

Strategy	Extroverts	Introverts
<b>Readers' Advisory</b>	<ul style="list-style-type: none"> <li>• often like short stories, magazines, list books</li> <li>• are affected by other variables when making choices</li> <li>• some materials in the collection may be considered type specific (Fairhurst and Fairhurst, 1995)</li> </ul>	<ul style="list-style-type: none"> <li>• generally enjoy reading more</li> <li>• often like novels</li> </ul>
<b>Read-alouds</b>	<ul style="list-style-type: none"> <li>• often enjoy it</li> <li>• need accommodations to enhance the activity (to help reduce “disruptive” behaviours) e.g., discussion</li> <li>• require opportunities to do something during reading (e.g., drawing)</li> <li>• selection of material (e.g., picture book vs. novels) will also affect teaching effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• always enjoy it</li> </ul>
<b>Silent Reading</b>	<ul style="list-style-type: none"> <li>• need to be accommodated for learning to occur</li> <li>• prefer reading which allows peer interaction/ dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy this very much because of its quiet, reflective nature, and lack of forced interaction</li> </ul>
<b>Discussion</b>	<ul style="list-style-type: none"> <li>• always enjoy discussions since they enjoy speaking, having others listen to them and are quick-thinkers</li> <li>• may blurt out repeatedly or dominate discussions if not controlled (use of tokens may limit participation of extroverts)</li> <li>• enjoy conflictual discourse (Nussbaum, 2002)</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy discussions more when prepared</li> <li>• need controlled discussions (or space to enter) to have opportunities to speak</li> <li>• may need to be asked directly for their input but not pressured to participate</li> <li>• prefer collaborative discourse (Nussbaum, 2002)</li> </ul>
<b>Debates</b>	<ul style="list-style-type: none"> <li>• enjoy speaking</li> <li>• enjoy the interaction with peers</li> <li>• enjoy being the centre of attention</li> </ul>	<ul style="list-style-type: none"> <li>• are less likely to enjoy debates</li> <li>• require sufficient notice and preparation</li> <li>• may enjoy debates if allowed to read a prepared statement (having others handle arguments/responses)</li> </ul>
<b>Lectures</b>	<ul style="list-style-type: none"> <li>• are less enjoyable for extroverts</li> <li>• need opportunities for discussion or interaction to promote concentration</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy lectures</li> <li>• benefit from independent note-taking and review of notes before any discussions</li> </ul>
<b>Skill contests for Games (e.g., bees, trivia)</b>	<ul style="list-style-type: none"> <li>• enjoy quick-thinking, speaking and centre of attention aspects of these activities</li> <li>• learn more easily through participation</li> </ul>	<ul style="list-style-type: none"> <li>• need to feel very prepared</li> <li>• may prefer to participate as facilitators, rather than contestant</li> <li>• prefer to learn through observation, so accommodate this learning here</li> </ul>
<b>Group Work</b>	<ul style="list-style-type: none"> <li>• enjoy group work that allows peer interaction and dialogue</li> <li>• may find sharing (without dominating) difficult</li> <li>• benefit from peer tutoring with extroverts</li> <li>• require additional interaction</li> </ul>	<ul style="list-style-type: none"> <li>• prefer smaller groups</li> <li>• must select peers who will not dominate them</li> <li>• may feel frustrated when work is completed at a slower pace than when working independently</li> <li>• may need 90-second quiet time to consolidate their thoughts</li> </ul>
<b>Oral Presentations</b>	<ul style="list-style-type: none"> <li>• enjoy oral presentations, as they get a chance to speak, solicit questions, and be the centre of attention</li> </ul>	<ul style="list-style-type: none"> <li>• need alternatives to oral presentations (e.g., visual presentations with tape-recorded accompaniment)</li> </ul>
<b>Computers</b>	<ul style="list-style-type: none"> <li>• enjoy interactive computer activities (computer speaks, asks questions, or demands actions)</li> <li>• enjoy dialogue with peers</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy quiet computer work, regardless of the activity (may prefer to turn down the sound if too loud)</li> </ul>
<b>Independent Study</b>	<ul style="list-style-type: none"> <li>• partner effectively with others to complete such studies</li> <li>• need peer dialogue after each stage of the process</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy the independent nature of these activities</li> </ul>
<b>Tests</b>	<ul style="list-style-type: none"> <li>• generally do well, as they have good short-term memory and are quick thinkers</li> </ul>	<ul style="list-style-type: none"> <li>• generally do not do well under pressure</li> <li>• may forget things they know well</li> <li>• may need additional time or less stressful environments to reduce pressure</li> </ul>
<b>Workbooks</b>	<ul style="list-style-type: none"> <li>• may or may not enjoy using these, depending on factors such as dialogue, peer interactions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy using workbooks since activities are generally independent</li> </ul>