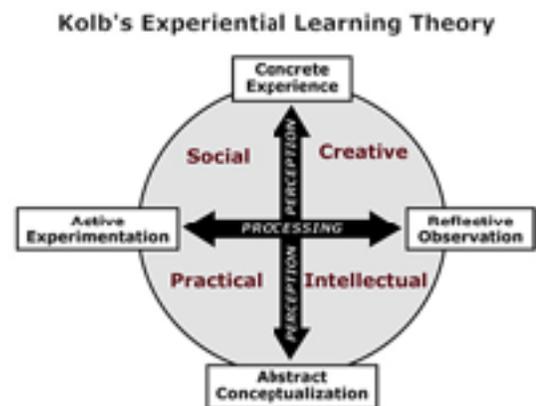
Gregoric argued that no learner has a pure style and we all learn with a unique combination of strengths and abilities.



THE KOLB MODEL (1974): David A. Kolb, Ph.D.,

Kolb's experiential learning theory highlights four individual learning styles. He proposes different people naturally prefer a style for learning. This style is the result of social contexts and learning experiences. Kolb breaks learning into a Processing and Perception Continuum.

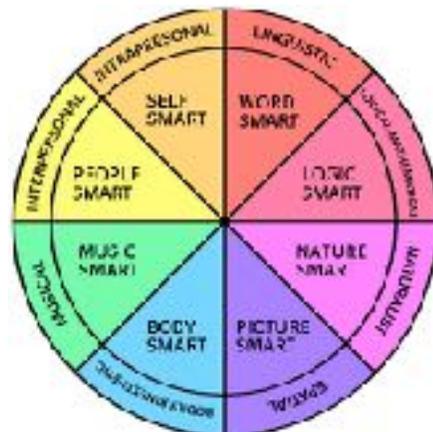
Learners either think or feel, experience or conceptualize. They are also either active or reflective, doers or watchers.



THE GARDNER MODEL (1983): Howard Gardner, Ph.D.,

Gardner's theory of multiple intelligences is often taught as learning "styles" but that's not true. Gardner believed that intelligence was not controlled by a single general ability (of which I.Q. tests could evaluate) but rather as "multiple" "frames of the mind" by which a person learns. We have multiple intelligences.

Gardner proposed eight intelligences: musical, spatial, verbal, logical-mathematical, bodily-kinesthetic, intrapersonal, interpersonal and naturalistic.

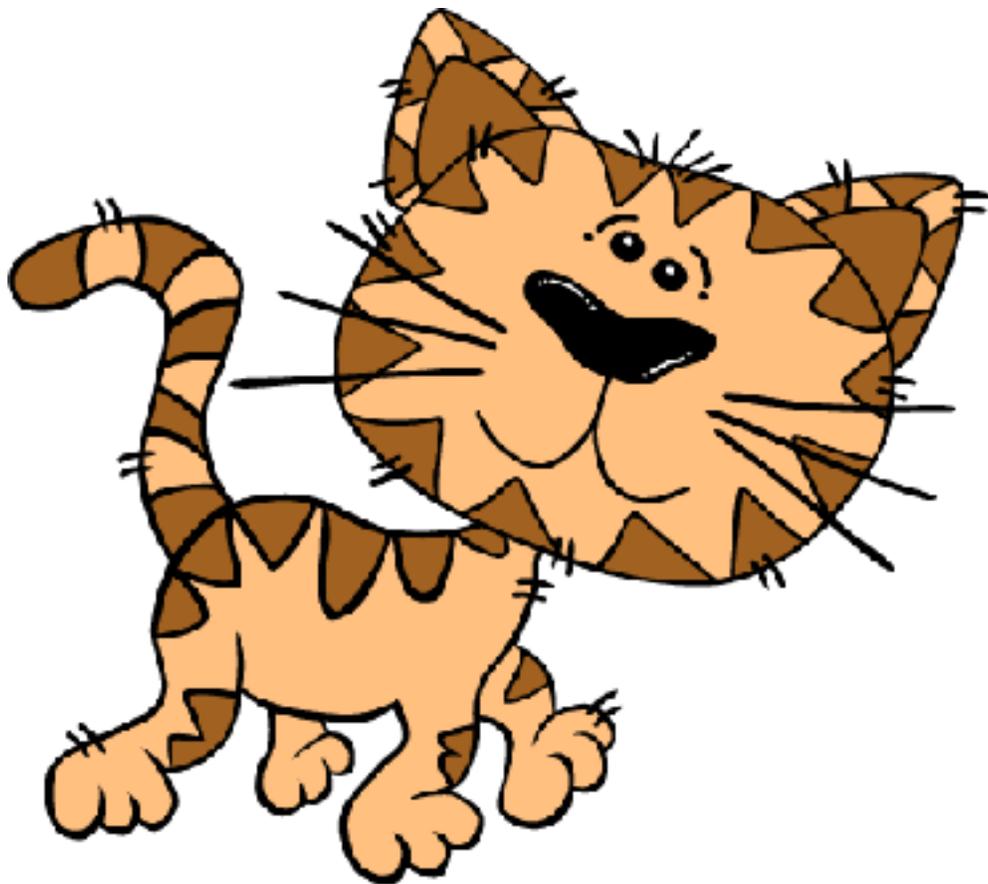


CAT ACTIVE/EMOTIVE

STRENGTHS: cheerful, curious, appealing, expressive, enthusiastic, friendly

WEAKNESSES: restless, manipulative, undisciplined, distracted, unreliable

Cats are playful students. They are also clowns who seem to always land on their feet regardless of the trouble they create. Cats love attention, movement and friends.



TEACHING TIPS FOR THOSE DYNAMIC "CAT" LEARNERS!

WHAT CATS LOVE: "Cats" love to experiment to find solutions. They naturally take risks, rely upon intuition and handle hairballs (a.k.a. problems) independently. Teachers that let "cats" have choices in *what* they study, *how* they study and *where* they study will create the "purr-fect" learning environment.

HOW CATS LEARN BEST: "Cats" love to learn by "trail" (er, trial) and error. They enjoy journey, embrace competition and any opportunity to work through a problem on their own. Teachers need to be careful in motivation strategies, however. "Cats" are susceptible to incentives and can easily miss the goal of learning (in order to bag the prize).

WHAT'S HARD FOR CATS? "Cat" learners don't like restrictions or limitations, routines, formal reports, resubmissions, forced journaling or detailed records. They also struggle to show how they got an answer and don't like choosing just one "best" answer. They clearly detest having no options when it comes to learning.

**OVERALL, CATS LEARN THROUGH
*CREATING AND ACTING***

FAVORITE "CAT" LEARNING STRATEGIES: self-discovery learning, labs, field trips, conversation/discussion, independent learning, choices, open-ended questions, experiential and sensory learning

DOG PASSIVE/COGNITIVE

STRENGTHS: thoughtful, serious, organized, economical, cautious

WEAKNESSES: perfectionism, critical, withdrawn, paralysis by analysis, insecure

Dogs are loyal and lovable to a fault. They can easily be called a “teacher’s pet” for a reason. Dogs love a good learning hunt and only bark (or bite) when necessary.



TEACHING TIPS FOR THOSE ANALYTIC "DOG" LEARNERS!

WHAT DOGS LOVE: "Dogs" like to bark the right answers and rolling around in the deep grass of learning (analysis, synthesis, evaluation). Teachers who use logic and problems always motivate the canine class. And of all the styles, nobody salivates for a good lecture more than the "dogs." They love to watch and learn in "obedience" school.

HOW DOGS LEARN BEST: "Dog" learners want to access experts. They enjoy learning that involves references and research. Dogs also love self-driven learning, so teachers need to cage these learners in stimulating environments that give them plenty of time to work alone.

WHAT'S HARD FOR DOGS? "Dogs" aren't much for differing opinions (because their opinion is *always* the right one). They also growl when there's not enough time to cover a subject, repeating stuff, an abundance of rules, "sentimental" thinking, expressing emotion and being diplomatic. It's also hard for "dogs" not to monopolize a conversation. If you can get them barking, it's hard to get them to stop.

**OVERALL, DOGS LEARN THROUGH
*REFLECTING AND THINKING***

FAVORITE "DOG" LEARNING STRATEGIES: objective tests, assigned seats, lectures, PowerPoint slides, handouts, video instruction, independent study, homework, brainstorming.

FISH ACTIVE/COGNITIVE

STRENGTHS: unemotional, confident, goal-oriented, decisive, organized, practical

WEAKNESSES: inflexible, insensitive, bossy, tactless, sarcastic, workaholic

Fish loved to be schooled, as long as the swim has purpose. They can get hooked on a topic and chase it to death. They love learning that's practical, relevant and life-changing. It's got to be real.



TEACHING TIPS FOR THOSE COMMON SENSE "FISH" LEARNERS!

WHAT FISH LOVE: "Fish" love a classroom that's got order. They enjoy following directions and predictability. Teachers that prepare well a logical, sequential lesson plan will let the "fish" swim. This scaled personality wants the facts...and getting those facts right.

HOW FISH LEARN BEST: "Fish" learners need structured "aquariums" where they can school with others to competently complete tasks. Teachers need to create predictable learning spaces with creative and effective strategies. "Fish" also love pragmatic teachers who can clearly and concisely communicate ideas and insights. "Fish" swim for results. They want to git'er done.

WHAT'S HARD FOR FISH? Face it, "fish" don't generally like group projects (mostly because they end up doing all the work while the cats nap, the birds chirp and the dogs bark orders). They despise pointless discussion, unorganized classrooms (and teachers), incomplete or unclear directions, working with unpredictable people, dwelling on abstract ideas, demands to "use their imagination" and subjective questions with no right or wrong answers.

**OVERALL, FISH LEARN THROUGH
*THINKING AND DOING***

FAVORITE "FISH" LEARNING STRATEGIES: objective tests, pop quizzes, short answers, case studies, assigned seats, lectures by teachers who can communicate (i.e., not boring), guided discussion, applied learning, field work, internships.

BIRD

PASSIVE/EMOTIVE

STRENGTHS: relaxed, competent, patient, inoffensive, diplomatic, practical

WEAKNESSES: fearful, indecisive, uninvolved, shy, resists change, compromises

Birds of a feather do flock together, as this learning personality reveals. “Birds” are sensitive learners that can easily take flight if learning becomes difficult, troublesome or combative.



TEACHING TIPS FOR THOSE IMAGINATIVE "BIRD" LEARNERS!

WHAT BIRDS LOVE: "Birds" like to listen to others and harmonizing group situations. They enjoy healthy relationships that focus on the issues at hand (or claw). Teachers that listen, encourage interaction and create interactive learning moments will feather these students.

HOW BIRDS LEARN BEST: "Bird" learners love personalized learning environments with broad or general guidelines. They enjoy opportunities to maintain friendly relationships and participate in group activities. Teachers need to remember names, allow for freedom, creativity and risk, plus occasionally release "bird" learners to flock near friends (as long as they behave).

WHAT'S HARD FOR BIRDS? "Bird" learners struggle to explain or justify feelings and they detest competition (everyone's a winner in the bird world!). They also labor beneath dictatorial and authoritarian personalities (i.e., "fish" and "dog" teachers) or any restrictive learning environment. Don't group them with unfriendly students either. "Birds" struggle concentrating on one thing at a time and rarely can recall "exact" details. They hate criticism, even constructive critiques.

**OVERALL, BIRDS LEARN THROUGH
*FEELING AND REFLECTING***

FAVORITE "BIRD" LEARNING STRATEGIES: small groups, pair shares, meditation, listening and watching, non-competitive experiences, brainstorming, reading