

# iMapMyEducation

## Teacher/Student Guide

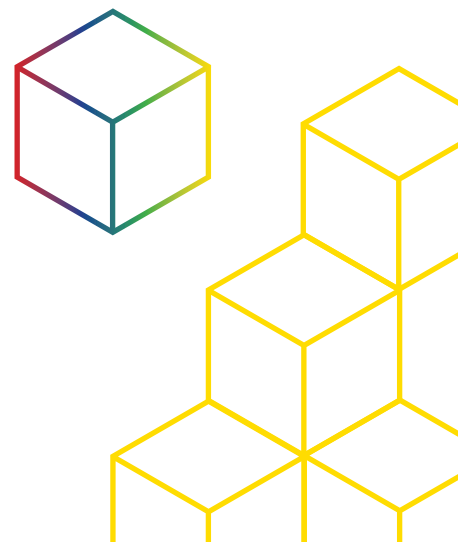
Teacher/Student Interactions  
Teacher: Charles Brown  
Student: Nicola Braun

May 21<sup>st</sup>, 2021



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# Section 1

To be given to the Student  
Nicola Braun



## A: What's important to you



### You have a strong level of motivation to see practical results:

- You like assignments that have a clear beginning and end to them;
- You enjoy hands on or experiential learning, especially if you get to build something;
- You respond best to schoolwork that seems sensible and useful.



### You have a strong level of motivation in discovering:

- You like to understand why you're being asked to study something;
- You want to prove something for yourself, rather than being told "that's just the way it is"
- You may enjoy learning that allows you to do some research or ask questions.



### You are also somewhat motivated to learn when:

- You get to talk about the topic, and share your opinions or ideas with other students;
- There is some predictability in the way the way you are taught and graded;
- You have the opportunity to collaborate and help other students learn as well.



### You may have little interest in:

- Assignments that require you to be original, imaginative, or artistic and where grading is subjective and based on appearance more than substance.



# Section 1



## B: How you learn best



### 1. Relationships with your teachers

- You can express your opinions very openly with your teachers. If it is a teacher you respect, and want their respect in return, you will probably be more careful about how you say things to them. You relate best to teachers who will be clear with you. If they criticize you, you prefer that they do it in private, or that they balance it with positive comments.
- You probably learn best from teachers who almost seem like friends and can make their classes fun. You learn better when you're part of a small study group or team, rather than tackling assignments on your own.
- You like things to be pretty logical. You learn best from teachers who don't get emotional, and who focus on facts rather than feelings. When things are difficult for you, it can be important for your teacher to listen to how you feel about the situation, rather than just telling you what to go do.



### 2. Communicating with other people

- You want your teachers to be experts at what they do and provide you clear guidance about what's expected of you. However, you typically won't push for this guidance: you expect those in charge to provide it without your having to ask. You prefer them to communicate in a way that allows you to know exactly what's expected.
- Your teachers may well see you as a little tentative in expressing exactly what you want. You prefer to offer suggestions rather than asking for something specific. You are a good "peacekeeper," so your teachers may not fully realize that you prefer them to be firm with you.



# Section 1



## B: How you learn best



### 3. Getting results

- You are pretty good at taking time to make important decisions, but you don't tend to get hung up with ones that are easy to make. However, you prefer not to be "put on the spot" - you want your teachers give you some time to think about your choices.
- Before you start working on an assignment or a project, you like to have time to think things through, even at the cost of others getting ahead of you on their work. You prefer to have some degree of control over your pace of work.
- You have a certain degree of flexibility when it comes to how you tackle your assignments from many teachers and find it easy to prioritize which you focus on first. However, you can get bored if you have to spend too much time on one assignment and prefer to mix things up between multiple classes in order to not get bored.



### Your personal values

- You prefer to focus on being the best you can be when compared to your peers and classmates. You can respond really well when your teachers create some incentive for doing well, and you like to be recognized for your accomplishments.
- It is important for you to fit in with the others in your class. You like to feel accepted and a valued member. You don't want to be left out or seen as someone who is disruptive of the efforts of the class.
- You like the stimulation that comes from being given assignments that stretch your abilities as a student. You are good at seeing ways that you can improve, and you're motivated by a challenging assignment that will test your abilities. You can push yourself to achieve more than what was expected, even if it means going the extra mile.



# Section 2

To be used by the Teacher  
Charles Brown



## Nicola Braun: A Guide



**Nicole Braun**  
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- Give her practical tasks.
- Don't just give her the answer: encourage her to find out for herself.
- Be prepared to help her with creative or imaginative tasks.
- Include her in group activities even if at first she may not seem interested.
- Encourage her to express her feelings, particularly when things are difficult.
- Be firm because she respects someone who takes charge.
- Provide more detailed guidance on processes than may be apparent.
- Keep her from getting bored by providing diverse activities and assignments.
- Don't push for quick decisions from her.
- Let her think things through before encouraging her to take action.

# Section 2



## A: Motivation: Her Interests



**She has an above-average level of motivation to learn things that are practical and produce some tangible result.**

- She enjoys being involved in hands on learning, and the more practical or skill focused it is, the better;
- She'll be more likely to respond if her assignments have short-term deadlines with specific expectations for results;
- She may be more focused on the immediate tasks she needs to complete than on longer term expectations or goals.



**She has an above-average level of discovery:**

- You may need to offer the rationale for the assignments you give her, and invite her questions until she understand the “why”;
- She prefers to learn for for herself where possible, rather than just have you tell her the answer;
- She likes to research and explore. Where possible, you may want to encourage her to “dive deeper” on her own.



**She has a moderate level of interest in:**

- Learning through discussion groups or through debate and a verbal exchange of ideas, especially if the person isn't an expert.
- Highly structured projects which require an organized, step by step sequential process. She may need a little help from you when it comes to structuring or organizing her work, particularly if it complex and divided into modules;
- Engaging in small group assignments where students are expected to help each other in order to complete the project. She may prefer to work on her own or with minimal need to coordinate her efforts with others.



**She has a relatively low level of interest in:**

- Creative, imaginative, or artistic activities. Particularly if this low interest is accompanied by low ability, she may need strong encouragement from you or the support of a group of her peers when she undertakes these activities.

# Section 2



## B: Motivation: Her personality



### 1. Relationships with other people

- You can be fairly direct with her when you are having one on one discussions but recognize that there may also be some underlying sensitivity if the feedback is too harsh. She values your respect.
- She is fairly friendly but wants to feel part of “the group” more than her behavior may suggest. It may be important to offer her group participation even if she chooses not to accept it.
- **Important:** She can be influenced more strongly by her feelings than her behavior may suggest. If you have any doubts in this area, give her the opportunity to talk about how she feels.



### 2. Communicating with other people

- Her low-key approach with others may disguise the fact that she responds well to being told what is expected of her with some degree of firmness. It may be important for you to assume this role at times in your interactions with her.
- She may find it difficult to stay organized, especially with long term assignments. To study with any level of discipline, she may need help in knowing how to structure her approach and manage her time.

# Section 2



## B: Motivation: Her personality



### 3. Getting results

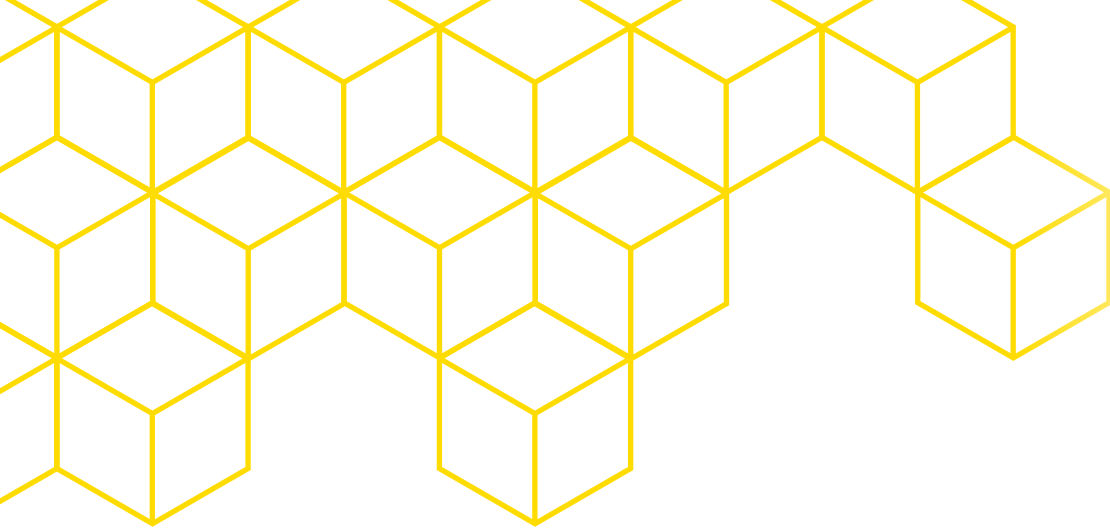
- The speed with which she makes a decision appears to be about average, but she sometimes needs more time than you suspect. Generally, it's not advisable to push her.
- She likes to think before she takes action, though she can be motivated by being given a lot to do and staying busy.
- She is more motivated than her behavior suggests by variety in her day and having several different things to do at the same time.



### Her personal values

- Offering her a competitive situation can inspire her more than her behavior suggests: she has a strong underlying desire to win.
- **Important:** On the face of it, she tends to be conformist, but she can be inspired more than you may suspect by innovative approaches and novel or unusual ideas.
- Generally, she likes a challenge, but in the face of failure she can respond by being hard on herself. She may need help in assessing her own capabilities: it is best to be realistic with her, because telling her she was successful when she knows that to be untrue can be counter-productive.





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