Learn
Edi walked into class, and the first thing she saw when she sat down at her desk was a message on the board: “Pop Quiz Today.” In her mind, she was freaking out. “I’m not ready for a quiz,” she said to herself. “I did not study for a quiz today. What am I going to do?” All she could think about was the last class. “Did I miss something?” she thought. “Did he tell us there was going to be a quiz and I just did not hear it?”

After everyone had entered, Mr. Maughan, the instructor, said, “Calm down everyone. Yes, we’re having a quiz, but I know that everyone will do very well on it.” He handed out the one-page quiz, and you could almost feel the relief in the room. The pop quiz read:

**Directions:** Answer the following questions:

1. Which business uses the slogan “Just Do It”?

2. When typing, your pinky finger on your right hand is on which letter?

3. Which TV show began with “Here’s the story of a lovely lady. . .”?

4. Give one example of how you might explain the word “blue” to a visually impaired person.

Edi completed the quiz, and the scores for the class revealed that everyone had passed the quiz with an A. “Jeez,” Edi thought, “I wish that all of my classes were this easy.”

Mr. Maughan began to explain why he gave the quiz. He pointed out that everyone is always learning. “You did not have to study for this quiz because you had already learned the material through repetition, or you could think of an answer through your senses,” he said. He told the class that he gave them the exam to prove that everyone learns and visualizes information differently. Some students were able to answer the “Just Do It” question by remembering the Nike commercial and the sports moves. Some were able to answer the typing question because of touch and repetition. Others could answer the *Brady Bunch* question by actually seeing the little picture boxes flash up on the screen.
Multiple Intelligences, Learning Styles, and Personality Typing

This piqued Edi’s interest because she knew that she always learned best by actually seeing something in her mind before doing it. She had always been the type of student who had to visualize the information to get involved with the project. And today, Edi discovered that it had to do with her learning style—visual.

Mr. Maughan explained to her that this might be one reason why she had always excelled in design. Edi is studying Fashion Design and this finally made sense to her. “Is this why I have to draw the design in my head before I can put it on paper?” she asked. “Exactly,” Mr. Maughan answered. Edi smiled to herself when she finally realized why she had always outperformed in design, art, painting, and drawing and had not done so well in math and science. “I just learn by seeing and doing,” she thought. “That’s pretty cool.”

QUESTIONS FOR REFLECTION

Consider responding to these questions online in the Questions for Reflection module of the Companion Website.

1. How do you learn best and does this learning style match your major?

2. Can you identify a time when your learning style did not match your instructor’s teaching style? How did this affect your learning in that class?

3. How can you work to improve your least dominant learning style?
Before reading this chapter, take a moment and respond to the following 10 questions. Consider each one carefully before answering, and then respond by circling the number in the appropriate box. When you have answered the questions, add your points and find your total score on the feedback chart below.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>DON'T KNOW</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I know which teaching styles match my learning preferences.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2. When I study, I use a variety of methods to learn new material.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3. I don't know what my strengths and weaknesses are as a learner.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4. I have devised study strategies that capitalize on my learning strengths.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5. My personality type has no impact on my study strategies.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6. There is little point in trying to improve my weaker learning styles.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7. I have tried using different learning strategies in my studies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>8. I do not know how I learn differently when I am seeing, hearing, or doing.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9. There is no way to use my strengths in music, sports, or relationships to help me learn.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10. When learning something new, I try to incorporate what I see with what I hear and to “do” or use the new information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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</tbody>
</table>

**TOTAL VALUE**

**SUMMARY**

43–50 You are exceptional in your ability to bring together your various personality traits and multiple intelligences in your studies. You have likely spent time working to improve your weaknesses, routinely trying different approaches to learning material.

35–42 You are above average in knowing how to integrate your personality traits and different aspects of intelligence into your studies. You likely try different approaches to learning, but might still need improvement in addressing your weaknesses.

26–34 You are average in your knowledge of your own learning preferences. You can see how different types of intelligence and personality affect your learning. You likely need to incorporate strategies for improving your weaknesses into your learning profile.

18–25 You have a below average knowledge of your strengths and weaknesses as a learner. You need help putting together a set of strategies to integrate your personality and intelligence strengths for learning. Giving attention to improving your weaknesses will also be helpful for you.

10–17 Your knowledge of your own strengths, weaknesses, and styles of learning is limited. You don’t seem to know much about how to use your personality traits, multiple intelligences, and study strategies together to learn. You will need to spend time exploring these issues.
Based on the summary above, what is one goal you would like to achieve related to your learning style?

*Goal*

List three actions you can take that might help you move closer to realizing this goal.

1. 
2. 
3. 

Quesions FOR BUILDING ON YOUR BEST

As you read this chapter, consider the following questions. At the end of the chapter, you should be able to answer all of them. We encourage you to ask a few questions of your own. Consider turning to your classmates or instructors to assist you.

1. Why is it important for me to know my learning style?
2. How can my personality type affect my study habits?
3. What is the difference between a learning style and an intelligence?
4. How can I adapt the teaching style of my instructor to my learning style?
5. How can understanding my learning style help me become a better student?

What additional questions might you have about your learning style, primary intelligence, or personality type?

1. 
2. 
3. 

Understanding Your Strengths

You may be asking yourself, “Is there one ‘best’ way of learning?” The answer is no. The way one learns depends on so many variables. Learning styles, your personal intelligences, personality typing, your past experiences, and your attitude all play a part in the way you process new information. While many students do not like the lecture format, others relish it. Some students learn best by touching and doing, whereas others learn best by listening and reflecting. Some students learn best with a group of people sitting outside under the trees, others must be alone in the library. There are many factors that may influence the way we learn and process information. This chapter explores the benefits of knowing your learning style and your personality type and the benefits of examining your intelligences.

To be what we are, and to become what we are capable of becoming, is the only end in life.

—ROBERT L. STEVENSON

Looking for Treasures

DISCOVERING AND POLISHING YOUR TALENTS

This section will offer you the opportunity to complete three inventories: (1) to assess your learning style, (2) to assess your personality type, and (3) to help you better understand multiple intelligences. These assessments are in no way intended to label you. They are not a measure of your intelligence. They do not measure your worth or your capacities as a student. The three assessments are included so that you might gain a better understanding of your multiple intelligences and identify your learning styles and your personality type. There are no right or wrong answers, and there is no one best way to learn. We hope that by the end of this section, you will have experienced a “Wow” or an “Ah-ha!” as you explore and discover new and exciting components of your education. Many students have met with great success by identifying and molding their study environments and habits to reflect their learning style and personality type.
As a child, I continually conducted “natural” experiments. I wanted to see how things worked. As an adult, I find that I am most successful in learning practical things by doing them, and I tend to be a visual learner today.

As a professor, it is still most natural for me to function in the same ways as I did when I was much younger; however, I understand that my students may not all share my preferred learning style. Therefore, I provide activities that require a variety of learning styles so every student has areas of the course in which they can excel. At the same time, by forcing the use of multiple learning styles, I hope my students are developing learning styles other than the one with which they are most comfortable.

Experiential learning suits me well because I am a very active, product-oriented person. I enjoy identifying the issues, gathering the tools, and building solutions. Experiential (tactile) learning is appealing because I can see other blocks of knowledge and how they fit into solving new problems. Tactile learning reinforces and combines what I already know with what I am currently learning.

If I were giving advice to students—and I frequently do—I would encourage you to take self-tests to learn more about the areas that can help you in your career and match this with the learning styles that you are most likely to need in your chosen field. I would caution you, however, against being locked into someone else’s definition of who you are. Be adventurous! Begin by transferring your class notes into a different modality. You can actually “train” other modalities by forcing yourself to rely on different senses. For example, try watching television with the screen blacked out to improve your hearing modality, or watch the screen with the sound turned down to force more effort on your visual capacity. If you write a narrative, draw a picture to accompany it so you are developing more than one capacity with the same assignment.

As a student and future employee, you might have an instructor or a boss who communicates in ways that make no sense to you. You cannot afford to close your mind to either of these people because they hold the key to your success. You must find ways to get the message despite the messenger. There are three things you can do to get the message:

1. Ask your instructor for references in your learning style. For example, ask, “Is there a diagram that illustrates the material you talked about today?”
2. Seek out someone who understands what is required and request that student’s help in translating the assignment. Say to a classmate, “You seem to understand this assignment. Could you explain it to me?”
3. Finally, ask your instructor for samples of successfully completed work that other students have finished. Sometimes if you know what the outcome is supposed to look like you can figure out how to put the ingredients together. You might say to the instructor, “I want to do a good job. Could you show me an example of an excellent project?”

Students need to realize that we are all different and that each of us learns in our own ways. The important thing is for you to push yourself to develop learning styles other than the one or two that are easiest for you. The more you do this, the more successful you will be in school and at work.

**QUESTIONS FOR REFLECTION**

Consider responding to these questions online in the World of Work module of the Companion Website.

1. Dr. Eaddy is a visual learner and adapts her learning style to her work. What is your best learning style?
2. Dr. Eaddy became a teacher because she wanted a career that rewards her for learning. She loves to learn and to share her knowledge with students. Have you considered whether your program is in an area that matches your interests and intelligence?
3. What can you do to improve the intelligence areas where you are not as strong as you would like to be?

Starr Eaddy, Ph.D., CHES, Assistant Professor, William Paterson University
TAKE THE MIS

The Multiple Intelligences Survey

Directions: Read each statement carefully and thoroughly. After reading the statement, rate your response using the scale below. There are no right or wrong answers. This is not a timed survey. The MIS is based, in part, on Frames of Mind by Howard Gardner, 1983.

3 = Often Applies
2 = Sometimes Applies
1 = Never or Almost Never Applies

1. When someone gives me directions, I have to visualize them in my mind in order to understand them.
2. I enjoy crossword puzzles and word games like Scrabble.
3. I enjoy dancing and can keep up with the beat of music.
4. I have little or no trouble conceptualizing information or facts.
5. I like to repair things that are broken such as toasters, small engines, bicycles, and cars.
6. I enjoy leadership activities on campus and in the community.
7. I have the ability to get others to listen to me.
8. I enjoy working with nature, animals, and plants.
9. I know where everything is in my home such as supplies, gloves, flashlights, camera, and compact discs.
10. I am a good speller.
11. I often sing or hum to myself in the shower or car, or while walking or just sitting.
12. I am a very logical, orderly thinker.
13. I use a lot of gestures when I talk to people.
14. I can recognize and empathize with people’s attitudes and emotions.
15. I prefer to study alone.
16. I can name many different things in the environment such as clouds, rocks, and plant types.
17. I like to draw pictures, graphs, or charts to better understand information.
18. I have a good memory for names and dates.
19. When I hear music, I “get into it” by moving, humming, tapping, or even singing.
20. I learn better by asking a lot of questions.
21. I enjoy playing competitive sports.
22. I communicate very well with other people.
23. I know what I want and I set goals to accomplish it.
24. I have some interest in herbal remedies and natural medicine.
25. I enjoy working puzzles or mazes.
26. I am a good storyteller.
27. I can easily remember the words and melodies of songs.
28. I enjoy solving problems in math and chemistry and working with computer programming problems.
29. I usually touch people or pat them on the back when I talk to them.
30. I understand my family and friends better than most other people do.
31. I don’t always talk about my accomplishments with others.
32. I would rather work outside around nature than inside around people and equipment.
33. I enjoy and learn more when seeing movies, slides, or videos in class.
34. I am a very good listener and I enjoy listening to others’ stories.
35. I need to study with music.
37. I enjoy physical activities such as bicycling, jogging, dancing, snowboarding, skateboarding, or swimming.
38. I am good at solving people’s problems and conflicts.
39. I have to have time alone to think about new information in order to remember it.
40. I enjoy sorting and organizing information, objects, and collectibles.

Refer to your score on each individual question. Place that score beside the appropriate question number below. Then, tally each line at the side.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>TOTAL ACROSS</th>
<th>CODE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>9 ___</td>
<td>17 ___</td>
</tr>
<tr>
<td>2</td>
<td>10 ___</td>
<td>18 ___</td>
</tr>
<tr>
<td>3</td>
<td>11 ___</td>
<td>19 ___</td>
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<td>4</td>
<td>12 ___</td>
<td>20 ___</td>
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<td>5</td>
<td>13 ___</td>
<td>21 ___</td>
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<td>6</td>
<td>14 ___</td>
<td>22 ___</td>
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<td>7</td>
<td>15 ___</td>
<td>23 ___</td>
</tr>
<tr>
<td>8</td>
<td>16 ___</td>
<td>24 ___</td>
</tr>
</tbody>
</table>

Visual/Spatial
Verbal/Linguistic
Musical/Rhythm
Logic/Math
Body/Kinesthetic
Interpersonal
Intrapersonal
Naturalistic
MIS TALLY

Multiple Intelligences

Look at the scores on the MIS. What are your top three scores? Write them in the space below.

<table>
<thead>
<tr>
<th>Top Score</th>
<th>Code</th>
<th>Second Score</th>
<th>Code</th>
<th>Third Score</th>
<th>Code</th>
</tr>
</thead>
</table>

This tally can help you understand where some of your strengths may be. Again, this is not a measure of your worth or capacities, nor is it an indicator of your future successes. Read the following section to better understand multiple intelligences.

A New Way of Looking at Yourself

UNDERSTANDING MULTIPLE INTELLIGENCES

In 1983, Howard Gardner, a Harvard University professor, developed a theory called Multiple Intelligences. In his book *Frames of Mind*, he outlines seven intelligences that he feels are possessed by everyone: visual/spatial, verbal/linguistic, musical/rhythm, logic/math, body/kinesthetic, interpersonal, and intrapersonal. In 1996, he added an eighth intelligence: naturalistic. In short, if you have ever done things that come easily for you, you are probably drawing on one of your intelligences that is well developed. On the other hand, if you have tried to do things that are very difficult to master or understand, you may be dealing with material that calls on one of your less-developed intelligences. If playing the piano by ear comes easily to you, your musical/rhythm intelligence may be very strong. If you have trouble writing or understanding poetry, your verbal/linguistic intelligence may not be as well developed. This does not mean that you will never be able to write poetry; it simply means that you have not fully developed your skills in this area.

THE EIGHT INTELLIGENCES

The “smart” descriptors were adapted from Thomas Armstrong (1994).

**Visual/spatial (picture smart).** Thinks in pictures; knows where things are in the house; loves to create images and work with graphs, charts, pictures, and maps.

**Verbal/linguistic (word smart).** Communicates well through language, likes to write, is good at spelling, great at telling stories, loves to read books.

**Musical/rhythm (music smart).** Loves to sing, hum, and whistle; comprehends music; responds to music immediately; performs music.
Logic/math (number smart). Can easily conceptualize and reason, uses logic, has good problem-solving skills, enjoys math and science.

Body/kinesthetic (body smart). Learns through body sensation, moves around a lot, enjoys work involving the hands, is graced with some athletic ability.

Interpersonal (people smart). Loves to communicate with other people, possesses great leadership skills, has lots of friends, is involved in extracurricular activities.

Intrapersonal (self-smart). Has a deep awareness of own feelings, is very reflective, requires time to be alone, does not get involved with group activities.

Naturalistic (environment smart). Has interest in the environment and in nature; can easily recognize plants, animals, rocks, and cloud formations; may like hiking, camping, and fishing.

Making It Work for You

USING MULTIPLE INTELLIGENCES TO ENHANCE STUDYING AND LEARNING

Below, you will find some helpful tips to assist you in creating a study environment and study habits using your multiple intelligences.

VISUAL/SPATIAL

- Use visuals in your notes such as time lines, charts, graphs, and geometric shapes.
- Work to create a mental or visual picture of the information at hand.
- Use colored markers to make associations or to group items together.
- Use mapping or webbing so that your main points are easily recognized.
- When taking notes, draw pictures in the margins to illustrate the main points.
- Visualize the information in your mind.

VERBAL/LINGUISTIC

- Establish study groups so that you will have the opportunity to talk about the information.
- Using the information you studied, create a story or a skit.
- Read as much information about related areas as possible.
- As you read chapters, outline them in your own words.
- Summarize and recite your notes aloud.
CHAPTER 5  LEARN

MUSICAL/RHYTHM
- Listen to music while studying (if it does not distract you).
- Write a song or rap about the chapter or information.
- Take short breaks from studying to listen to music.
- Commit the information being studied to the music from your favorite song.

LOGIC/MATH
- Strive to make connections between subjects.
- Don’t just memorize the facts; apply them to real-life situations.
- As you study the information, think of problems in society and how this information could solve those problems.
- Create analyzing charts. Draw a line down the center of the page, put the information at hand in the left column and analyze, discuss, relate, and synthesize it in the right column.
- Allow yourself some time to reflect after studying.

BODY/KINESTHETIC
- Don’t confine your study area to a desk or a chair; move around, explore, go outside.
- Act out the information.
- Study in a group of people and change groups often.
- Use charts, posters, flash cards, and chalkboards to study.
- When appropriate or possible, build models using the information studied.
- Verbalize the information to others.
- Use games such as chess, Monopoly, Twister, or Clue when studying.
- Trace words as you study them.
- Use repetition to learn facts; write them many times.
- Make study sheets.

INTERPERSONAL
- Study in groups.
- Share the information with other people.
- Teach the information to others.
- Interview outside sources to learn more about the material at hand.
- Have a debate with others about the information.

DID YOU KNOW?
J. K. Rowling was dismissed from a secretarial job because her boss caught her writing stories on her computer at work. She supported herself and her family on unemployment pay while she wrote the first Harry Potter. Today, she continues to write and is a billionaire.
INTRAPERSONAL
- Study in a quiet area by yourself.
- Allow time for reflection and meditation about the subject matter.
- Study in short time blocks and then spend some time absorbing the information.
- Work at your own pace.

NATURALISTIC
- Study outside whenever possible.
- Relate the information to the effect on the environment whenever possible.
- When given the opportunity to choose your own topics or research projects, choose something related to nature.
- Collect your own study data and resources.
- Organize and label your information.
- Keep separate notebooks on individual topics so that you can add new information to each topic as it becomes available to you.

Understanding Learning Styles Theory

Rita Dunn defines learning styles as “the way in which each learner begins to concentrate on, process, and retain new and difficult information.” We must note that there is a difference between a learning style and a learning strategy. A learning strategy is how you might choose to learn or study, such as by using note cards, flip charts, color slides, or cooperative learning groups. Flip charts and slides are strategies. Learning styles are more sensory. They involve seeing, hearing, and touching.

If you learn best by seeing information, you have a more dominant visual learning style. If you learn best by hearing information, you have a more dominant auditory learning style. If you learn best by touching or doing, you have a more dominant tactile learning style. You may also hear the tactile learning style referred to as kinesthetic or hands-on.

Some of the most successful students have learned to use all three styles. If you were learning how to skateboard, you might learn best by hearing someone talk about the different styles or techniques. Others might learn best by watching a video where someone demonstrates the techniques. Still others would learn best by actually getting on the board and trying it. However, the student who involved all of his or her senses might gain the most. She might listen to the instructor tell about skateboarding, watch the video, and then go do it. Therefore, she would have involved all of her learning styles: visual, auditory, and tactile.

Take time now to complete the assessment on the following page. Then read more about the three learning styles on page 115.
TAKE THE LEAD

The Learning Evaluation and Assessment Directory


Directions: Read each statement carefully and thoroughly. After reading the statement, rate your response using the scale below. There are no right or wrong answers. This is not a timed survey. The LEAD is based, in part, on research conducted by Rita Dunn.

3 = Often Applies
2 = Sometimes Applies
1 = Never or Almost Never Applies

1. I remember information better if I write it down or draw a picture of it.
2. I remember things better when I hear them instead of just reading or seeing them.
3. When I get something that has to be assembled, I just start doing it. I don’t read the directions.
4. If I am taking a test, I can “see” the page of the text or lecture notes where the answer is located.
5. I would rather the instructor explain a graph, chart, or diagram than just show it to me.
6. When learning new things, I want to “do it” rather than hear about it.
7. I would rather the instructor write the information on the board or overhead instead of just lecturing.
8. I would rather listen to a book on tape than read it.
9. I enjoy making things, putting things together, and working with my hands.
10. I am able to quickly conceptualize and visualize information.
11. I learn best by hearing words.
12. I have been called hyperactive by my parents, spouse, partner, or instructor.
13. I have no trouble reading maps, charts, or diagrams.
14. I can usually pick up on small sounds like bells, crickets, or frogs, or distant sounds like train whistles.
15. I use my hands and gesture a lot when I speak to others.

Refer to your score on each individual question. Place that score beside the appropriate question number below. Then, tally each line at the side.

<table>
<thead>
<tr>
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Look at the scores on the LEAD. What is your top score? ____________
Here are brief descriptions of the three learning styles:

**Visual (eye smart).** Thinks in pictures. Enjoys visual instructions, demonstrations, and descriptions; would rather read a text than listen to a lecture; avid note-taker; needs visual references; enjoys using charts, graphs, and pictures.

**Auditory (ear smart).** Prefers verbal instructions; would rather listen than read; often tapes lectures and listens to them in the car or at home; recites information out loud; enjoys talking, discussing issues, and verbal stimuli; talks out problems.

**Tactile (action smart).** Prefers hands-on approaches to learning; likes to take notes and uses a great deal of scratch paper; learns best by doing something, by touching it, or manipulating it; learns best while moving or while in action; often does not concentrate well when sitting and reading.

### What Can You Learn About Personality?

To begin, take the PAP assessment below.

**THE PERSONALITY ASSESSMENT PROFILE (PAP)**


**Directions:** Read each statement carefully and thoroughly. After reading the statement, rate your response using the scale below. There are no right or wrong answers. This is not a timed survey. The PAP is based, in part, on the Myers-Briggs Type Indicator® (MBTI) by Katharine Briggs and Isabel Briggs-Myers.

- **3 =** Often Applies
- **2 =** Sometimes Applies
- **1 =** Never or Almost Never Applies

1a. I am a very talkative person.
1b. I am a more reflective person than a verbal person.
2a. I am a very factual and literal person.
2b. I look to the future and I can see possibilities.
3a. I value truth and justice over tact and emotion.
3b. I find it easy to empathize with other people.
4a. I am very ordered and efficient.
4b. I enjoy having freedom from control.
5a. I am a very friendly and social person.
5b. I enjoy listening to others more than talking.

(continued)
6a. I enjoy being around and working with people who have a great deal of common sense.
6b. I enjoy being around and working with people who are dreamers and have a great deal of imagination.
7a. One of my motivating forces is to do a job very well.
7b. I like to be recognized for, and I am motivated by, my accomplishments and awards.
8a. I like to plan out my day before I go to bed.
8b. When I get up on a non-school or non-work day, I just like to let the day “plan itself.”
9a. I like to express my feelings and thoughts.
9b. I enjoy a great deal of tranquility and quiet time to myself.
10a. I am a very pragmatic and realistic person.
10b. I like to create new ideas, methods, or ways of doing things.
11a. I make decisions with my brain.
11b. I make decisions with my heart.
12a. I am a very disciplined and orderly person.
12b. I don’t make a lot of plans.
13a. I like to work with a group of people.
13b. I would rather work independently.
14a. I learn best if I can see it, touch it, smell it, taste it, or hear it.
14b. I learn best by relying on my gut feelings or intuition.
15a. I am quick to criticize others.
15b. I compliment others very easily and quickly.
16a. My life is systematic and organized.
16b. I don’t really pay attention to deadlines.
17a. I can be myself when I am around others.
17b. I can be myself when I am alone.
18a. I live in the here and now, in the present.
18b. I live in the future, planning and dreaming.
19a. I think that if someone breaks the rules, the person should be punished.
19b. I think that if someone breaks the rules, we should look at the person who broke the rules, examine the rules, and look at the situation at hand before a decision is made.
20a. I do my work, then I play.
20b. I play, then do my work.
Using the score sheet below, record your score on each individual question. Place that score beside the appropriate question numbers. Then, tally each horizontal line using the right-hand column.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>TOTAL ACROSS</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>5a</td>
<td>9a</td>
</tr>
<tr>
<td>1b</td>
<td>5b</td>
<td>9b</td>
</tr>
<tr>
<td>2a</td>
<td>6a</td>
<td>10a</td>
</tr>
<tr>
<td>2b</td>
<td>6b</td>
<td>10b</td>
</tr>
<tr>
<td>3a</td>
<td>7a</td>
<td>11a</td>
</tr>
<tr>
<td>3b</td>
<td>7b</td>
<td>11b</td>
</tr>
<tr>
<td>4a</td>
<td>8a</td>
<td>12a</td>
</tr>
<tr>
<td>4b</td>
<td>8b</td>
<td>12b</td>
</tr>
</tbody>
</table>

**Personality Indicator**

Look at the scores on your PAP. Is your score higher in the E or I line? Is your score higher in the S or N line? Is your score higher in the T or F line? Is your score higher in the J or P line? Write the code to the side of each section below.

- Is your higher score E or I Code ___________
- Is your higher score S or N Code ___________
- Is your higher score T or F Code ___________
- Is your higher score J or P Code ___________

**UNDERSTANDING PERSONALITY TYPING (TYPOLOGY)**

The questions on the PAP helped you discover whether you are extroverted or introverted (E or I), sensing or intuitive (S or N), thinking or feeling (T or F), and judging or perceiving (J or P). These questions were based, in part, on work done by Carl Jung, Katharine Briggs, and Isabel Briggs-Myers. What personality typing can do is to “help us discover what best motivates and energizes each of us as individuals” (Tieger and Tieger, 2001).

**Why Personality Matters**

Let’s take a look at the four major categories of typing. Notice that the stronger your score in one area, the stronger your personality type is for that area. For instance, if you scored 15 on the E (extroversion) questions, this means that you
are a strong extrovert. If you scored 15 on the I (introversion) questions, this means that you are a strong introvert. However, if you scored 7 on the E questions and 8 on the I questions, your score indicates that you possess almost the same amount of extroverted and introverted qualities. The same is true for every category on the PAP.

**E VERSUS I (EXTROVERSION/INTROVERSION)**

This category deals with the way we interact with others and the world around us. Extroverts prefer to live in the outside world, drawing their strength from other people. They are outgoing and love interaction. They usually make decisions with others in mind. They enjoy being the center of attention. There are usually few secrets about extroverts. Introverts draw their strength from the inner world. They need to spend time alone to think and ponder. They are usually quiet and make decisions alone.

**S VERSUS N (SENSING/INTUITION)**

This category deals with the way we learn and deal with information. Sensing types gather information through their five senses. They have a hard time believing something if it cannot be seen, touched, smelled, tasted, or heard. They like concrete facts and details. They do not rely on intuition or gut feelings. They usually have a great deal of common sense. Intuitive types are not very detail-oriented. They can see possibilities, and they rely on their gut feelings. Usually, they are very innovative people. They tend to live in the future and often get bored once they have mastered a task.

**T VERSUS F (THINKING/FEELING)**

This category deals with the way we make decisions. Thinkers are very logical people. They do not make decisions based on feelings or emotion. They are analytical and sometimes do not take others’ values into consideration when making decisions. They can easily identify the flaws of others. They can be seen as insensitive and lacking compassion. Feelers make decisions based on what they feel is right and just. They like to have har-
mony, and they value others’ opinions and feelings. They are usually very tact-
ful people who like to please others. They are very warm people.

**J VERSUS P (JUDGING/PERCEIVING)**

This category deals with the way we live. **Judgers** are very orderly people. They must have a great deal of structure in their lives. They are good at setting goals and sticking to their goals. They are the type of people who would seldom, if ever, play before their work was completed. **Perceivers** are just the opposite. They are less structured and more spontaneous. They do not like time lines. Unlike the judger, they will play before their work is done. They will take every chance to delay a decision or judgment.

With this information, you can make some decisions about your study habits and even your career choices. For instance, if you scored very strong in the extroversion section, it may not serve you well to pursue a career where you would be forced to work alone. It would probably be unwise to try to spend all of your time studying alone. If you are a strong extrovert, you would want to work and study around people.

**Making Your Personality Work for You**

**ENHANCING YOUR LEARNING**

Having identified your personality type, use the suggestions on pages 120–121 to enhance studying using your present personality type, while improving your study skills using your less dominant type.
<table>
<thead>
<tr>
<th>TYPE</th>
<th>CURRENT SUGGESTIONS</th>
<th>IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extrovert</td>
<td>Study with groups of people in cooperative learning teams. Seek help from others. Discuss topics with friends. Establish debate or discussion groups. Vary your study habits; meet in different places with different people. Discuss new ideas and plans with your friends.</td>
<td>Work on listening skills. Be sure to let others contribute to the group. Force yourself to develop solutions and answers before you go to the group. Spend some time reflecting. Let others speak before you share your ideas and suggestions. Work to be more patient. Think before acting or speaking.</td>
</tr>
<tr>
<td>Introvert</td>
<td>Study in a quiet place, undisturbed by others. When reading and studying, take time for reflection. Use your time alone to read and study support and auxiliary materials. Set aside large blocks of time for study and reflection.</td>
<td>Get involved in a study group from time to time. Allow others inside your world to offer advice and opinions. Share your opinions and advice with others more often. Seek advice from others. Use mnemonics to increase your memory power. Instead of writing responses or questions, speak aloud to friends and peers.</td>
</tr>
<tr>
<td>Sensor</td>
<td>Observe the world around you. Experience the information to the fullest degree; feel it and touch it. Explain to your study group or partner the information in complete detail. Apply the information to something in your life that is currently happening. Create a study schedule and stick to it. If your old study habits are not working, stop and invent new ways of studying. Explore what others are doing.</td>
<td>Try to think about the information in an abstract form. Think &quot;What would happen if . . .&quot; Let your imagination run wild. Think about the information in the future tense. Let your gut feelings take over from time to time. Take more chances with the unknown. Trust your feelings and inspirations. Think beyond reality. Don’t oversimplify.</td>
</tr>
<tr>
<td>Intuitive</td>
<td>After studying the information or data, let your imagination apply this to something abstract. Describe how the information could be used today, right now, in your life at the moment. Describe how this information could help others. View new information as a challenge. Vary your study habits; don’t do the same thing all the time. Rely on your gut feelings.</td>
<td>Work on becoming more detail-oriented. Look at information through the senses. Verify your facts. Think in simple terms. Think about the information in a logical and analytical way. Try to explain new information in relation to the senses.</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>TYPE</th>
<th>CURRENT SUGGESTIONS</th>
<th>IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinker</td>
<td>Make logical connections between new information and what is already known.</td>
<td>Try to see information and data in more abstract terms.</td>
</tr>
<tr>
<td></td>
<td>Remain focused.</td>
<td>Look for the “big picture.”</td>
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<tr>
<td></td>
<td>Explain the information in detailed terms to a study group.</td>
<td>Develop a passion for acquiring new information.</td>
</tr>
<tr>
<td></td>
<td>Put things in order.</td>
<td>Think before you speak.</td>
</tr>
<tr>
<td></td>
<td>Study with people who do their part for the group.</td>
<td>Strive to be more objective and open.</td>
</tr>
<tr>
<td>Feeler</td>
<td>Establish a supportive and open study group.</td>
<td>Strive to look at things more logically.</td>
</tr>
<tr>
<td></td>
<td>Teach others the information.</td>
<td>Work to stay focused.</td>
</tr>
<tr>
<td></td>
<td>Continue to be passionate about learning and exploring.</td>
<td>Praise yourself when others do not.</td>
</tr>
<tr>
<td></td>
<td>Explain the information in a cause/effect scenario.</td>
<td>Try to be more organized.</td>
</tr>
<tr>
<td></td>
<td>Focus on the “people” factor.</td>
<td>Work to stick to policies, rules, and guidelines.</td>
</tr>
<tr>
<td>Judge</td>
<td>Set a schedule and stick to it.</td>
<td>Don’t give in to opposition just for the sake of harmony.</td>
</tr>
<tr>
<td></td>
<td>Strive to complete projects.</td>
<td>Don’t get caught up in the here and now; look ahead.</td>
</tr>
<tr>
<td></td>
<td>Keep your study supplies in one place so that you can locate them easily.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prioritize tasks that need to be completed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create lists and agendas.</td>
<td></td>
</tr>
<tr>
<td>Perceiver</td>
<td>Study in different places with different people.</td>
<td>Become more decisive.</td>
</tr>
<tr>
<td></td>
<td>Since you see all sides of issues, share those with your study group for discussion.</td>
<td>Finish one project before you begin another.</td>
</tr>
<tr>
<td></td>
<td>Obtain as much information as possible so that you can make solid decisions.</td>
<td>Don’t put off the harder subjects until later; study them first.</td>
</tr>
<tr>
<td></td>
<td>Create fun and exciting study groups with snacks and maybe music.</td>
<td>Learn to set deadlines.</td>
</tr>
<tr>
<td></td>
<td>Be the leader of the study team.</td>
<td>Create lists and agendas to help you stay on target.</td>
</tr>
<tr>
<td></td>
<td>Allow yourself a great deal of time for study so that you can take well-deserved breaks.</td>
<td>Do your work; then play.</td>
</tr>
</tbody>
</table>
The most important thing to remember about learning styles, multiple intelligences, and personality typology is that, unlike an IQ test, they do not pretend to determine if you are “smart” or not. They simply allow you to look more closely at how you learn, what strengths you have in your innate personality, and what dominant intelligence you have.

Discovering your learning style can greatly enhance your classroom performance. For example, finally understanding that your learning style is visual and that your instructor’s teaching style is totally verbal can answer many questions about why you may have performed poorly in the past. Now, you have the knowledge and the tools to make your learning style work for you, not against you.
Critical Thinking

Case Study

NAME: LaDondo Johnson
SCHOOL: Houston Community College, Houston, TX
MAJOR: Early Childhood Education  AGE: 53

Below is a real-life situation faced by LaDondo. Read the brief case and respond to the questions.

Returning to school at 53 was not an easy decision, but I knew that I wanted to reach my goal of working with children. It has been a dream of mine for many years. I found that my biggest problem in returning to the classroom was learning to listen to the instructor. I continued to wonder why this was such a problem for me, and then I took a Learning Styles Inventory and discovered that my primary learning style is visual. It made perfect sense to me then—my learning style was not matching my instructor's teaching style.

I knew that my instructor was not going to change teaching styles, so I had to learn to adapt and adjust. I began going home after each class and converting my notes onto note cards. By doing this, I was able to make the lecture visual. I would write questions on one side and answers on the other, sometimes drawing examples or using color to help me absorb the information better. I found that by making the lecture visual, I understood what was being taught and could study the information more effectively. I also discovered that the more I looked at my cards, the more I retained. I discovered that repetition is as important to my learning process as visualization. Discovering both of these has helped me greatly.

Toward the end of the semester, I noticed another thing. I performed in class much better when I was able to interact and be a part of a group. I have always had an outgoing personality, but again, I never thought this would play a part in my education. I found that because of my personality, I love to participate and share and draw from others. I guess my dominant intelligence is interpersonal.

By discovering these things about my learning abilities, I am certain that I will be able to complete this program and reach one of the most important goals in my life.

If LaDondo has a very outgoing personality, what is most likely her personality type according to this chapter? Why did you choose this type?

With LaDondo’s outgoing personality, how could she be successful in a class that offered NO interaction or group work?
What role does personality play in academic success?

If LaDondo takes a class that is totally verbal (the instructor does only lecture), what other tips would you offer her to succeed in that type of setting?

How can any student successfully complete a class that centers on his or her LEAST dominant intelligence (for example, how can Jane succeed in math when math is her least dominant intelligence)?
Get involved in a **variety** of learning and social situations.

Use your less dominant areas more often to **strengthen** them.

**Read more** about personality typing and learning styles.

Answer inventories and surveys **thoughtfully**.

Remember, learning styles **do not** measure your worth.

Work to **improve** your less dominant areas.

**Surround yourself** with people who are very different from you.

Try **different ways** of learning and studying.