

Some Stylistic Differences

Teacher

Assumes learning is a function of interest
Assumes learner's inclinations are trustworthy
Encourages imagery, meditation, and symbolism.
Prefers self-discovery, direct experience, and a variety of instructional methods
Tends to follow impulse more than the lesson plan
Classroom may be viewed as chaotic by teachers of other styles.

Learner

Loves to take risks
Enjoys looking at things from many perspectives
Has a broad range of interests
Is creative and dislikes routine and authority
Has need to develop own way of doing things
Active, multi-sensory presentations are needed to hold attention



Both

Ask, "What if?"
Seek new possibilities, excitement

Teacher

Is empathetic facilitator of human relationships
Desires authentic personal and group life
Seeks meaning and integrity
Is non-judgemental and supportive
Prefers roleplay, open discussion, and small group work.
Will often attempt to individualize instruction.
Dislikes paperwork
Prefers to create own curriculum.

Learner

Is empathetic and people oriented.
Is influenced by peer group.
Like participation and collaboration.
Needs a sense of social unity.
Needs personal attention and feedback.
Prefers working with people rather than with things
Has a vivid imagination.
May be hypersensitive to conflict and hostility



Both

Ask, "Why?"
Are insightful and imaginative

Teacher

Seeks efficiency, usability
Enjoys practicing technical skill.
Is a decision maker
Enjoys being in the center of the classroom
Usually has well-planned classroom routines
Tends to be a firm disciplinarian. Enjoys acting as coach for practical, hands on exercises.

Learner

Is matter of fact and efficiency oriented.
Prefers a single correct response on tests.
Is a step-by-step problem solver.
Is poor at speculating and improvising.
Can work well, and independently from clear instructions and good documentation



Both

Ask, "How?"
Like to work with things rather than people

Teacher

Is idealistic, systematic, organized
Likes fact, details
Values sequential thinking
Is more interested in data than people
Prefers "informational" forms of instruction, such as reading and lectures.
Can sometimes be oblivious to the emotional climate in the classroom.

Learner

Enjoys learning abstract concepts and theories
Is a critical thinker
Prefers getting data from reading and lectures
Needs a sense of personal control
Often sees play as wasteful
Often needs help in establishing priorities



Both

Ask, "What?"
Seek intellectual recognition.