



Learning Style Inventory for Students™

Learner Profile – TEACHER REPORT

Student Number

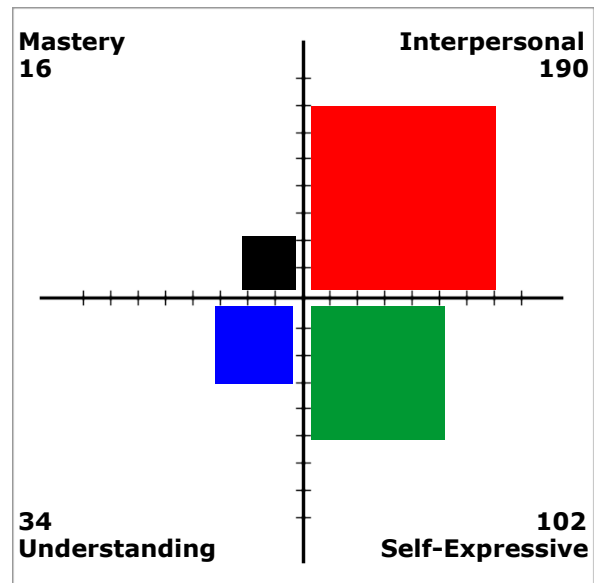
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Teacher Report for: **ALEXIS SILVER**

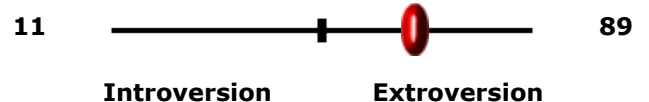
EXTROVERTED INTERPERSONAL LEARNER

Characteristics of ALEXIS'S Style

Extroverted Interpersonal Learners like ALEXIS tend to be lively, outgoing, and extremely social. They are considerate of others' feelings, but their love of variety leads them to prefer a wide circle of friends rather than concentrating on one or two close companions. They are responsive to order and structure, but not at the cost of a general liveliness or loyalty to their friends and peers from whom they draw great strength and motivation. Students like ALEXIS tend to personalize learning and may become disinterested if they feel what they are being asked to do has no connection to their life, their interests, or the world beyond the classroom.



The four learning style scores are each independent measures. Therefore, the style scores should not be expected to total 100.




ALEXIS'S preference for an Interpersonal style of learning is indicated by first choices like these:

- People who know me well would say I'm mostly friendly and helpful.
- I'm good at working with others.
- I like questions that ask me to express my personal opinions.
- I like to learn about myself and other people.
- I prefer a teacher who cares about me as an individual.

The Mastery style is ALEXIS'S weakest and presents the greatest learning challenge, as indicated by fourth choices like these:

- I'm good at finishing what I start.
- I like questions that ask me to choose the correct answer.
- I like to learn about things I can do and use.
- I prefer a teacher who tells me exactly what to do and how to do it.
- The best kind of classroom for me is one where I can practice what I have to do.

Critical Factors Affecting ALEXIS'S Achievement

The Learning Style Inventory for Students™ also measures the strength of the student's style preferences in seven critical areas, which are described below. You'll notice that three of these critical areas have been marked with a key icon: . These keys represent achievement factors in which ALEXIS'S EXTROVERTED INTERPERSONAL style is most pronounced, and are the best ways to "unlock" this student's potential.

Classroom Participation

Extroverted Interpersonal learners like ALEXIS immensely enjoy participating in the life of the classroom, but their need to participate may override their need to think carefully. They learn better by trying out their ideas and seeing how others respond to them than they do by mulling things over. In their written work they may seem impulsive, as they rush to finish their work in order to resume their interaction with their friends.

Motivation

Students like ALEXIS are motivated most strongly by their role in the social life of the classroom. The more they can feel that they can play an important role in the life of groups, the harder students like ALEXIS will work. In addition, Extroverted Interpersonal learners require clear directions and regular feedback when engaged in work requiring intuition or higher-order thinking. The more the work of the classroom enhances their position as a contributor to the life of the room, the more concentration and effort they will display.

Teaching Style

Extroverted Interpersonal learners like ALEXIS need to know that they are valued by the teacher and that their contributions are appreciated. A teacher's ability to acknowledge the liveliness and wit of Extroverted Interpersonal learners goes a long way towards creating an environment in which they can concentrate on the learning at hand.

Decision Making

Decision making for students like ALEXIS is guided by structure and conversation. On the one hand, Extroverted Interpersonal learners like structure—a clearly defined order, in which they know what's expected of them. On the other hand, decision making—like all forms of thinking—demands that students like ALEXIS have lots of time to try out, test, and revise their ideas in conversation with their friends and classmates.

Self-Concept

The more Extroverted Interpersonal learners are able to interact cheerfully and helpfully with others, the more their contributions are acknowledged and appreciated, the stronger their sense of self is likely to flourish. Small group work is likely to be essential to their development, but only in situations where structure and guidelines provide a clear sense of what needs to be accomplished.

Assignments

Students like ALEXIS prefer work that fosters interaction among peers—group projects with a strong hands-on component are likely to attract their attention and interest. Opportunities to explore their environment or provide service to others in the community will also motivate students like ALEXIS towards full engagement. On the other hand, activities requiring critical thinking or interpretation of data will present a challenge to their preferred learning style. Preferred questions: questions requiring empathy or sympathy with others; questions looking for insights into motivation and requests for evaluation.

Careers

Extroverted Interpersonal learners live for action and interaction. Jobs requiring strong people skills or public presentations are likely to be attractive. In business they may gravitate towards marketing, sales, or public relations. When it comes to public service, look for them in positions that maximize their relation with people. For example, jobs in community organization or administration.

WHAT TO WATCH OUT FOR

Every style has its shadow—strengths in one area often lead to weakness or difficulty in another. For example, body builders who can lift 400 pounds may be quite strong, but because of their strength and bulk, they may find it difficult to run long distances. Similarly, students' greatest strengths often say something about their least developed capacities.

ALEXIS'S greatest strengths as a learner include:

- Interest in other people.
- Wit, and spontaneous enthusiasm.
- Good social skills within peer group.
- Responsive to structure.

Here are some of ALEXIS'S weaknesses and liabilities as a learner:

- May not respond well to criticism.
- May offer a variety of half-thought-out ideas.
- May prefer interacting socially to concentration on learning.
- May rush through work in order to resume social interaction.

HOW CAN I HELP?

When ALEXIS experiences trouble in school:

- Approach the student privately so as not to threaten ALEXIS'S social standing.
- Increase the role of experiential and social learning.
- Acknowledge ALEXIS'S strengths as a contributor and experimenter in the classroom.
- Begin with clearly structured group work, then gradually shift towards more individual work requiring planning and other forms of higher-order thinking.

Here are some research-based strategies and tools that will engage and support ALEXIS'S learning style:

Jigsaw Strategy
Reciprocal Learning Strategy
Circle Strategy
Think of a Time Tool
Hooks and Bridges Tool
Collaborative Summarizing Tool
Outburst Tool

To help students grow as learners, challenge them to think outside their preferred styles. Here are some strategies and tools that will challenge ALEXIS:

Circle of Knowledge Strategy
Compare and Contrast Strategy
Concept Attainment Strategy
Context Connections Tool
Anticipation Guides Tool
Priority Pyramid Tool
Power Notes Tool

You can find more information on these tools and strategies in *Tools for Promoting Active, In-Depth Learning* and *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson*. Please visit www.ThoughtfulClassroom.com, or call 800-962-4432 for more information.