DI

Di   Id

Dionysian   Hot   Apollonian

CONTROL

D   I

Spontaneous   Global

Dc   Is

Actual

CD   Dry   DETACH   AFFILIATE   Wet   IS

Conceptual

Cd   Si

Routine

Specific   S

Promethean   C   Epimethean

ADAPT

Cs   Cold   Sc

SC

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Hot

Choleric

CONTROL

Sanguine

Spontaneous

Global

Actual

Dry

DETACH

AFFILIATE

Wet

Conceptual

Specific

Routine

Melancholic

ADAPT

Phlegmatic

Cold

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Global/Spontaneous

Conceptual Global
Understanding self
Possibilities in people
Empathetic
Developing relationships
Subjectivity
Personalizes learning
Verbal expression
Opportunities for recognition
Interaction with others

Actual Spontaneous
Physical involvement
Stimulating to the senses
Realistic
Immediacy
Spontaneity
Expending energies
Competitive
Contests/challenges

Dominance

Influence

Objective/Impersonal

Subjective/Personal

Conscientiousness

Steadiness

Conceptual Specific
Developing intelligence
Being competent
Impersonal analysis
Explanations
Building systems
Possibilities of principles
Exploring ideas
Objectivity
Technical details

Actual Routine
Social belonging
Step-by-step order
Giving service
Responsibility
Stable
Sensible
Practical
Preparing/planning

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Routine/Specific

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Four Learning Styles

- Actual Spontaneous Learner

- Actual Routine Learner

- Conceptual Specific Learner

- Conceptual Global Learner

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Actual Spontaneous Learner (38%)

- Physical involvement
- Stimulating to the senses
- Realistic
- Immediacy
- Spontaneity
- Expending energies
- Fun-loving

- Adventuresome
- Challenge
- Competitive
- Contest
- Risk
- Excitement

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Actual Routine Learner (38%)

- Social belonging
- Caretaker
- Giving service
- Responsibility
- Stable
- Sensible
- Practical

- Planning/preparing
- Conserving energies
- Step-by-step order
- Routine
- Policies
- Rules/standards

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Conceptual Specific Learner (12%)

- Developing intelligence
- Being competent
- Impersonal analysis
- Being concise
- Building systems
- Possibilities of principles
- Exploring ideas
- Objectivity

- Ingenuity
- Critiquing
- Explanations
- Predictions
- Technical details
- Classifying
- Categorizing
- Depth

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Conceptual Global Learner (12%)

- Understanding self
- Self-actualization
- Possibilities in people
- Empathetic
- Developing relationships
- Subjectivity
- breadth

- Insightful
- Appreciative
- Imaginative
- Speculative
- Inspirational
- Idealistic
- Personalizes learning

Adapted from Golay, Learning Patterns and Temperament Styles

Learning Design for Four Styles

- How does the design meet the needs of Actual Spontaneous learners

- How does the design meet the needs of Actual Routine learners

- How does the design meet the needs of Conceptual Specific learners

- How does the design meet the needs of Conceptual Specific learners

Adapted from Golay, Learning Patterns and Temperament Styles

What is your mix of learners

- Unlikely to be equal amounts of each style

- Does the design match the mix of learners?

- How will you engage the dominant group while meeting the needs of learning styles less represented?

- What style bias does the instructor/facilitator bring to the learning?

Adapted from Golay, Learning Patterns and Temperament Styles