KEIRSEY TYPES & LEARNING STYLES

Idealists
(NF) INTUITIVE FEELING
Conceptual-Global Learner

SEEKS TO DISCOVER HOW HIS LEARNING IS RELATED TO HIMSELF AND TO HIS RELATIONSHIPS WITH OTHERS.

Searches for the significance of things and events, and wants to understand their meanings. Reality for this person is subjective, thus learning is personalized. Is future oriented. Thinks about possibilities in people, not facts or principles. Is fascinated by people's beliefs and attitudes. Enjoys learning about ideas and values, and tends to look at them more subjectively than objectively. Cognitive mode is global. Tends to use quick hunches and impressions rather than articulated principles and step-by-step solutions. Uses facts to confirm, not form, impressions. Enjoys the process of communication. Highly impressionable, easily affected by the opinions of others. May need assistance in becoming a participating member of the classroom. Is an expert judge of character. Sensitive to others. Vulnerable to criticism and conflict. Hypersensitive to the slightest gesture or word of rejection, especially from a teacher he/she idolizes.

Rationals
(NT) INTUITIVE THINKING
Conceptual-Specific Learner

LEARNS BY CREATIVE THINKING.

The scientist type. Wants to be able to understand, explain, predict and control realities. Is usually not interested in isolated facts, but wants to use theories and principles to explain facts. Enjoys a life of serious research and creative thinking. Play is work, and work is play. Is basically serious and is happy being serious. Is very curious. Has an insatiable need to acquire intelligence and store up wisdom. Tends to be an academic achiever. Students in this group will vary greatly in the quality of their thinking, so teachers should be careful to match expectations with this student's ability. Learning concrete information or following a routine task will hold little interest for this student. Frequently has difficulty relating to others. Tends to be intellectually competitive. Often perceived as cold, unfeeling and arrogant. Usually not good at mixing with peers. Has a difficult time showing emotions. Can sometimes be labeled as a weird-o by peers. As a student, may feel isolated, and can experience a deep sense of loneliness. Needs nurturing of interpersonal skills.

Guardian
(SJ) SENSING JUDGING
Actual-Routine Learner

LEARNS BEST IN A CLASSROOM THAT IS ORDERLY AND WELL-STRUCTURED.

Focuses on responsibility, on developing good study habits, on developing proper social attitudes, and on completing well-structured assignments, which have met with teacher approval. Gains knowledge through identifying and memorizing facts and procedures, through repetition and drill, and through sequenced, step-by-step presentation of material. When studying a subject, is most interested in the mechanics, the practical aspects of the subject. Looks for the fundamentals. Abstractions and theoretical principles are seen as having little direct value, and are not as meaningful as any particular actuality. Needs to be given clear expectations and specific procedures for accomplishing a task. If he/she is required to improvise, guess, or to create something on the spot, he/she has a great deal of difficulty. Wants to please the teacher and receive teacher approval. Likes being responsible, dependable, and industrious. Work assignments are usually complete and turned in on time. Nit-picky.
Artisans
(SP) SENSING PERCEIVING
Actual-Spontaneous Learner

PREFERS TO LEARN BY EXPERIENCE.

Of all types, is least interested in cultural and intellectual matters. Tends to be uninterested in theoretical concepts, the abstract, and formal intellectual structures. This student is interested in dealing with physical realities. Is not interested in or motivated by logic or plans. Knowledge only has significance when it has immediate relevance. His/Her wants are not compatible with typically systems of education. Feels restricted, and restrained by the structure and routine of traditional educational systems. Lives for the moment. Tends to become disinterested as class work becomes a matter of study and preparation. As demands for concentration increases and activity decreases, he/she becomes bored, restless, and begins to turn to activities of his/her own choosing. Tries to do written work as expediently as possible, paying little attention to neatness. Enjoys frequent changes from individual to small-group to large-group activities. Appreciates variety and randomness. Thrives on competition, a contest, or a challenge.