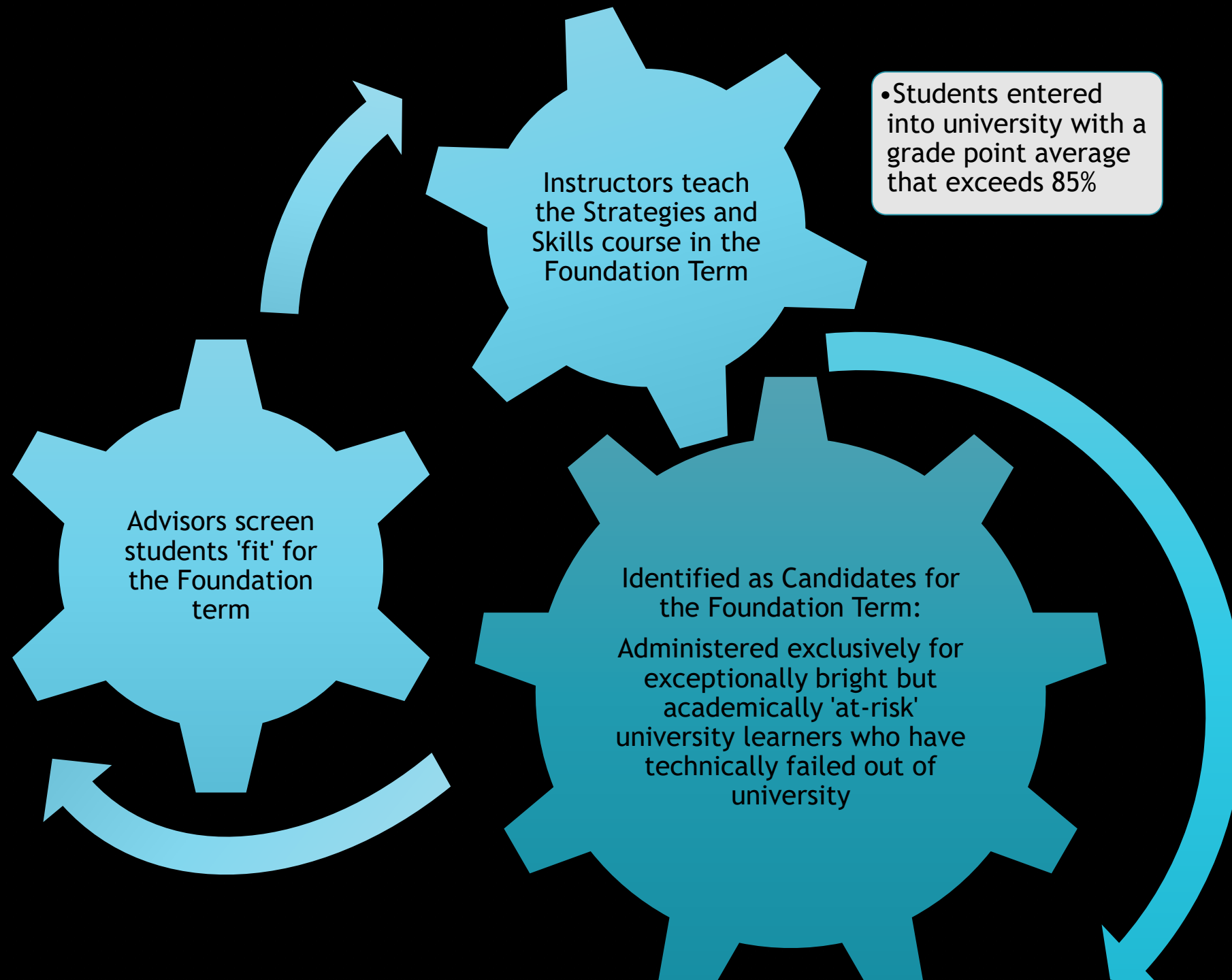


Using Psychological Type Theory to transform a learning strategies classroom

Andrea Prier
Erica McKellar
Geri Salintri

- **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

Context

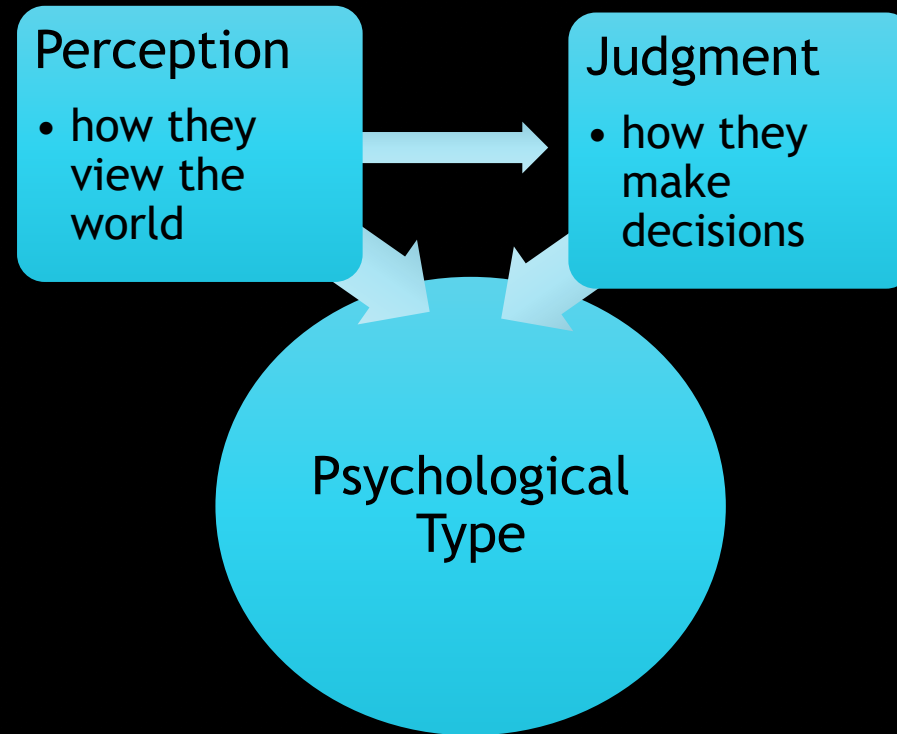


Theory

Piaget (1952), Vygotsky (1978),
Bandura (1977), Jung (1921), Lawrence (2009)

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

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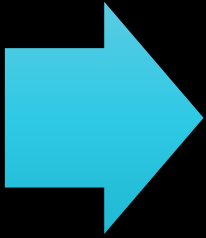


How do we learn ?

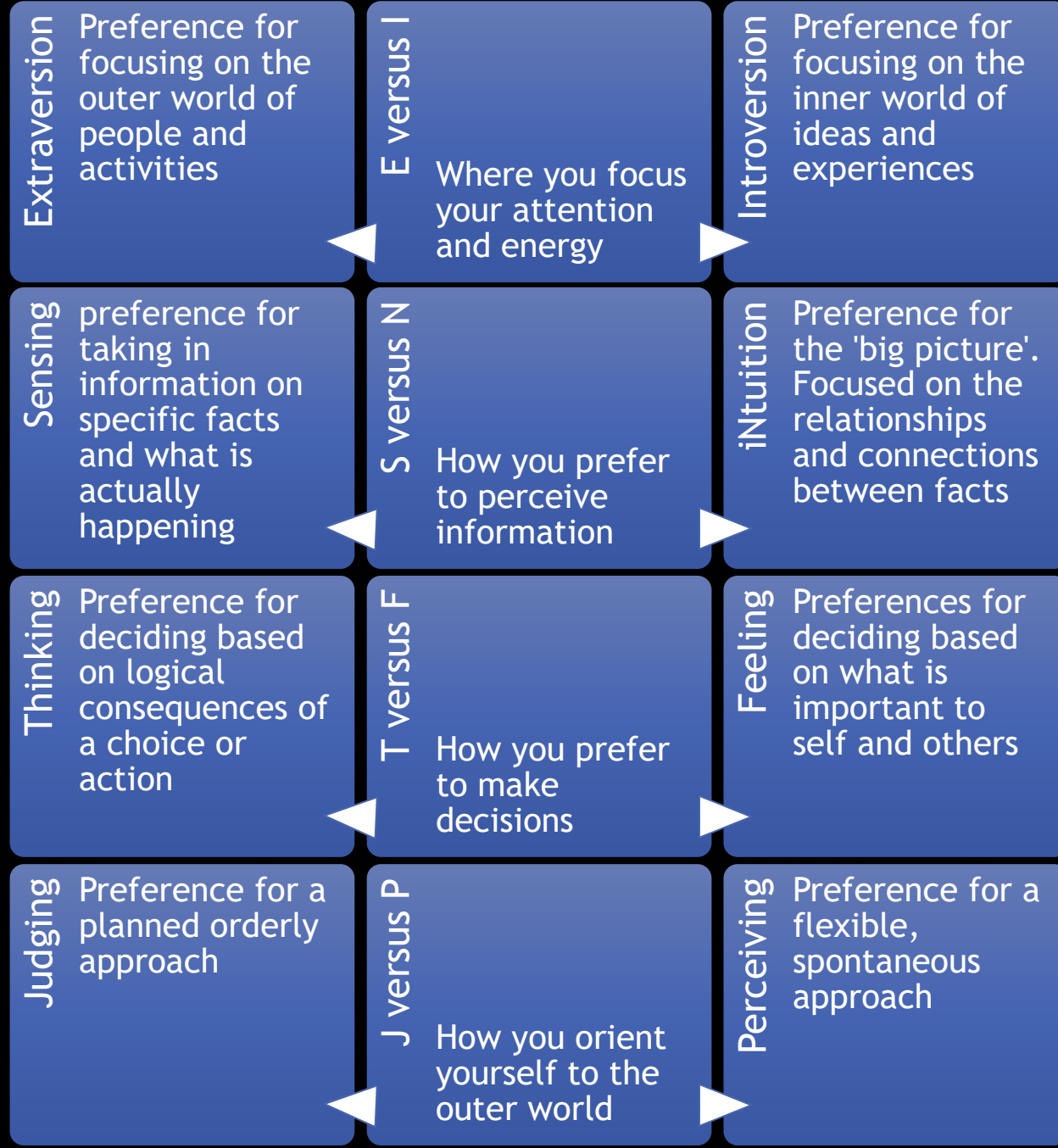
- Experience
- Modeling and feedback
- Personal, behavioral and environmental influences
- Self-discovery, social interaction and imitation
- Self-perception, problem solving ability, comprehension, cultural context, social interaction and memory

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

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?



The Tool

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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