

Assignment 5:

Part 1. Myers-Briggs Type Indicator: Type Talk Log

Purpose. Taking the MBTI and reflecting on the two readings is meant to accomplish three things: 1. Help you become a better observer— more aware of the students and others you work with. 2. Provide a language you can use to think about and talk about how we are alike and different from our families, friends, and especially, our students.

3. Make you aware of your own tendencies so that you can choose go with your preferences, or against your preferences, depending on the situation and what you think is appropriate. When you know your preferences and tendencies, you don't have to be a slave to them.

1. Read Kroeger, O. & Thuesen, J. M. (1988). Type talk. New York, NY: Dell Publishing. **Read Ch. 1, 2, 3, 4, 5, 6, 7, 8, 9, plus read the 3 profiles which interest you the most in chapter 10.**

2. As you read, keep a reflective log on what you have learned about Learning Styles and Personality (Myers-Briggs Indicator), about yourself as a learner and future teacher, and about students, friends, and family who may be similar or very different from you, and how you can apply what you have learned. See rubric.

3. Suggested length: Three to four single spaced pages or four to six double spaced pages using 10 or 12 size type with one inch margins on all sides. This is a suggestion: depending on typeface and such, one paper of three pages can be much longer than another paper. Focus on content, not length.

4. Regardless of length, paper should include analysis, application, personal examples, and demonstrate knowledge and understanding of different parts of the book. Avoid summarizing.

Part 2 Myers-Briggs Type Indicator: Fairhurst Log

1. Read two chapters from Fairhurst, A. M. (1995). Effective teaching effective learning. Palo Alto, CA: Davies-Black Publishing. **First, read the chapter which describes yourself as a teacher. Second, read the chapter which describes the student type that is opposite to yours.**

2. As you read, keep a reflective log on what you have learned about Learning Styles and Personality (Myers-Briggs Indicator), about yourself as a learner and future teacher, and about students who may be similar or very different from you, and how you can apply what you have learned. Questions you might address: Where do/did you see examples of behaviors you read about in the reading? What was the purpose? What was the result? How does info apply to you Do not do a summary. Focus on writing about applications to yourself, your observations of others.

3. Indicate chapters and pages you're a reflecting on.

4. Suggested length: Three to four single spaced pages or four to six double spaced pages using 10 or 12 size type with one inch margins on all sides. This is a suggestion: depending on typeface and such, one paper of three pages can be much longer than another paper. Focus on content, not length.

5. Regardless of length, paper should include analysis, application, personal examples, and demonstrate knowledge and understanding of different parts of the book. Avoid summarizing. Your log should not be a summary but rather an analysis with many examples.

STAPLE THIS SHEET TO THE TOP OF YOUR LOG. PUT YOUR NAME ON THE BACK OF ALL PAPERS. DO NOT USE PAPER CLIPS. STAPLES ONLY.

Scoring Guide for Portfolio Assignment on Type Talk Book and Fairhurst Book

| | 0-1 Needs work missing | 2 Approaching Competence | 3 Competent; | 4 Exemplary Competence; professional |
|----------------------------|--|--------------------------------|---|---|
| Editing, grammar, spelling | Sufficient mistakes as to question the author's competence as a professional | Minor mistakes | Very minor mistakes | Evidence of editing & proofreading; no mistakes |
| Type Talk Log | Missing or lacks convincing evidence of having understood and applied readings about and experiences with the MBTI | Needs development | Provides evidence of having understood and applied readings about and experiences with the MBTI and the readings. Could be more thorough or more developed. | Addresses what you have learned about yourself as a friend, family member, learner and future teacher, standard in exemplary fashion; convincing evidence of having understood and applied readings about and experiences with the MBTI |
| Fairhurst Log | Missing or lacks convincing evidence of having understood and applied readings about and experiences with the MBTI | Needs development | Provides evidence of having understood and applied readings about and experiences with the MBTI and the readings. | Addresses what you have learned about students who may be similar and who may be very different from you; convincing evidence of having understood and applied readings about and experiences with the MBTI |
| Documentation | Does not document chapters and pages. | | | Documents chapters and pages. |
| Analysis | Missing | | | Includes Analysis of self and others |
| Examples | Missing | | | Includes concrete, personal examples |
| Application | Missing | | | Thorough discussion of application. |
| Overall | F D | C- C | B- B | A- A A+ |

Note: Logs are rated on evidence of having understood and applied the reading materials and other experiences with the MBTI, not on agreement with the reading material or the MBTI.