*Quiet* Discussion

*Discussion is focused on the information presented that relates to education and students.*

1. Based on the description of introverts, would you agree 30-40% of your students are introverts? How has their educational experience been different or challenged?
2. What parts of *Quiet* resonated most strongly with you? Were there parts you disagreed with, and if so, why?
3. “New Groupthink” has been applied to education; the method of instruction called “cooperative” or “small group” learning (p. 77). Discuss how this impacts introverts according to author; what is your experience?
4. Deliberate practice-- needed for mastery-- needs quiet and privacy (p. 94).
Is this a priority in education? In sports or music?
5. Introverts are high-reactive children: think and feel deeply, attention to people and things (p. 103). Refer to list of attributes of highly sensitive (p. 136). How do these qualities fit in with typical American schools?
What accommodations can or should we make?
6. “Extroverts get better grades than introverts during elementary school, but introverts outperform extroverts in high school and college. At the university level, introversion predicts academic performance better than cognitive ability.” (p. 167) Discuss why.
7. Discuss cultural differences in how we value extrovert or introvert traits-- particularly Asian and American. (p. 181) Look at the role of persistence (p. 201)
8. Is it true that “schools are designed for extroverts”? (p. 253)
9. Advice for teachers addressing the needs of introverts, refer to p. 255. Discuss need or difficulty addressing this list.
10. Refer to “Tips for Educators” found in appendix, p. 348-349.
11. What, if anything, can you use from the information about introverts...
at work, with family, with self?

B.VanDoorn, 2016