

# **The TLC Vert-shop:**

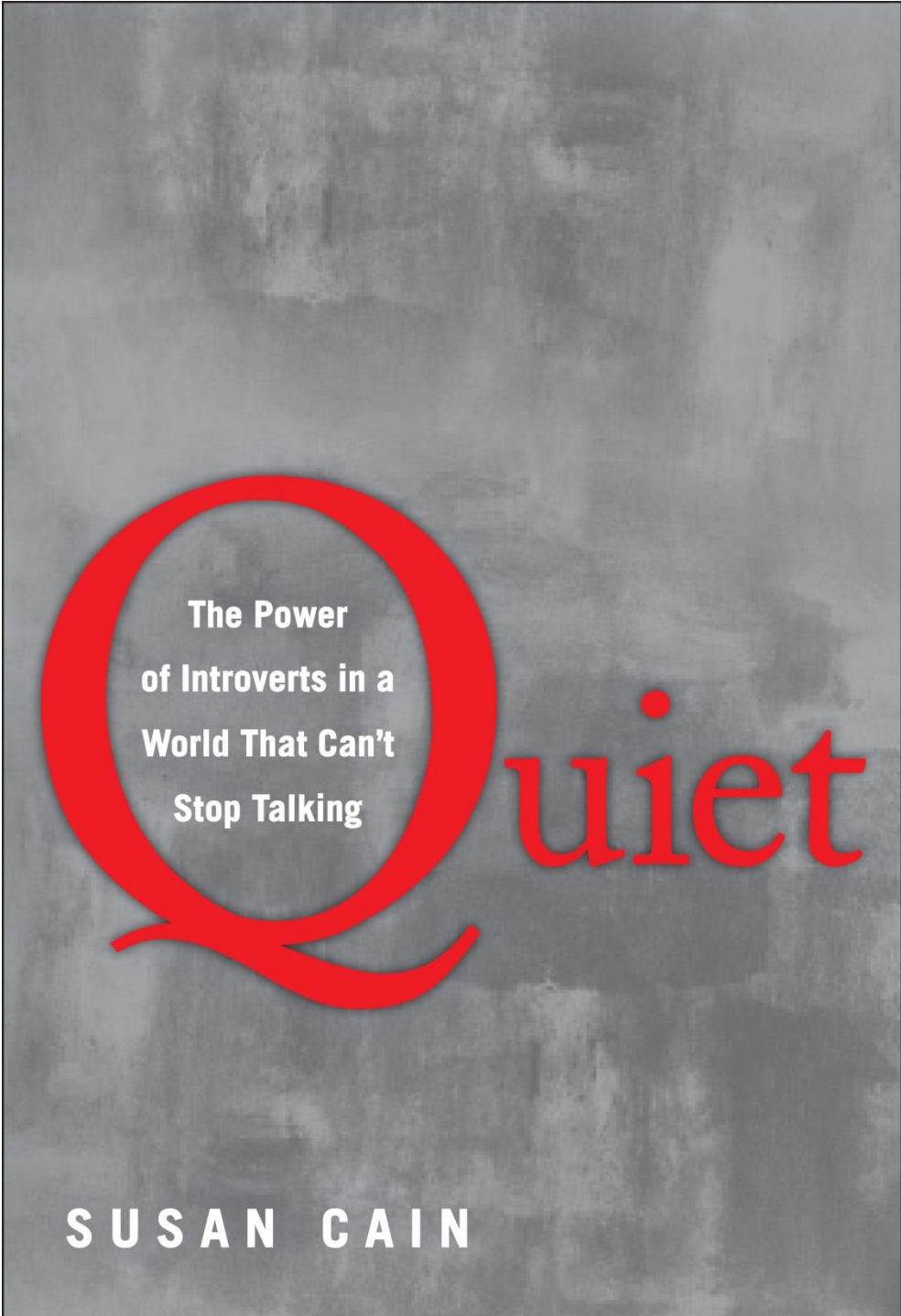
## Introverts, Extroverts and Ambiverts in the Classroom

Rob Ryder

Michael Popowits

# Possible Agenda

- Vert Quiz
- Vert effects on our teaching
- Vert effects on our students
- Free Trait Theory
- Classroom Setups
- How much do we and should we consider the construct of Intro/Extroversion?
- Are different disciplines more/less effected by Vert behavior?
- Teaching strategies



The Power  
of Introverts in a  
World That Can't  
Stop Talking

# Quiet

SUSAN CAIN

# Introvert / Extrovert Quiz

- *Answer each question "true" or "false", choosing the answer that applies to you most.*

# Introvert / Extrovert Quiz

1. I prefer one-on-one conversations to group activities.
2. I often prefer to express myself in writing.
3. I enjoy solitude.
4. I seem to care less than my peers about wealth, fame and status.
5. I dislike small talk, but I enjoy talking in depth about topics that matter to me.

# Introvert / Extrovert Quiz

6. People tell me that I'm a good listener.
7. I'm not a big risk-taker.
8. I enjoy work that allow me to "dive in" with few interruptions.
9. I like to celebrate birthdays on a small scale, with only one or two close friends or family members.
10. People describe me a "soft-spoken" or "mellow".

# Introvert / Extrovert Quiz

11. I prefer not to show or discuss my work with others until it's finished.
12. I dislike conflict.
13. I do my best work on my own.
14. I tend to think before I speak.
15. I feel drained after being out and about, even if I've enjoyed myself.

# Introvert / Extrovert Quiz

16. I often let calls go through to voicemail.
17. If I had to choose, I'd prefer a weekend with absolutely nothing to do to one with too many things scheduled.
18. I don't enjoy multitasking.
19. I can concentrate easily.
20. In classroom situations, I prefer lectures to seminars.

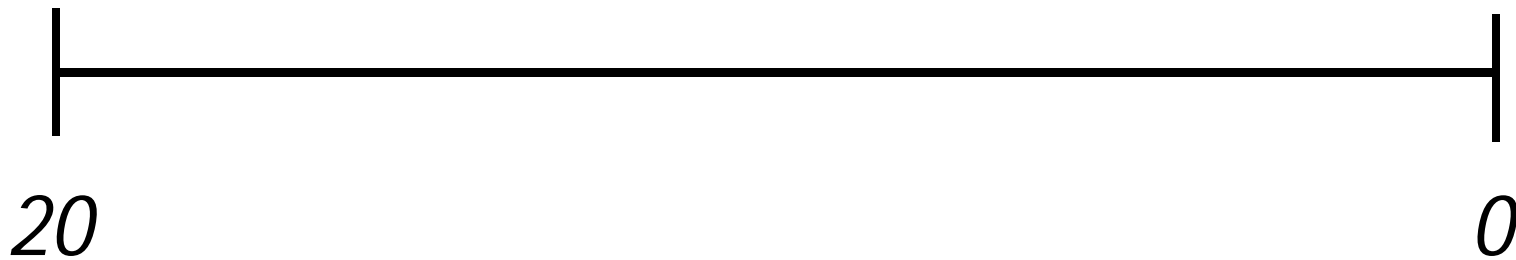


# Introvert / Extrovert Quiz

- *How many "true" answers?*

*Introvert*

*Extrovert*



# Shyness vs. Introversion

**Shyness** = “the fear of social disapproval or humiliation”  
= negative connotations in society

**Introversion** = “a preference for environments that are not overstimulating” \*  
= negative connotations?  
= contemplative

\* Cain, p. 12

# Extro- vs. Introversions

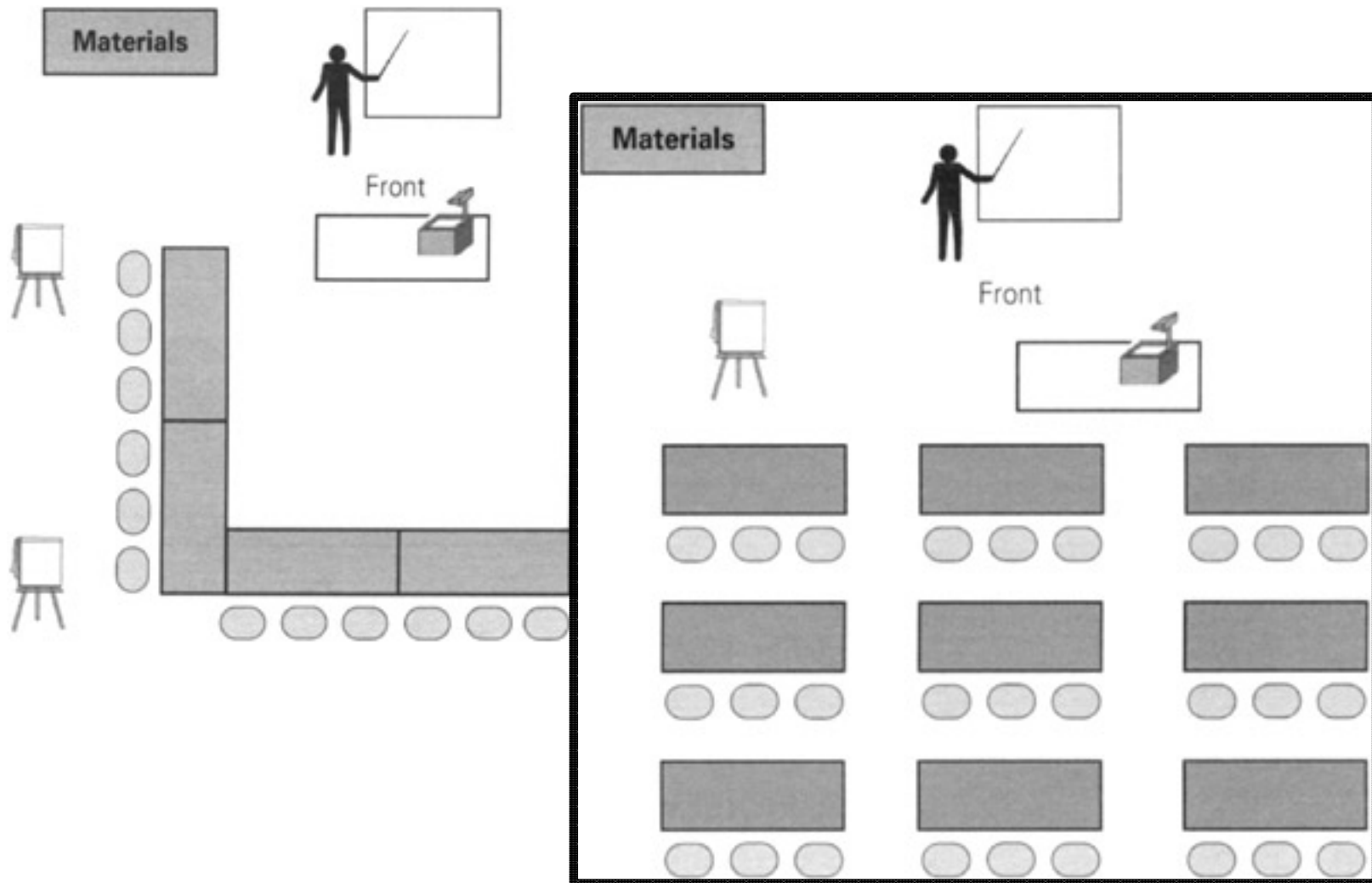
= active vs. contemplative approaches?

**Introversion** “concentrates the mind on the tasks in hand, and prevents the dissipation of energy on social and sexual matters unrelated to work.” (Cain citing Hans Eysenck, 74)

**“Deliberate Practice”**

(Anders Ericsson, *The Talent Code*)

# Your Ideal Classroom Setup

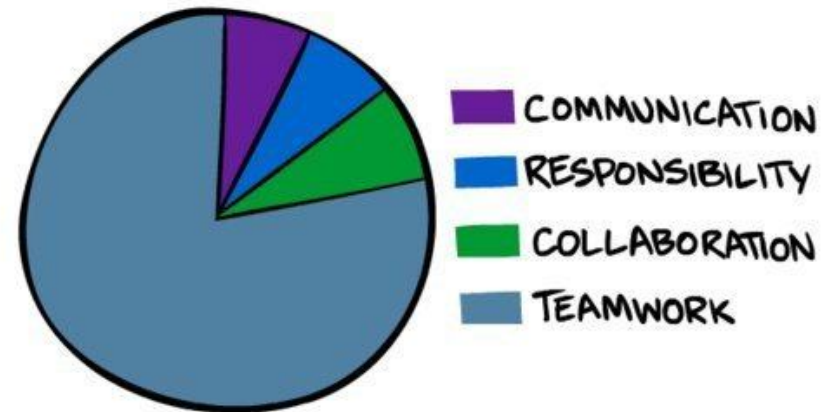


# Groups are Drugs

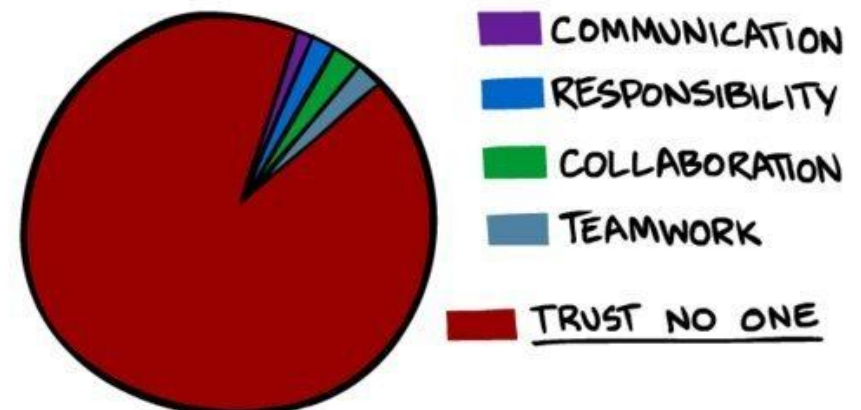
Why group brainstorming fails:

1. *Social loafing*
2. *Production blocking*
3. *Evaluation apprehension\**

WHAT GROUP PROJECTS ARE SUPPOSED TO TEACH YOU



WHAT GROUP PROJECTS TAUGHT ME



\* Cain, pp. 89-94

# The Free Trait Theory

- Brian Little (psychology lecturer, 3M Teaching Fellow)
- “person-situation” debate:
  - Personalists = Hippocrates, Milton, Shopenhauer, Jung
  - Situationists = Goffman, *The Presentation of Self in Everyday Life*
- Free Trait theory = we are born with personality traits, but act out of character for “core personal projects”

# Core Personal Projects

- Not always easy to identify
- Cain's suggestions:
  1. What did you love to do as a child?
  2. What kind of work you gravitate to?
  3. What/Who do you envy?

# The Free Trait Agreement

- “Restorative niches” (not just for introverts!)

- The FTA:

*What?* An acknowledgement that “we will act out of character for some of the time — in exchange for being ourselves the rest of the time.” (Cain 221)

*With whom?* An agreement with ourselves.



Copyrighted Material

The Miniature Guide

For Those Who Teach

on  
Practical Ways To Promote

# Active & Cooperative Learning

by  
*Dr. Wesley Hiler*  
and  
*Dr. Richard Paul*

Based on  
Critical Thinking Concepts & Principles

Note: This guide is best followed up by the guide: "How to Improve Student Learning"

Copyrighted Material

# Active Learning Strategies

- Use study questions and have students quiz each other
- Short quizzes, sometime done in pairs
- Have students do pre-writing
- Discuss first in pairs, then in large group
- Learning logs
- Students evaluate each other's work