

# The Sensing-Feeling Learner:

## *Interpersonal*

### **Overview**

The Sensing-Feeling learner can be characterized as sociable, friendly, and inter-personally oriented. This type of learner is very sensitive to people's feelings; his own and others'. He prefers to learn about things that directly affect people's lives rather than impersonal facts or theories.

### **Approach To Learning**

The Sensing-Feeler's approach to learning is a personal one. He works best when emotionally involved in what he is being asked to learn. The Sensing-Feeling learner tends to be spontaneous and often acts on impulse, i.e., in terms of what "feels right." He is interested in people and likes to listen to and talk about people and their feelings. He likes to be helpful to others and needs to be recognized for his efforts.

The Sensing-Feeling learner, more than any other type, enjoys personal attention. He needs to feel relaxed, comfortable, and to enjoy himself while he learns. He likes to think out loud, to work with other students, to share his ideas, and to get the reactions of his friends. He much prefers cooperation to competition and needs reassurance or praise that he is doing well. He is greatly influenced by the likes and dislikes of others. On occasion he may complete an assignment more to please someone else than because of any interest he has in the task itself.

### **Approach To Problem-Solving**

The Sensing-Feeler's approach to problem-solving activities is greatly influenced by his own values and life experiences. He may disregard or reject information that does not conform to his own life experiences. He likes harmony and prefers to work in group situations as a way to draw out pertinent facts for problem-solving. He is comfortable working with interpersonal problems because of his sensitivity to people's feelings.

### **Assets And Liabilities**

The Sensing-Feeling learner's strength is his interest in other people. He is sensitive to his own and others' concerns and will listen to many different points of view. He works best in group situations and knows what it takes to facilitate group movement and growth. He is trusted by others because he is spontaneous, shows emotion, and is honest about his feelings.

On the other hand, the Sensing-Feeler learner has liabilities. Because he is so involved with his feelings, he is easily hurt by others and may be overemotional. He finds it difficult to separate himself from his work and takes constructive criticism as an attack on his personal self-worth. He may be so concerned with what other people think and feel that he is unable to assert himself, to express his own opinions, to stand firm for what he believes, to take charge, or to lead. He often finds it difficult to plan ahead and to be objective, or to weight the evidence around him before he takes action on his feelings.

## ***Learns Best***

The Sensing-Feeler learns best in a warm, friendly, supportive, and interactive environment in which students are encouraged to share their personal thoughts, feelings, and experiences, and to interact with one another.

He benefits most when the instructional process emphasizes collaborative approaches in which students share ideas and materials and work in small groups.

The Sensing-Feeler things best when talking and/or listening to other people. It is often difficult for him to sit down and being work, especially when it does not relate to him personally, or when it has to be done alone.

The Sensing-Feeler enjoys group activities, games with lots of action in which everyone can participate and no one loses, discussions, reading stories about people and their feelings, writing and talking about things he likes to do, group process activities, and are and music, which allow him to express his feelings.

The Sensing-Feeling student needs to participate in group activities to develop his power of empathy. He needs to have time and resources to learn about himself. He needs to have an opportunity to explore, change, and develop attitudes and values in reference to others.

The Sensing-Feeling student learns best from first hand experiences that relate to him personally and help him to understand who he is and how he functions.

The Sensing-Feeling student enjoys working with others and is particularly sensitive to their approval or disapproval. He is equally sensitive to indifference. He is influenced more by his peers than by authority figures and may lose sight of his own ideas while trying to cooperate with the group.

The Sensing-Feeling learner views content mastery as secondary to achieving harmonious relationships with others. He enjoys learning through group process, personal friendships, and tender (if not loving) attention.

Most of all, the Sensing-Feeling learner is a verbal learner. They need to be able to talk, to ask questions, and to interact with their peers. They do not do well when forced to listen. While they are auditory learners their ability to listen is directly correlated to their verbal involvement. For the SF the thinking organizational task is done by speaking, by trying out ideas, by asking "foolish" questions. The SF learns best in small groups, dyads, and pair/share settings.

# The Sensing-Thinking Learner:

## *Mastery*

### **Overview**

The Sensing-Thinking learner can be characterized as realistic, practical and matter-of-fact. This type of learner is efficient and results-oriented.

He prefers action to words and involvement to theory. He has a high energy level for doing things which are pragmatic, logical, and useful.

### ***Approach To Learning***

The Sensing-Thinking learner likes to complete his work in an organized and efficient manner. He tends to be neat, well-organized and precise in his work. His appetite for work and his need for immediate feedback is often a challenge for the teacher. The Sensing-Thinking learner enjoys work and needs to be kept busy. He would rather do almost anything that remain in his seat listening to someone speak. He needs to be active, to be doing, to see tangible results from his efforts, and to be in control of the task.

The Sensing-Thinking learner prefers step-by-step directions when assigned a task and becomes impatient if the instructions become long and involved.

More than any other learner, this type wants to know exactly what is expected of him. He needs to know what he is to do, how well he is to do it, and when it is to be done. The Sensing-Thinking learner will often lose interest in an activity if it moves too slowly, or if he can see no practical use for it.

The Sensing-Thinking learner needs clearly structured environments with the main focus on factual mastery of skills and an opportunity to apply them to something practical or to demonstrate proficiency in the skill. He prefers assignments which have right or wrong responses rather than open-ended or interpretative ones. He is highly motivated by competition, learning games, grades, gold stars, etc.

### ***Approach To Problem-Solving***

The Sensing-Thinker's approach to problem-solving emphasizes specific facts, trial and error, and pragmatic solutions. Problems are seen as puzzles that require constant manipulation of the pieces until the correct solution is discovered. The Sensing-Thinker works best with problems that require concrete exploration and manipulation rather than the analysis of abstractions. When confronted with a problem, he looks for solutions from past experiences and relies on previously tested procedures rather than looking for new solutions. If the first attempt at a solution doesn't work, he will try another - as long as time and resources permit. Sensing-Thinkers are people of action searching for practical solutions to their immediate problems.

### ***Assets And Liabilities***

The Sensing-Thinker's strengths are in his ability to apply himself to the task at hand. He is concerned with actions and tangible results. He is highly task-oriented and a good person to have on a committee concerned about getting work done. He is organized, adept at collecting the facts, and attentive to detail. He is pragmatic and able to apply

past experience to problems. He search for simple yet workable solutions and is able to face difficulty with realism. He is able to write and speak directly to the point. He is efficient and tends not to procrastinate.

On the other hand, the Sensing-Thinking learner's liabilities are that he may be inflexible and unable to adapt to change. He may be dogmatic and headstrong. He has a limited tolerance for ambiguity and thus may take action before he has considered all the consequences. The Sensing-Thinking learner may oversimplify complex issues or fail to see the possibilities beyond the immediate facts. He is overly concerned about what is right and wrong so that he overlooks the gray areas where truth tends to lurk. He distrusts those things which can't be quickly verified by the senses. Because of his task orientation, he may overlook the feelings of the people with whom he is working.

### ***Learns Best***

The Sensing-Thinker learns best in an organized, systematic, activity-oriented, instructor-directed atmosphere. He needs to be actively engaged to purposeful work. The instructional environment requires well-defined procedures and content. This content needs to be presented in an orderly and systematic manner. The instructional emphases for the Sensing-Thinker are on convergent, competitive, and independent approaches to learning.

The Sensing-Thinker learns best when he can directly experience with his five senses what he is expected to learn. Motivation comes from being able to see the practicality of what he has learned and

from putting the new learning into immediate use. Thus, the Sensing-Thinker learns best when he can see the utility of what he is asked to learn. (Sometimes the need for utility can be alternatively satisfied by good grades or other tangible forms of recognition).

The Sensing-Thinking learner has littler tolerance for ambiguous situations. He wants to know what is expected of him before he begins. He needs clearly stated ground rules. He works best when there are clearly stated objectives and when achievement is quickly recognized and rewarded.

The Sensing-Thinking learner likes games that have competition, clear rules, and lots of action.

The Sensing-Thinking learner needs a clearly defined instructional approach with the focus on content mastery, the mastery of basic skills, or the immediate opportunity to employ what has been learned. He learns best from repetition, drill, memorization, programmed instructions, workbooks, demonstration, field trips, and direct actual experience. In short, he needs well-defined action activities and immediate tangible results.

# The Intuitive-Thinking Learner: *Understanding*

## **Overview**

The Intuitive-Thinking learner can be characterized as theoretical, intellectual, and knowledge-oriented. This type of learner prefers to be challenged intellectually and to think things through for himself. The Intuitive-Thinker is curious about ideas, has a tolerance for theory, a taste for complex problems and a concern for long-range consequences.

## **Approach To Learning**

The Intuitive-Thinking learner approaches schoolwork in a logical, organized, systematic fashion. The Intuitive-Thinker brings organization and structure to both people and things. He takes time to plan and think things through before beginning work on an assignment. He organizes his ideas and determines what resources are necessary to complete required tasks.

The Intuitive-Thinker prefers to work independently or with other thinking types. He requires little feedback until his work is completed. He does not like to be pressed for time. When working on something of interest, time is meaningless. He displays a great deal of patience and persistence in completing difficult assignments if they have captured his interest.

The Intuitive-Thinking learner's approach to understanding things and ideas is by breaking them down into their component parts. He likes to reason things out and to look for logical relationships. His thought processes follow a cause-and-effect line of

reasoning. He is constantly asking "why?" His questions tend to be provocative as compared to questions about information or facts. His concern is for relevance and meaning.

The Intuitive-Thinker is an avid reader. His learning is vicarious and therefore abstract symbols, formulae, the written word, and technical illustrations are preferred sources for collecting data.

The Intuitive-Thinker usually displays a facility for language and expresses his ideas in detail. Everything the Intuitive-Thinker touches turns into words, spoken or written. He enjoys arguing a point based on logical analysis. In discussion, he often enjoys the role of "devil's advocate" or purposefully arguing an opposite point of view. The dialectic method of inquiry is an NT's favorite for thorough examination of multiple points of view, not just one or two; some otherwise unattainable truth may leak through.

The Intuitive-Thinking learner is also concerned about being correct. He strives toward perfection, is self-critical, and is upset by mistakes - his own or other people's.

## **Approach To Problem-Solving**

The Intuitive-Thinker approaches problem-solving situations with relish. He enjoys looking at the problem from as many perspectives as possible. He is precise in his formulation of the problem statement. He then looks for as many alternative solutions as are feasible in resolving the situation. He is not bothered by the complexities of the problem and generally does not become too invested in details. His main concern is to properly

conceptualize the problem issues so that he can postulate solutions. He especially enjoys the thought process that goes with looking at the cause and effect relationships for each proposed solution.

### ***Assets And Liabilities***

The Intuitive-Thinking learner sets high standards for himself and for those with whom he works. At his best, he is adept at analyzing complex ideas and theories and at discovering principles and relationships among ideas. He is objective, able to organize information, forecast consequences, weigh the laws and evidence, and apply previously learned ideas to new situations. His ideas are well thought out, and he is able to stand firm, against opposition. He is patient, persistent enjoys research, and is comfortable addressing intellectually challenging problems

On the other hand, at his works, he may be overly critical of himself and others. When making a point, he may show a lack of concern for the feelings of others. When explaining what he knows, he will monopolize conversations by rambling on in abstractions which no one else is following. His conversations may turn into theoretical lectures. He talks above people rather than with them. He may have little tolerance for other people's ideas especially if they disagree with his own positions. He may be so involved with his own reasoning that he fails to see the reasoning of others. He may have difficulty working with others.

### ***Learns Best***

The Intuitive-Thinker learns best in an intellectually stimulating atmosphere in which he is challenged to think critically and analytically and in which he is "stretched" to increase his reasoning abilities. The instructional emphasis for the Intuitive-Thinker is placed on independent and creative approaches to learning. He prefers to learn by discovery and experimentation.

The Intuitive-Thinker learner needs to have the freedom to identify his own interests, to participate in selecting his own learning activities, and to have the time and resources to develop his own ideas. This Intuitive-Thinking learner enjoys independent research projects, reading on topics of current interest, theorizing, lectures, games of strategy, expression of ideas, debates, and projects which call for the use of critical analysis and the formulation of new ideas or elegant evaluations.

# The Intuitive-Feeling Learning: *Self-Expressive*

## **Overview**

The Intuitive-Feeling learner can be characterized as curious, insightful, and imaginative. The Intuitive-Feeler is one who dares to dream, is committed to his values, is open to alternatives and is constantly searching for new and unusual ways to express himself.

## **Approach To Learning**

The Intuitive-Feeling student approaches learning eager to explore ideas, to generate new solutions to problems, and to discuss moral dilemmas. The Intuitive-Feeler's interests are varied and unpredictable. He enjoys a wide variety of things. He prefers activities which allow him to use his imagination and to do things in new and different ways. He is turned off by routine or rote assignments and prefers questions which are open ended, such as "What would happen if...?"

The Intuitive-Feeling student is highly motivated by his own interests. Things of interest will be done inventively well. Things which he does not like may be poorly done or forgotten altogether. When engaged in a project which intrigues him, time is meaningless. The Intuitive-Feeler operates by an "internal clock" and, therefore, often feels constrained or frustrated by external rules or schedules.

The Intuitive-Feeling learner is independent and non-conforming. He does not fear being different and is usually aware of his own and other people's impulses. He is open to the irrational and not constrained by convention. He is sensitive to beauty

and symmetry and will comment on the aesthetic characteristics of things.

The Intuitive-Feeling learner prefers not to follow step-by-step procedures but rather to move where his intuition takes him. He prefers to find his own solutions to challenges or problems rather than being told what to do or how to do it. He is able to take intuitive leaps. He trusts his own insights. He often looks for new and different ways to solve problems. He often takes circuitous routes to get where he wants to go. He may solve a problem but not be able to explain how he arrived at his answer.

The Intuitive-Feeling learner is able to adapt to new situations. He is flexible in thought and action. He prefers changing environments with many resources and materials. The Intuitive-Feeler, more than any other type, is less likely to be disturbed by changes in routine. The Intuitive-Feeler is comfortable working with a minimum of directions. His works is sometimes scattered and may look chaotic to thinking types. The Intuitive-Feeling learner is often engaged in a number of activities at the same time and moves from one to the other according to where his interests take him. He starts more projects than he finishes.

## **Approach To Problem-Solving**

The Intuitive-Feeler enjoys solving new problems. He is particularly interested in problems of human welfare. He is adept at thinking divergently and searching for alternative solutions. He often offers unusual, unique, inventive, or "way out" responses. He sometimes is more concerned about generating possible solutions to a problem than choosing one

and carrying it out. The Intuitive-Feeler is interested in the future. "what might be," and "what could happen." He looks beyond facts and details to see the broad perspective or the "big picture." He needs to look at a problem from many different perspectives and searches for unique and unexpected solutions.

### ***Assets And Liabilities***

The Intuitive-Feeling learning is not constrained by convention and is open to new ideas and approaches. He is able to think divergently, is idealistic, and is willing to tackle difficult problems with zest. He is able to arouse enthusiasm and commitment on the part of others to achieve a goal. He is creative and adept at reading the signs of coming change, is able to supply ingenuity to problem-solving, and is able to generate new and unusual possibilities for addressing issues of human welfare.

On the other hand, his approach to problems though creative, is sometimes unrealistic and lacks pragmatic judgment. The Intuitive-Feeler, at his worst, has difficulty facing problems with realism. He is never satisfied with what is and always wants to change something. He moves from one good idea to another, but may be unable to put any of the ideas into action. He is enthusiastic about what he is doing one day and bore the next. He is over-committed and involves himself in many more projects than he can complete. He has difficulty planning and organizing his time. He often overlooks essential details and fails to take action on what needs to be done at the moment.

### ***Learns Best***

The Intuitive-Feeler learns best in a flexible and innovative atmosphere where there are a minimum number of restrictions, many alternative activities, and where a premium is placed on creating his own learning activists or solutions to problems. The Intuitive-Feeler's instructional emphases are on curiosity, creativity, and a clarification of his personal values. He enjoys self-expressive activities, creative things, projects designed around his own interest, reading, messy activities, mediation, contemplation, daydreaming, and fantasizing. He enjoys projects which allow him to use his intuition and to express his feelings.

This type of learner needs to explore his creative abilities to find new ways to self-expression, to share his enthusiasm and his inspirations with others. He has an acute need to develop his own unique style of being. He has a keen interest in alternative belief systems, possibilities, and new projects. Things which may not have happened but may be made to happen are a source of continuing interest.

Most of all the Intuitive-Feeler is a learner who is at home with the multiple uses of metaphor, poetry, the forms language takes, and the visual and performing arts. NF's beliefs about what might be possible spur them on to find new solutions, to portray them artistically, and to do so with great enthusiasm. Their creativity springs from within as they try to make peace between the out problems of the world and their own inner need to be meaningfully involved in interpreting the world around them.

## Thinking About your Learning Style

The next phase of the self-assessment process is to look at yourself as a learner in terms of your strengths and needs for improvement.

The first part of this process is to analyze your responses from the Learning Style Inventory with your own subjective responses. Then, respond to the questions which follow as a way of putting the differences or distinctions into clearer focus.

Having now read the descriptions of the four learning styles and ranked them, compare your subjective responses with your responses to the Learning Style Inventory.

My Responses		L.S.I Responses
_____	Dominant	_____
_____	Sub-Dominant	_____
_____	Tertiary	_____
_____	Inferior	_____