

	Thinking Learners	Doing Learners	Feeling Learners	Innovating Learners
<b>Motivating questions that energize</b>	<p><b>“What?” questions</b></p> <p><i>What theory supports that claim?</i></p> <p><i>What does a statistical analysis show?</i></p> <p><i>What is the logic here?</i></p> <p><i>What facts do you have?</i></p> <p><i>What experts have written about this?</i></p>	<p><b>“How?” questions</b></p> <p><i>How does this work?</i></p> <p><i>How can I use this?</i></p> <p><i>How will this help me or others?</i></p> <p><i>How did this work in the past?</i></p> <p><i>How can I do this more efficiently?</i></p> <p><i>How do experts do this?</i></p>	<p><b>“Why?” or “Who?” questions</b></p> <p><i>Why do I want or need to know this subject?</i></p> <p><i>Who is going to teach me?</i></p> <p><i>Who is going to learn this with me?</i></p> <p><i>Why do they want to know this information?</i></p> <p><i>Who here cares about me?</i></p> <p><i>Who here do I care about?</i></p>	<p><b>“What if?” or “What else?” questions</b></p> <p><i>What if I tried doing this another way?</i></p> <p><i>What else could I do with this?</i></p> <p><i>What if the situation were different?</i></p> <p><i>What is this similar to?</i></p>
<b>Preferred ways of gathering information</b>	<ul style="list-style-type: none"> <li>enjoy pondering facts and theories</li> <li>learn well from instructors who present information with lectures, visual aids, PowerPoint slides, instructor-modeled problem solving, textbook readings, independent library research, and activities that call upon logical skills, such as debates</li> <li>benefit from time to reflect on what they are learning</li> </ul>	<ul style="list-style-type: none"> <li>enjoy taking action</li> <li>learn well from instructors who present factual information and practical skills in a step-by-step, logical manner; who present models or examples from experts in the field; and who allow students to do hands-on work in guided labs or practice applications</li> <li>benefit from the opportunity to dive right in and do the work</li> </ul>	<ul style="list-style-type: none"> <li>enjoy personal connections and an emotionally supportive environment</li> <li>learn well from instructors who are warm and caring; who value feelings as well as thoughts; and who create a safe, accepting classroom atmosphere with activities such as group work, role playing, and sharing of individual experiences</li> <li>benefit from an opportunity to relate personally with both their instructors and classmates</li> </ul>	<ul style="list-style-type: none"> <li>enjoy imagining new possibilities and making unexpected connections</li> <li>learn well from instructors who encourage students to discover new and innovative applications; who allow students to use their intuition to create something new; and who use approaches such as independent projects, flexible rules and deadlines, a menu of optional assignments, metaphors, art projects, and visual aids</li> <li>benefit from the freedom to work independently and let their imaginations run free</li> </ul>
<b>Preferred ways of processing information</b>	<ul style="list-style-type: none"> <li>respect logical argument supported by documented facts and data</li> <li>are uncomfortable with answers that depend on tradition, emotion, personal considerations, or intuition</li> <li>excel at analyzing, dissecting, figuring out, and using logic to arrive at reasoned answers</li> <li>like well-organized and well-documented information</li> <li>benefit from deep-processing strategies that bring order to complex information, such as creating outlines or comparison charts</li> </ul>	<ul style="list-style-type: none"> <li>honor objective testing of an idea or theory, whether their own or an expert’s</li> <li>are uncomfortable with answers based on abstract theories, emotion, personal considerations, or intuition</li> <li>excel at being unbiased, taking action and observing outcomes, following procedures, and using confirmed facts to arrive at reasoned answers</li> <li>appreciate well-organized and well-documented information</li> <li>benefit from deep-processing strategies that bring order to complex information, such as creating flow charts or a model of the concepts to be learned</li> </ul>	<ul style="list-style-type: none"> <li>honor their emotions and seek answers that are personally meaningful</li> <li>are uncomfortable with answers based on abstract theories or dispassionate facts and data</li> <li>excel at responding to emotional currents in groups, empathizing with others, considering others’ feelings in making decisions, and using empathy and gut feelings to arrive at personally relevant answers</li> </ul>	<ul style="list-style-type: none"> <li>honor personal imagination and intuition</li> <li>are uncomfortable with answers based on abstract theories, cold facts, hard data, emotion, or personal considerations</li> <li>excel at trusting their inner vision, their intuitive sense of novel and exciting possibilities, and their imaginations</li> </ul>

(continued)

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<p><b>When your instructor doesn't teach to your preferred style</b> <i>What you can do:</i></p>	<ul style="list-style-type: none"> <li>Construct important "What?" questions and search for their answers in class sessions and homework assignments.</li> <li>Construct and answer other types of questions your instructor might ask: How? Who? Why? What if?</li> <li>Read all of your textbook assignments carefully, creating well-organized notes that identify the key points.</li> <li>Resist getting upset if your instructor asks you to work in groups or has students do some of the teaching.</li> <li>Organize your lecture and reading notes in a logical fashion, using outlines and comparison charts wherever appropriate.</li> <li>Study with classmates who have different preferred ways of learning from your own, as they may provide insights about how to learn best from your instructor's teaching style.</li> </ul>	<ul style="list-style-type: none"> <li>Construct important "How?" questions and search for their answers.</li> <li>Construct and answer other types of questions your instructor might ask: What? Who? Why? What if?</li> <li>Practice using the course information or skills outside of class.</li> <li>Find someone who uses the course information or skills in their work and shadow them for a day or more.</li> <li>Resist getting upset if your instructor seems more interested in theories than in application.</li> <li>Organize your lecture and reading notes in a step-by-step fashion, using outlines and comparison charts wherever appropriate.</li> <li>Study with classmates who have preferred ways of learning different from your own, as they may provide insights into how to learn best from your instructor's teaching style.</li> </ul>	<ul style="list-style-type: none"> <li>Construct important "Who?" and "Why?" questions and search for their answers.</li> <li>Construct and answer other types of questions your instructor might ask: What? How? What if?</li> <li>Discover the value of this subject for you personally.</li> <li>Organize your notes and study materials using concept maps.</li> <li>Resist feeling upset if your instructor seems distant or aloof.</li> <li>Practice using the course information or skill with people in your life.</li> <li>Make friends with classmates and discuss the subject with them outside of class.</li> <li>Record class sessions (with permission) and listen to recordings during free time.</li> <li>Study with classmates who have different preferred ways of learning from your own, as they may provide insights into how to learn best from your instructor's teaching style.</li> <li>Teach what you are learning to someone else.</li> </ul>	<ul style="list-style-type: none"> <li>Construct important "What if?" and "What else?" questions and search for their answers.</li> <li>Construct and answer other types of questions your instructor might ask: What? How? Who? Why?</li> <li>Resist feeling upset when your instructor or classmates don't immediately see something as you do.</li> <li>Organize your notes and study materials using concept maps and personally meaningful symbols or pictures.</li> <li>Think about the content creatively (how could I adapt this?) and metaphorically (what is this like?)</li> <li>Study with classmates who have different preferred ways of learning from your own, as they may provide insights into how to learn best from your instructor's teaching style.</li> </ul>
<p><i>Ask your instructor to do the following:</i></p>	<ul style="list-style-type: none"> <li>Answer your important "What?" questions in class or in a conference.</li> <li>List important points on the board or on handouts.</li> <li>Provide handouts of PowerPoint presentations.</li> <li>Allow students time to answer discussion questions in writing before answering them aloud.</li> <li>Suggest additional readings, especially those written by recognized authorities in the subject.</li> <li>Provide examples of past test questions.</li> <li>Demonstrate the step-by-step solution of a math or science problem.</li> <li>Provide data or other objective evidence that supports theories presented.</li> </ul>	<ul style="list-style-type: none"> <li>Answer your important "How?" questions in class or in a conference.</li> <li>Explain practical applications for theories taught in the course.</li> <li>Provide a visual model of the concept (such as the Scripts Model in Chapter 6).</li> <li>List important steps on the board or on handouts.</li> <li>Demonstrate the information or skill in a step-by-step manner.</li> <li>Invite guest speakers who can explain real-world application of the course information or skill in their daily work.</li> <li>Observe and give corrective feedback as you demonstrate your hands-on understanding of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Answer your important "Who?" and "Why?" questions in class or in a conference.</li> <li>Explain how you might make a personal application of the course information.</li> <li>Meet with you outside of class, perhaps for tutoring, so you can get to know one another better and feel more comfortable in the class.</li> <li>Provide occasional opportunities for small-group activities within the classroom.</li> <li>Tell stories about how he or she (or someone else) has personally used the information or skills taught in the course.</li> <li>Let you do some of the course assignments with a partner or in a group.</li> <li>Allow students time to talk in pairs about discussion questions before answering them in front of the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>Answer your important "What if?" and "What else?" questions in class or in a conference.</li> <li>Allow you to design some of your own assignments for the course.</li> <li>Use visual aids to explain concepts in class.</li> <li>Recommend a book for you to read by the most innovative or rebellious thinker in the field.</li> <li>Evaluate your learning with essays and independent projects rather than with objective tests.</li> </ul>