TEMPERAMENT-INCLUSIVE PEDAGOGY

Helping Introverted And Extraverted Students Thrive In A Changing Educational Landscape

Slide by Mary R. Fry
TEMPERAMENT & LEARNING
THE TEMPERAMENTS OF OUR GROUP
WHAT IS TEMPERAMENT?
Characteristics of Extraverts

Stimulation

Risk

Action!
Social > Alone
CHARACTERISTICS OF INTROVERTS II

Writing > Speaking
Extroversion - Ambiversion - Introversion

Preference for more stimulating environments

Preference for less stimulating environments
STIMULATION | DELIBERATION
STRATEGIES FOR TEMPERAMENT-INCLUSIVE TEACHING
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...

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STRATEGIES FOR TEMPERAMENT-INCLUSIVE TEACHING [HANDBOUT]

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

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<td>1. Re-define Participation</td>
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<td>2. Include Audio</td>
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<td>3. Provide choice</td>
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<td>4. Structure Discussions &amp; Group Work*</td>
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<td>5. Embrace silence</td>
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* 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@mit.edu

Do you have any other strategies you can share to help promote/support Temperament-Inclusive Pedagogy?
STRATEGIES FOR TEMPERAMENT-INCLUSIVE TEACHING
MARY R. FRY, ND

1. REDEFINE PARTICIPATION
- The goal of participation is not speaking per se, but engagement.
- Use polling, buzzing, 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 pair/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 benefit for extraverted students due to their more active and dependent reward networks.

4. STRUCTURE DISCUSSIONS & GROUP WORK
- Assign academic roles in discussions or group work or use an activity such as “Think-ink-pair-share” (see above) and keep groups small (2-3).
- Add emotion to synchronous work (helps extraverts) with emotions/reactions.

5. EMBRACE SILENCE

STRAATEGIES FOR TEMPERAMENT-INCLUSIVE TEACHING

“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 as a 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 others.