Teaching and Learning Methods according to MBTI Preferences

PREFERENCE	GUIDELINES	PRESENTATION	PRACTICE	PRODUCTION
Extroversion	- Give them plenty of social interaction - Listen to their opinion/questions - Give them ways to release their physical energy - Schedule regular "dates", time to do something fun - Never give them the silent treatment - Respect their need to think out loud	- Let them interact with you while teaching - Have class discussions - Ask questions and demand answers	- Have group discussions - Create group activities/games - Form group team contracts - Use cooperative learning strategies	- Role play - Group projects - Give presentations - Interviewing others
Introversion	- Respect their privacy ; use notes to communicate with them - Leave them alone to play, think or dream - Speak quietly and softly when you are correcting their behavior - Talk one-on-one as much as possible - Listen carefully - Don't force them to socialize with others - Don't interrupt or force them through their talk	- Do a more detailed presentation - Let them write down the questions to be asked later - Give them time to reflect on what they have learnt	- Teach them self directed learning - Use 'response' notebooks - Individual work - Journal reflection - Pair work	- Writing - Individual projects
Intuition	- Listen to their fantasies and visions when they offer to share them, but don't tease them about it - Ask for their opinions and listen to their theories - Help them figure out ways of making them real - Brainstorm with them	- emphasize abstract concepts and umbrella ideas - explain the subject in depth - map out concepts	- Encourage open-ended exploration of the subject - Ask many open-ended questions - Allow them to question the facts - Searching for in-depth meaning - Put together concepts and	- Problem solving (global problems) - Generating and testing theories - Doing research - Creating experiments - Role play - Reading and writing - Advocating a

	- Refrain from offering feedback while listening - Don't tease them about their heads being in the clouds - Respect their individuality - Give them as many books as possible		identify relationships - Predicting and analyzing info	subject to the public - Let them brainstorm different possibilities and ideas - Creating mind maps - Creating art - Discovering new info - Inventing new things
Sensing	- Be clear, direct and specific in your instructions and directions - Provide plenty of sensory stimulants/experiences - Ask for info you want in very concise and clear ways - Use rewards of sensory experiences and treats - respect the fact they are very selective about certain stimuli - Explain the practical reasons for rules - Encourage them to question things - make swift and immediate actions while disciplining them	- Demonstrate while explaining as much as you can - Be specific and literal in what you say and ask of them - Offer games and activities with clear parameters and guidelines - Use reality based, and hands on /sensory based learning - Use verbal and visual focuses - Relate info to what they already know	- Memorization -Summarizing and note-taking - Repetitive practice - Provide question, then let them search for the answer by collecting , recording, linking , recalling and sharing the info - Use VAK learning styles - Presentations - ask how they will apply this concept/skill irl	- Social work/service - Building and fixing stuff - hands-on projects - Giving presentations - Problem solving (community problems) - Creating games out of facts - Creating arts and crafts - VAK - Field trips - Carrying out experiments - Photography
Thinking	- Be fair and consistent in discipline - Explain the logical, rational reasons for decisions and rules - Encourage and allow them to do things for themselves - Create contracts of agreed standards - help them understand	- Allow them to question the facts - Provide logical, accurate answers to their questions - Admit when you don't know the answer - Focus on steps, importance and time. (logical	- Inquiry based learning - Brainstorm ideas/possibilities - Explaining the facts	- Problem solving - Doing research - Writing factual essays - Challenge old rules/principles - Positive competitions, like debates - Socratic seminar (formulating

	their feelings and other's - Help them to improve communication skills	facts)		questions) - Provide intellectual challenges
Feeling	- Give them physical affection - Support and validate their feelings - Speak to them softly and gently ; do not yell at them - Don't assume you how they feel ; ask and listen patiently - Never dismiss, shame or embarrass them for how they feel - Give recognition for their effort - Model honesty and speaking the truth	- Focus on the importance of the facts on people - speak gently, treat them kindly - have a personal relationship with the student	- Journalling , writing down personal thoughts and feelings (I) - Sharing opinions with classmates (E)	- Provide a variety of creative materials - Encourage them to express their feelings - Problem solving (problems related to humanity) - Photography - writing poetry/stories
Judging	- Respect their need for structure - always maintain a familiar routine - respect their need to make their own decisions and plans - Be punctual -Reward them with increasing amounts of personal control and responsibility - Don't rush them from one activity to another - Offer info about what an event or experience may be like ahead of time - Let them make as many decisions as possible - Include them in decision making	- Teach facts in a sequential and organized way - Always be punctual - Give them time to adapt to different topics - Give preview of info - State outline of lessons	- Setting objectives and making sure they meet them by providing feedback - Let them choose their own assignments - Give them exercises with guidelines	- Teach them to honor uncertainty - Be patient decision-making
Perceiving	- Ask for their input in setting and keeping limits, deadlines and rules - Change things around a	- Do spontaneous presentations or activities - Don't make them follow the	- Set loose/flexible rules and goals - Let them explore the subject freely	- Teach them to practice self-discipline and control - Teach them time

	lot to keep them stimulated - Permit them to try out many hobbies or interests without having to make a commitment to any of them - help them to keep organized and on time - Help them to reach their goals - Help them in making decisions - let them explore within wide but safe boundaries - do things spontaneously - surprise them	syllabus/rules strictly - Make sure not to repeat the same things again and again - Give them surprises - Make teaching and learning more fun - Let them explore the topic - Change the scenery once in a while	- Incidental learning	management skills