

FIRE MODEL FOR INTEGRATIVE THINKING

	Factual	Insightful	Rational	Evaluative
1	I learn best by starting with the concrete and moving toward the abstract in a step-by-step progression	I learn best when provided with theoretical frameworks, logical rationale and rules, and given questions which challenge their reasoning powers	I learn best when learning begins with the big picture concepts or theories and works toward the particular applications	I learn best in a safe, comfortable, personally pleasing environment where personal attention, encouragement and recognition is given by teachers.
2	I value practical knowledge. I Want my own work to be precise and accurate.	I value time to plan and think things through before beginning to work. I want to be empowered by material that I have mastered.	I value quick flashes of insight, freedom and flexibility to pursue intriguing issues.	I value being acknowledged personally as an individual before getting down to business.
3	I excel at memorizing facts. I prefer objective tests.	I excel at organizing, bringing structure to ideas, things, and people.	I excel at pursuing "what if" questions and answers which prompt exploration and broader understanding.	I excel at activities which call for thinking aloud with others, sharing personal thoughts and opinions, expressing feelings about issues considered.
3	I expect detailed and precise course descriptions, expectations, and grading policies.	I expect to be challenged to solve problems. I argue for positions, and to give and receive criticism that is direct and to the point.	I expect open-ended tests which call for reflection, imagination and synthesis.	I expect material to be related to people's lives, experiences, and stories.
5	I like worksheets, drills, task-oriented activities that build skill competency and mastery of facts.	I like role playing, case studies, and opportunity for debate.	I like topics that empower systematic and cause-and-effect thinking.	I like collaborative learning, small group discussion, and team problem solving.
6	I dislike open-ended questions which require opinion or have no clear-cut answers or which have complex directions or require complex logic.	I dislike situations in which teachers or peers engage in editorializing or emotional venting.	I dislike instruction which seems rigid and didactic, being told what to do, how to do it, or what to think.	I dislike learning which is competitive, purely theoretical, places emphasis on factual detail, or involves long periods of working alone silently.
7	I appreciate being acknowledged for work that is prompt, complete, detailed, and thorough.	I appreciate being acknowledged for competence, reasoning ability, and independence of thought.	I appreciate being recognized for personal insights, discoveries, and for finding unusual solutions to difficult problems.	I appreciate recognition for good work and for being helpful to others.

Source: The University of Minnesota Teaching for Thinking Project for Universities, Colleges and Community Colleges (unpublished workshop, Joel Peterson)