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## Meaning-Oriented Learners

These people gather data concretely and process it reflectively. They use their senses well in observing life and tend to sit back and consider what they have observed. They value harmony, personal involvement and commitment. They spend their lives trying to find their true identity and become a complete individual. Their focus is on people. Their favorite question is: “why?”

**When learning:** They value personal relationships with the teacher and other students. They like to work together in a cooperating group and not in a competitive environment. Meaning is important to them and they need to know the relevance of what they learn. They empathize with those who fail even when they themselves succeed and they will want to stop and help the slower student at the expense of their own progress. They learn from discussion, role-play and drama. The classroom atmosphere should be democratic. When these needs are not met, we find the unhappy student who comes home at night to pour out his woes.

**Recognition:** Meaning-oriented learners need positive feed-back and affirmation. Negative criticism and conflict are counter-productive to learning. Evaluations of their work are taken very seriously and personally. They see them as a measure of themselves.

**When teaching others:** Meaning-oriented learners expect their students to think things through - to watch and observe and carefully examine the data. As they are interested in their own self-growth, so they are interested in the growth of others. They are as interested in helping a not very bright person to take a few steps forward as in helping a straight-A student. They seek good relationships with their students and may use a tutorial system. Their teaching role is facilitator.

People with this learning preference are often found among social scientists, counselors, tutors, musicians, historians, artists, etc. Many of them choose professions that serve others: nursing, teaching, medicine, or full-time religious work.