

Personalizing Instruction with P.E.T. Learning Styles Solution

Empowering teachers to help students learn the way they learn best!

CASE STUDY

Getting to know 25 new students is challenge enough. Imagine getting to know 60,000. Over the last several years, that's exactly what P.E.T. Learning Styles Solution has been helping teachers accomplish.

P.E.T. Learning Styles Solution—P.E.T. stands for Personal Empowerment through Type—uses the psychological theories of 20th-century thinker Carl Jung to enrich classroom relationships and effect outstanding academic achievement. P.E.T. assesses teachers' and students' personalities and generates profiles that educate individuals about their own learning style and/or teaching style.

Every student has unique learning needs. With the self knowledge generated by P.E.T., teachers discover how to adjust their style to match the needs of their students and students learn to strengthen their weaknesses and hone their strengths.

P.E.T. in action

In 2001, life changed for Wayne Lincoln, a teacher at West Kings District High School in Auburn, Nova Scotia. It was then he attended a seminar led by Professor Patricia Cranton that forever altered the way he viewed himself, education and relationships. Cranton was speaking about P.E.T. Learning Styles Solution, and Lincoln instantly saw its possibilities. Immediately he signed on. Since that day, Lincoln has used his knowledge of himself and his students to vary his teaching

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—Wayne Lincoln, High School Teacher

style and appeal to different learning preferences, reaping rewards in the form of strengthened student relationships and exceptional academic achievement.

Such focus on his interactions with students has ensured that not only the lesson content but also the lesson presentation is personally relevant. “How has P.E.T. impacted my teaching? In a number of ways,” lauds Lincoln. “First, by being aware of differences in how my students learn, I find it is much easier to create activities that allow everyone to have success. I now create assignments and projects that are presented in a variety of ways and can be completed in myriad formats.”

Backed by his newfound knowledge of students, Lincoln spends less time teaching straight out of the teacher's manual in favor of hands-on, real-life research. He guides students toward conclusions rather than solely lecturing them with the facts.



“In the last couple of years I’ve left the book on the shelf and have had my students do more real-life research on concepts, presenting them not only on paper, but visually and orally as well,” Lincoln asserts. This approach requires more of his students, but with increased confidence and know-how, they’re up to the challenge. Moreover, Lincoln knows when and how to assist.

Thanks to P.E.T., Lincoln’s repertoire of teaching tactics has at once increased and become more specific. With it, Lincoln is getting through to previously difficult-to-teach students. “Now I reach the students who have difficulty learning much more easily because I’ve read their profiles, cross-referenced them with characteristics of my teaching style, and found that I must go outside my comfort zone and try other means of helping them learn. I am finding that by doing so, my students are more confident in what they can accomplish and the quality and depth of what they produce has improved immensely.”

Today, Lincoln is working to bring the benefits of P.E.T. to increasingly more students, educators and administrators in his school and educational board (the equivalent of a school district in the U.S.).

The P.E.T. beginning: research meets reality

By 1996, Canadian professors Dr. Patricia Cranton and Dr. Robert Knoop, experts in transformative learning and authenticity, had perfected a hand-scored, paper-based personality profiling tool for use by educators. It became the foundation for P.E.T. Learning Styles Solution. Cranton and Knoop developed P.E.T. to bring Carl Jung’s psychological theory into the practical realms of teaching and learning. They believed that a deeper understanding of one’s teaching and/or learning style led to personal empowerment, strengthened relationships, and, in turn, enhanced achievement.

Learning is personal

Nola Chiasson, mother and business owner, applied her professional and educational knowledge to understanding her son, who was eventually diagnosed with Attention Deficit Disorder. “My middle child has always been a free spirit. In grade two I asked him why he didn’t pay attention to the teacher, and he said he just had so much on his mind,” she recalls.

His profile, as determined by P.E.T., was much different from what Chiasson had expected. Mother and son discussed the results and determined the profile was a true reflection of who he really was. Chiasson realized from this firsthand experience that P.E.T. was a very powerful way to gain insight into people, even her own child. P.E.T. showed her son that it was okay to be different—and that he wasn’t alone. Determined to help create a supportive environment for her son at school, Chiasson shared her son’s profile with his teachers. The response was overwhelmingly positive.

P.E.T. has been used to affect the learning of nearly 60,000 students and the teaching practices of 10,000 teachers. In addition, when Kansas school bells rang in the fall of 2005, approximately 500,000 students, teachers and administrators in the state had access to this powerful tool for personalized learning through the Empowered Desktop by Kan-ed, the Kansas state-wide network portal.

P.E.T. promotes self-discovery

P.E.T. Learning Styles Solution enables educational professionals to assess, manage and understand the similarities and differences between themselves and their students. To arrive at their personal profile, students and teachers complete an 80-item online assessment.



Following the assessment, individuals receive a profile characterizing their personality preferences based on the clear patterns or “types” that have emerged from Jung’s research.

Each student receives a comprehensive learning profile. The information helps learners zero in on their strengths and identify their weaknesses, which are both conveyed in positive, constructive language. Traits and tendencies that once seemed indistinguishable and perhaps even unmanageable are laid out in clear terms.

While the profiles students receive are supportive and easy to read, the profiles teachers receive provide lengthier interpretations of students’ learning preferences. As evidenced by Wayne Lincoln’s classroom transformation brought about by P.E.T., teachers can use profiles in numerous ways, from planning lessons for a personality-diverse classroom to communicating with parents to addressing the needs of struggling students.

Putting ideas into action

Once personal profiles are completed, the focus shifts to putting ideas—and knowledge—into action. P.E.T. contains a wealth of instructional resources designed to help educators apply the knowledge from the profiles in order to enhance teaching and learning, as well as foster strong, informed relationships. A conceptual seating chart

tool provides guidance on creating classroom configurations and seating arrangements that build on students’ personality styles and learning strengths. A handy “print ‘n’ go” report equips teachers with at-a-glance information on the students in their classes. And proven, scalable classroom activities help teachers align instruction with students’ learning needs.

P.E.T. really does make a difference

Every student has unique learning needs. Meeting those needs helps build better learners. P.E.T. Learning Styles Solution achieves just that. The unique online application, based on decades of psychological research and proven personality profiling data, fosters strong relationships between educators and students through self-knowledge. Students’ confidence grows as they discover, in concrete terms, their learning preferences and character traits. Teachers determine how to understand and address varied types of personalities—including their own. What’s more, they learn to provide differentiated instruction, aided with practical recommendations and innovative tools, in order to give every learner the attention they deserve. With P.E.T., individuals come to understand how to communicate with one another so learning—within the classroom and beyond its walls—is rich and reciprocal.

