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Terry L. Barron* (tbarron@ggc.edu), Georgia Gwinnett College, School of Science and Technology, 1000 University Center Lane, Lawrenceville, GA 30043. *Engaging the introverted learner: the Gillespie-Barron Introverted Learner Model.*

Introverted learners typically do not participate in traditional lecture-type classes. Extroverted, gregarious students usually answer questions even when engaging teachers try everything possible to actively involve introverted learners. Introverted learners are typically deep thinkers and excellent problem solvers who will effectively express their knowledge if educators use appropriate engaging techniques. The Flipped Classroom is a proven method of engaging students that results in deeper learning and higher achievement. Students seek feedback and introverted learners especially prefer one-on-one feedback. When educators use the Flipped Classroom pedagogy, they have time to talk with at least a few students individually each class while others work board problems, work in groups, etc. The Gillespie-Barron Introverted Learner Model (G-BILM) couples developmental/progress counseling and Flipped Classroom pedagogy in an innovative, dynamic, cyclic illustration of how introverted students process information, learn and seek feedback. The G-BILM focuses on engaging introverted learners using methods that supplement their personality traits; directly contributing to higher achievement. The model sets the foundation for educators at all levels to engage introverted learners. (Received December 22, 2015)