



# TEMPERAMENT- INCLUSIVE PEDAGOGY

Helping Introverted And Extraverted Students Thrive In A Changing  
Educational Landscape

# IDENTIFYING TEMPERAMENT

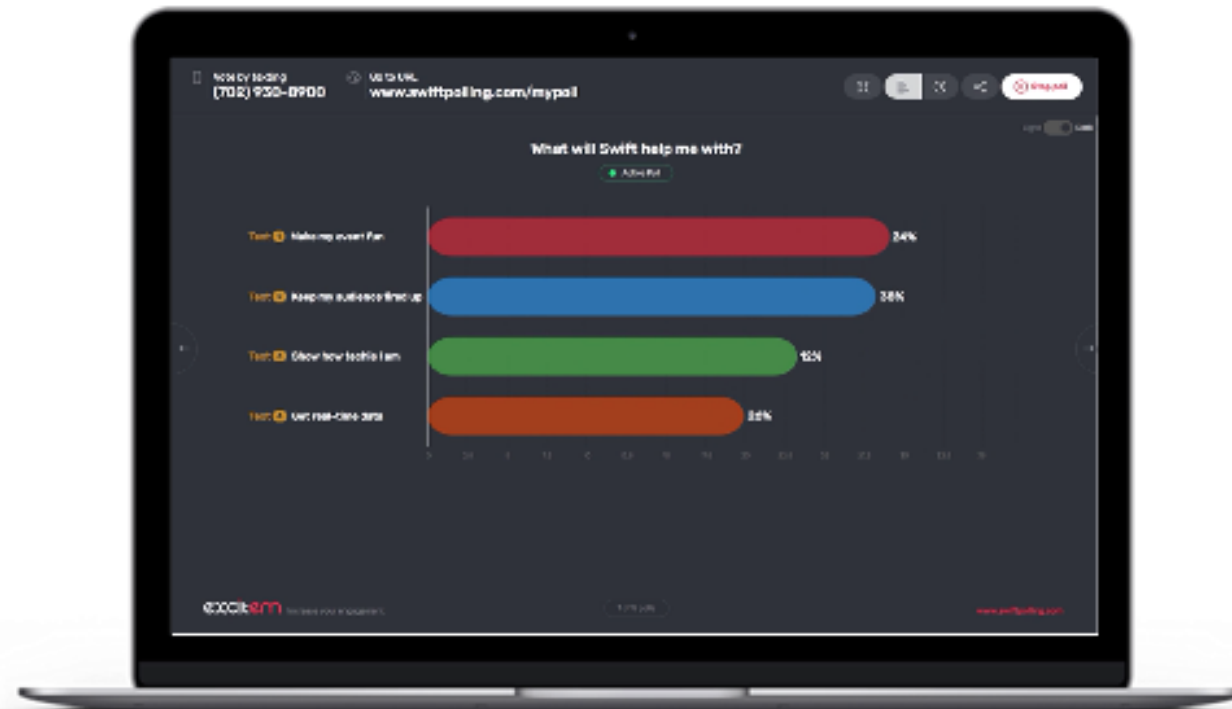


# TEMPERAMENT & LEARNING



# THE TEMPERAMENTS OF OUR GROUP

**swift**  
By excitem



## Real-Time SMS and Web Polling

Sign in to your account to get started

**SIGN IN**

OR

**Sign in with Facebook**

**Sign in with Google**

[Forgot password? Reset Now >](#)





Personality

Temperament





**Stimulation**

**Risk**


**Action!**



A photograph of two blue tits perched on the rim of a shallow, reddish-brown ceramic birdbath. The bird on the left is facing forward, while the bird on the right is facing it, with its beak open as if speaking. The water in the birdbath is still, reflecting the birds and the surrounding green foliage. The background is a soft, out-of-focus green. The text "Talk>Listen" is overlaid in white, bold font between the two birds.

**Talk>Listen**

**Speak>Write**



Social > Alone



Thoughts  
Reflections  
Feelings  
Goals



Busy ---> Drained | Irritable



**Writing>Speaking**



# Extroversion - Ambiversion - Introversion



*Preference  
for **more**  
stimulating  
environments*

*Preference  
for **less**  
stimulating  
environments*



# STIMULATION | DELIBERATION









The background features abstract, flowing, ribbon-like shapes in vibrant red and blue, set against a solid black background. The shapes appear to be moving and blending into each other, creating a dynamic and modern aesthetic.

# STRATEGIES FOR TEMPERAMENT- INCLUSIVE TEACHING

The background of the slide features a dark, out-of-focus scene with silhouettes of several hands raised in the air, suggesting a crowd or a protest. Overlaid on this are vibrant, flowing ribbons in shades of red, orange, yellow, and teal, which create a sense of movement and energy. The overall mood is one of collective action and participation.

# 1. RE-DEFINE PARTICIPATION





## 2. INCLUDE AUDIO



# 3. STRUCTURE COLLABORATION



# CONTINUING THE CONVERSATION

- [Google doc](#)
- Please share your experiences with these strategies and add more...

## Temperament-Inclusive Pedagogy

Helping Introverted And Extraverted Students Thrive In A Changing Educational Landscape

Mary R. Fry, ND

[STRATEGIES FOR TEMPERAMENT-INCLUSIVE TEACHING \[HANDOUT\]](#)

Have you used any of these strategies in your teaching? If so, what were your results? Your questions?

Strategy	Results	Questions?
1. <i>Re-define Participation</i>		
2. <i>Include Audio</i>		
3. <i>Provide choice</i>		
4. <i>Structure Discussions &amp; Group Work*</i>		
5. <i>Embrace silence</i>		

\* Here are some **strategies for structuring discussions and group work**:

- Role play (first responder & connector | starter, moderator, arguer, source searcher, summarizer)
- Six hats
- Fishbowl
- Jigsaw

If you have any questions on these strategies, please contact me: [mfry@muhi.edu](mailto:mfry@muhi.edu)

**Do you have any other strategies you can share to help promote/support Temperament-Inclusive Pedagogy?**

# HANDOUT

## STRATEGIES FOR TEMPERAMENT-INCLUSIVE TEACHING

MARY R. FRY, ND

1

### RE-DEFINE PARTICIPATION

- The goal of participation is not speaking per se, but engagement. Use Polling, quizzing, and survey applications to gauge participation.
- Online classes provide several options to assess participation that can serve both temperaments well.

2

### INCLUDE AUDIO

- Extraverts learn better when there is an auditory component to online learning and may not be able to work through their thoughts without verbalizing them first.
- Provide opportunities for your extraverted students to discuss their topic before beginning to write.

3

### PROVIDE CHOICE

- This can help introverted and extraverted students select how they work best/what they are most interested in.
- Games and interactive activities may hold particular appeal and benefits for extraverted students (due to their more active dopamine reward network).

4

### STRUCTURE DISCUSSIONS & GROUP WORK

- Assign students roles in discussions or group work or using an activity such as **"Think-ink-pair-share"** (see over)
- Keep groups small (2-3)
- Add emotion to asynchronous work (helps extraverts) with emoticons/reactions.

5

### EMBRACE SILENCE

## STRATEGIES FOR TEMPERAMENT-INCLUSIVE TEACHING

### STRUCTURING GROUP WORK:

#### "THINK-INK-PAIR-SHARE":

After asking students a question, give an allotted amount of time for them to identify their thoughts, followed by a similar amount of time to write down their thoughts. Then students can connect with their partner and share their answers with each other. And finally, the pair shares what they discussed with the whole class.

This activity provides extraverts with a chance to engage with a classmate and introverts a chance to think, engage on a smaller scale and then engage more comfortably with their classmate and then the class at large (as they are speaking about their pair/small groups ideas, not just their own).

These are just a starting place for Strategies towards more Temperament-Inclusive Learning. I invite you to share your results with any of these strategies that you have tried, or to share some other





Mary R. Fry



[mfry@muih.edu](mailto:mfry@muih.edu)



@Mary\_R\_Fry  
#TemperamentInclusiveEd