

I. Learning Styles

The incremental learner—proceeds in step-by-step fashion, systematically adding bits and pieces together to gain larger understandings.

The intuitive learner—leaps in various directions, sudden insights, and meaningful and accurate generalizations derived from an unsystematic gathering of information and experience.

The sensory specialist—relies primarily on one's sense for the meaningful formation of ideas (visual, auditory, or kinesthetic).

The sensory generalist—uses all or many of the senses in gathering information and gaining insight.

The emotionally involved—relies on the emotional atmosphere of the learning environment to form ideas (use of drama, debate, etc.).

The emotionally neutral—relies on low-key emotional tone of learning environment which is perceived as primarily intellectual rather than emotional (task oriented, minimum emotive coloration of teaching behavior, etc.).

The explicitly structured—relies on explicit instructions, using clear, unambiguous structure for learning, with limits and goals carefully stated (feeling safe and at home in a well-defined structure).

The open-ended structure—relies on open-ended learning environment with room to explore new ideas, which are not explicitly preplanned.

The damaged learner—intellectually capable yet damaged in self-concept or feelings of competency in such a way as to develop negative learning styles (avoids learning, rejects learning, or pretends to be learning).

The eclectic learner—capable of shifting learning styles and finds one or another style more beneficial according to the situation (adaptive).

II. Teaching Styles

The task oriented—prescribes materials to be learned and identifies performance criteria.

The cooperative planner—plans the means and ends of instruction with learner cooperation.

The learner centered—provides structure for learners to pursue whatever they want to do or whatever interests them.

The subject centered—focuses on organized content in order to satisfy own conscience that the material was covered (often to the near exclusion of the learner).

The learning centered—demonstrates equal concern for learners and curriculum objective.

The emotionally exiting and its counterpart—shows intense emotional involvement by producing learning atmosphere of excitement and high emotion in contrast to subdued emotional tone, rationality predominating, and learning is dispassionate though equal in significance and meaning to the emotionally exciting environment.