Using Psychological Type Theory to transform a learning strategies classroom

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• **Why** was the study conducted?
  • Context
  • Theory
  • Rationale and purpose

• **How** is psychological type incorporated into the classroom?
  • The Tool

• **What** were the findings of the study?
  • Patterns in Psychological Type
  • Summary

• **How** can psychological type influence your approaches?
  • Implications for practice
Identified as Candidates for the Foundation Term:
Administered exclusively for exceptionally bright but academically 'at-risk' university learners who have technically failed out of university

Students entered into university with a grade point average that exceeds 85%

Advisors screen students ‘fit’ for the Foundation term

Instructors teach the Strategies and Skills course in the Foundation Term
How do we learn?

- Experience
- Modeling and feedback
- Personal, behavioral and environmental influences
- Self-discovery, social interaction and imitation
- Self-perception, problem solving ability, comprehension, cultural context, social interaction and memory

How can we simplify and categorize factors that influence learner preferences?

- Perception
  - how they view the world
- Judgment
  - how they make decisions

Psychological Type

Piaget (1952), Vygotsky (1978), Bandura (1977), Jung (1921), Lawrence (2009)
Academic interventions and retention efforts are effective when they aim to customize learning strategies and learning environments to learner preferences.

Can patterns in students' Psychological Types help to create more effective academic interventions and richer conversations between advisors and ‘at-risk’ students around intervention choices?
<table>
<thead>
<tr>
<th>Preference</th>
<th>ExtraVERSION</th>
<th>Where you focus your attention and energy</th>
<th>Introversion</th>
<th>Preference for focusing on the inner world of ideas and experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensing</td>
<td>S versus N</td>
<td>How you prefer to perceive information</td>
<td>iNtuition</td>
<td>Preferences for the 'big picture'. Focused on the relationships and connections between facts</td>
</tr>
<tr>
<td>Thinking</td>
<td>T versus F</td>
<td>How you prefer to make decisions</td>
<td>Feeling</td>
<td>Preferences for deciding based on what is important to self and others</td>
</tr>
<tr>
<td>Judging</td>
<td>J versus P</td>
<td>How you orient yourself to the outer world</td>
<td>Perceiving</td>
<td>Preference for a flexible, spontaneous approach</td>
</tr>
</tbody>
</table>
What were the findings?

• **YES** - there are their identifiable patterns in the data based on the students’ Psychological Type for students enrolled in the Foundation Term intervention strategy

• **YES** - these patterns vary by their discipline of study

• **NO** - the student’s Psychological Type does not relate to his/her level of academic success before the Foundation Term*

• **YES** - the student’s Psychological Type relates to his/her level of academic success during and after engaging in the Foundation Term

• ENFP Psychological Type, P Personality Preferences and Grade in Strategies and Skills for Academic Success course are predictive of whether a student will continue to persist in their degree after participating in the Foundation Term.
This study, and the literature surrounding the ENFP Psychological Type and the N and P combination of Personality Preference highlights that ENFP’s and the N/P combination are most commonly the ‘gifted’ or ‘academically talented’ students, but also, are the most ‘at-risk’ of not completing an undergraduate degree.
How can Psychological type influence your approaches...

within the classroom:
  • Design
  • Course Components
  • Delivery

within the campus:
  • Transitioning students from HS to University
  • ’At-risk’ / retention programming
  • Support Services

Based on their metacognitive awareness, what can students do ...
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