

# Learning Styles – Common Traits

Quadrant 4		Quadrant 1	
Learning Traits	Painful Learning Environment	Learning Traits	Painful Learning Environment
<ul style="list-style-type: none"> <li>➤ Learn from their perceptions and the results of their experiences.</li> <li>➤ Open to all manner of sensory input.</li> <li>➤ Seek challenge and are risk takers.</li> <li>➤ Integrate their present experiences with future opportunities.</li> <li>➤ Learn primarily through self discovery.</li> <li>➤ Thrive on chaotic situations.</li> <li>➤ Seek to influence others.</li> <li>➤ Push their potential.</li> <li>➤ Actively seek growth and pressure others to do so.</li> <li>➤ Build trust with high communication skills and openness.</li> <li>➤ In a conflict situation, they react emotionally and then move to cool rationality.</li> </ul> <p><b><u>Strengths: Innovation and action for change.</u></b></p>	<ul style="list-style-type: none"> <li>➤ Long lectures.</li> <li>➤ Teacher oriented classes.</li> <li>➤ Seating charts in classrooms.</li> <li>➤ Assignments without options.</li> <li>➤ Formality.</li> <li>➤ Silence.</li> <li>➤ Standard routines.</li> <li>➤ Rigid routines.</li> <li>➤ Lack of visuals or hands on.</li> <li>➤ Repetition.</li> <li>➤ Too much detail</li> <li>➤ Discouragement of intuition.</li> <li>➤ Lack of integration.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn by feeling their experiences and trusting in their perceptions.</li> <li>➤ They take time to reflect and ponder their experience.</li> <li>➤ Seek meaning and clarity.</li> <li>➤ Integrate the experience with self.</li> <li>➤ Learn primarily in dialogue through listening and sharing of ideas.</li> <li>➤ Have highly developed imaginations.</li> <li>➤ Are insightful.</li> <li>➤ Thrive on reflection time.</li> <li>➤ Work in harmony with others.</li> <li>➤ Nurturing of others – great mentors.</li> <li>➤ Reflect alone then brainstorm with others.</li> <li>➤ Deal with conflict through dialogue.</li> <li>➤ Build trust through personal interactions.</li> </ul> <p><b><u>Strengths: People skills and reflection</u></b></p>	<ul style="list-style-type: none"> <li>➤ Teacher centred.</li> <li>➤ Class conflict.</li> <li>➤ Minimal thinking time.</li> <li>➤ Impersonal presenters.</li> <li>➤ Heavy skills oriented.</li> <li>➤ 'Just do it' .instructions.</li> <li>➤ Coverage of content of depth of information.</li> <li>➤ Timed tests.</li> <li>➤ No interactions.</li> <li>➤ Insensitive teachers.</li> <li>➤ NO group work.</li> <li>➤ Colourless environment.</li> <li>➤ Lack of creativity.</li> </ul>
Quadrant 3		Quadrant 2	
Learning Traits	Painful Learning Environment	Learning Traits	Painful Learning Environment
<ul style="list-style-type: none"> <li>➤ Learn by thinking through their experiences, judging the usefulness of what they encounter.</li> <li>➤ Take time to figure out what can be done with what they learn.</li> <li>➤ They seek utility and results.</li> <li>➤ Integrate new learning by testing theories (tinkering).</li> <li>➤ Excel at down to earth problem solving.</li> <li>➤ Work best with hands on techniques.</li> <li>➤ Work to the plan/deadline.</li> <li>➤ Thrive in the company of competent people.</li> <li>➤ Like to help others to be competent.</li> <li>➤ In a conflict situation they will deal with it by creating solutions.</li> </ul> <p><b><u>Strengths: Action, getting things done.</u></b></p>	<ul style="list-style-type: none"> <li>➤ Mostly reading.</li> <li>➤ Too much memorising.</li> <li>➤ Little practical application.</li> <li>➤ Lectures</li> <li>➤ Restrictive environments.</li> <li>➤ Lack of immediate usefulness of what has been taught.</li> <li>➤ Lack of hands on activities.</li> <li>➤ Doing group work.</li> <li>➤ Talking about feelings.</li> <li>➤ Sitting in one place.</li> <li>➤ Writing assignments (if they seemingly have not relevance).</li> <li>➤ Philosophy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn by thinking through experiences, judging the accuracy of the encounter and examining details and specifics.</li> <li>➤ Take time to reflect and ponder their experience.</li> <li>➤ Seek to achieve goals and to be personally effective.</li> <li>➤ Integrate observations into what you already know, forming theories and concepts.</li> <li>➤ Excel in traditional 'lecture-style' environments.</li> <li>➤ Judge new learning by theoretical 'soundness'.</li> <li>➤ In conflict situations they would dissect the problem – determine facts, presenting them systematically in a conclusion.</li> </ul> <p><b><u>Strengths: Concepts and theory, reflection.</u></b></p>	<ul style="list-style-type: none"> <li>➤ Information that is out of sequence.</li> <li>➤ Pass/Fail grading rather than 'scores'.</li> <li>➤ Subjective procedures.</li> <li>➤ Group grades.</li> <li>➤ Criticism.</li> <li>➤ Multiple workstations.</li> <li>➤ Teachers who are 'off task'.</li> <li>➤ Unclear procedures.</li> <li>➤ Noise.</li> <li>➤ Ambiguity.</li> <li>➤ Teachers who do not prevent cheating.</li> </ul>

Drawn from: McCarthy, B. (2000). About Teaching: 4MAT in the classroom. About Learning Inc.