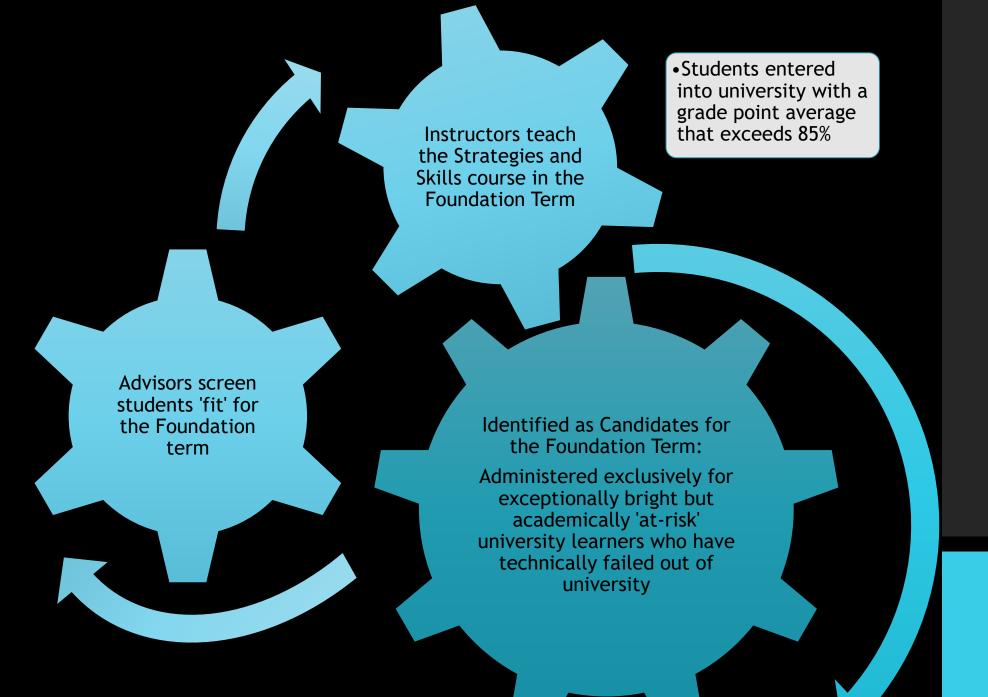
Using Psychological Type Theory to transform a learning strategies classroom

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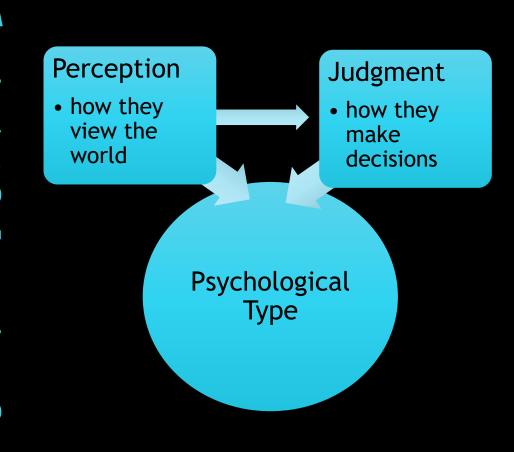
- Why was the study conducted?
 - Context
 - Theory
 - Rationale and purpose
- HOW is psychological type incorporated into the classroom?
 - The Tool
- What were the findings of the study?
 - Patterns in Psychological Type
 - Summary
- HOW can psychological type influence your approaches?
 - Implications for practice



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?



Theory

Bandura

Bunr

Lawrence

Piage[.]

WHAT CAN PATTERNS
IN PSYCHOLOGICAL
TYPE TELL US?

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?

Academic interventions and retention efforts are effective when they aim to customize learning strategies and learning environments to learner preferences

The Tool

Extraversion	Preference for focusing on the outer world of people and activities	E versus I	Where you focus your attention and energy	Introversion	Preference for focusing on the inner world of ideas and experiences
Sensing	preference for taking in information on specific facts and what is actually happening	S versus N	How you prefer to perceive information	iNtuition	Preference for the 'big picture'. Focused on the relationships and connections between facts
Thinking	Preference for deciding based on logical consequences of a choice or action	T versus F	How you prefer to make decisions	Feeling	Preferences for deciding based on what is important to self and others
Judging	Preference for a planned orderly approach	J versus P	How you orient yourself to the outer world	Perceiving	Preference for a flexible, spontaneous approach

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.

What were the findings?

 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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