Using Proven Personalized Learning and Assessment Tools

Presented by Cindy Morrin
Cindy Morrin

- Associate Professor of Counseling
- Career Services Coordinator
- Department Chair
- Co-Chaired Online Teaching and Learning Committee
- 15 years experience teaching and counseling

- East San Diego County
- Two-District College (Grossmont & Cuyamaca)
- 15,000 Students
- Student Success Mandate in California
- Student Support Course to increase success, persistence and completion
Agenda

- Learning Outcome – Integrating Assessments
- Personality Type
  - Complete assessment
  - Careers
  - Majors
- Learning Style
- Multiple intelligences
  - Careers
Learning Outcomes

• Use personalized assessments to:
  ◦ Foster student engagement
  ◦ Enhance career planning
  ◦ Improve student retention

• Apply assessment results:
  ◦ Individual strengths
  ◦ Learning style
  ◦ College culture
  ◦ Career satisfiers
PERSONALITY TYPE
What is Personality Type?

- The innate way each person naturally prefers to see the world and make decisions
- Type Theory originated from Carl Jung and was further developed by Katharine Briggs and Isabel Briggs Myers
- Uses four opposing pairs (dichotomies) along a continuum to describe the 16 types of personalities
- All types are equal with inherent strengths and blind spots
- Does not measure intelligence or emotional health

Take a pencil out and sign your name.
Assessment Structure

- Asks students to choose which scenario is most like them (school-based and relevant)
- 36 questions for self-assessment
- Profile accuracy and rating (you rate how accurately your personality profile describes you)
- 20 questions for career interest survey describing career clusters for the student (results-dependent)
- 20 minutes to complete
- Appropriate for students from 9th grade to college (written for maximum comprehension)
Take Do What You Are

- www.humanesources.com
  - Log In
  - Enter Access Key JV3BT92
  - Fill out the form and click Save & Continue
Personality Type Preferences

How we interact with the world and where we place our energy
Extraversion (E)                                                              Introversion (I)

How we gather information – the kind of information we naturally notice and remember
Sensing (S)                                                                   Intuition (N)

How we make decisions
Thinking (T)                                                               Feeling (F)

How we orient to the world – prefer to live in a structured or in a spontaneous way
Judging (J)                                                                      Perceiving (P)
E-I How we interact in the world and where we place our energy

Extraverts
- Focus attention outward
- Enjoy a variety of tasks
- Seek out and need other people
- Work at a rapid pace
- Need to talk about their ideas to think them through

Introverts
- Focus attention inward
- Consider things fully before responding
- Enjoy tasks that require concentration
- Work best on one project at a time
- Work at a careful, steady pace
S-N How we gather information – the kind we naturally notice and remember

**Sensors**
- Focus on “what is”
- Like working on real things
- Apply past experience to solving problems
- Need specific and realistic directions

**Intuitives**
- Focus on “what could be”
- Enjoy theory and speculation
- Like working with possibilities and implications
- Need to use their imaginations
T-F How we make decisions

Thinkers
- Enjoy analyzing problems logically
- Make fair and objective decisions
- Need to weigh the pros and cons to make decisions
- Can be tough negotiators
- Make fair and objective decisions

Feelers
- Need work to be personally meaningful
- Like helping others and being appreciated
- Need decisions to be congruent with their values
- Need to work in a friendly environment
- Are driven to understand others and contribute
J-P How we orient to the world – whether we prefer to live in a structured or spontaneous way

Judgers

- Enjoy work that allows them to make decisions
- Prefer a predictable work pattern and environment
- Work towards completing their responsibilities before relaxing
- Like to maintain control over their projects

Percievers

- Enjoy flexible and changing work situations
- Like to be able to respond to problems as they arise
- Are more satisfied with fewer rules and procedures
- Need to have fun in their work
Personality Personal Report

- Introduction to type
- Your Personality Type
- Strengths and Blindspots
- College Satisfiers
- Career Satisfiers
- Preferred Learning Style
- Communication Tips (staff members only)
- Interpersonal Negotiating Style
- Potential Careers and Majors
Careers and College Majors

- Lists potential careers and related majors that best fit a particular personality type in order of interest

---

**POTENTIAL CAREERS AND MAJORS**

The careers listed below are all linked to your personality type and are organized by career cluster, from "most interested" to "least interested", based on what you have indicated. While there is never a guarantee, people of your type have indicated job satisfaction with these careers.

Search job openings with jobs by SimplyHired. Click "Find a job" next to career title.

**Communication and Media**

(Very Interested)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Career Title</th>
<th>Field of Study/Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="#" alt="SAVE" /></td>
<td>Desktop Publishers - <a href="#">Find a job</a></td>
<td>- Communications, General</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- English Composition</td>
</tr>
<tr>
<td><img src="#" alt="SAVE" /></td>
<td>Proofreaders and Copy Markers - <a href="#">Find a job</a></td>
<td>- English Composition</td>
</tr>
</tbody>
</table>

**The Environment**

(Very Interested)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Career Title</th>
<th>Field of Study/Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="#" alt="SAVE" /></td>
<td>Environmental Compliance Inspectors - <a href="#">Find a job</a></td>
<td>- Agricultural and Food Products Processing Operations and Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Agricultural Supplies Retailing and Distribution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Appraiser and Assessor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Environmental Health Technician</td>
</tr>
<tr>
<td><img src="#" alt="SAVE" /></td>
<td>Environmental Compliance Inspectors - <a href="#">Find a job</a></td>
<td>- Environmental Compliance Inspector</td>
</tr>
</tbody>
</table>
Career Profiles

- **Overview**
  - Job description
  - Interests (Holland Code)
  - Related occupations
  - Related college majors
  - Video

- **Knowledge & Skills**
  - 5 most important skills
  - 5 most important abilities
  - 5 most important knowledge areas

- **Tasks & Activities**
  - Typical tasks
  - Most common work activities

- **Wages**
  - (national & state level)
  - Hourly wage information
  - Annual wages
Sample Career Profile

Explore Careers: Environmental Compliance Inspectors

Overview    Knowledge & Skills    Tasks & Activities    Wages

Job Description
Inspect and investigate sources of pollution to protect the public and environment and ensure conformance with Federal, State, and local regulations and ordinances.

Video
Watch Video    Download Player

Realistic occupations frequently involve working outdoors and can be noisy or dusty.

Related Occupations
Chemists
Coroners
Environmental Science and Protection Technicians, Including Health
Environmental Scientists and Specialists, Including Health
Food Science Technicians
Forensic Science Technicians
Occupational Health and Safety Specialists
Product Safety Engineers
Soil and Water Conservationists

Related College Majors
Environmental and Pollution Control Technology/Technician
Agricultural Supplies Retailing and Wholesaling
Food Sciences and Technology
Plant Protection (Post Management)
Plant Sciences, General
Agricultural and Food Products Processing Operations and Management

Using personality type to...

- Foster student engagement
  - Improve communication with/between students

- Enhance career planning
  - Explore careers based on personality type
  - Create a strategic career plan that matches *who they are*
  - Encourage elective courses that match a preferred learning style

- Improve student retention
  - Use report for counseling guidance
  - Reveal sources of motivation
Apply personality type results

- Individual strengths
  - Identify strengths and how they can be used
  - Find ways to work with (or around) blindspots
  - Improve self-awareness and metacognitive skills

- Learning style
  - Learn material more effectively by capitalizing on strengths and boosting confidence

- College culture
  - Respect differences in others

- Career satisfiers
  - Identify preferences to evaluate career satisfiers
MULTIPLE INTELLIGENCES
What is Multiple Intelligence (MI)?

- Every person has preferred ways to work, learn and understand.
- Theory of multiple intelligences was developed in 1983 by Howard Gardner.
- The average person has the potential for all intelligences to varying degrees.
- Each intelligence can be measured individually, but most real-world applications consist of several intelligences at once.
The Nine Intelligences

1. Bodily-Kinesthetic
2. Existential
3. Interpersonal
4. Intrapersonal
5. Linguistic
6. Logical-Mathematical
7. Musical
8. Naturalist
9. Spatial
Assessment Questions

Question 1 of 54:
My reflexes and reaction times are better than those of most of my peers.

Rate how much the statement above applies to you

1 Not at All
2
3
4
5
6
7 Completely
Personal Report

MULTIPLE INTELLIGENCE REPORT EXCLUSIVELY FOR JUAN

Overview

What are Multiple Intelligences?

Intelligence is the potential to solve problems and to create ideas and things that are valued in the current culture. A person's intelligence can vary over different areas such as science, art, athletics and social interaction. Research indicates that there are many unique areas of intelligence, and the measure of all those intelligences in a person is his or her multiple intelligence profile.

Your Profile

The intelligence profile shown below is based on how you answered the survey questions. The profile reveals current strength and challenge areas. Strengths usually come from a combination of natural ability and a lot of practice and support in that area. Lower ranked intelligences may exist because the right opportunities to develop them have not been made available. Knowing your intelligence profile will help you to take advantage of your strengths and develop your challenge areas.

Reminders:
- Everybody has all the intelligences.
- Your strengths can be used in many ways to help you be successful.
- Intelligences can always be developed further – both strengths and challenges.
- Profiles can change as intelligences are developed.

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td></td>
</tr>
<tr>
<td>Naturalist</td>
<td></td>
</tr>
<tr>
<td>Linguistic</td>
<td></td>
</tr>
<tr>
<td>Existential</td>
<td></td>
</tr>
<tr>
<td>Spatial</td>
<td></td>
</tr>
<tr>
<td>Logical-Mathematical</td>
<td></td>
</tr>
<tr>
<td>Intrapersonal</td>
<td></td>
</tr>
<tr>
<td>Bodily-Kinesthetic</td>
<td></td>
</tr>
<tr>
<td>Musical</td>
<td></td>
</tr>
</tbody>
</table>

Traits from Your Top Ranked Intelligences:

Interpersonal
- Working and communicating with others in a team or one-on-one
- Recognizing and understanding others' perspectives
- Recognizing and understanding others' wants and needs
- Connecting with people quickly and easily
- Forming and maintaining lasting relationships
- Influencing and motivating others

Naturalist
- Identifying similar and different traits in objects and in living things
Personal Intelligence Results

- Description
- Famous People
- Intelligence and You
- In School
- Developing Your Intelligence
- Combining Intelligences
- Careers

**Multiple Intelligence Report Exclusively for Juan**

**Logical-Mathematical Intelligence**

**Description**
This intelligence includes the ability to reason inductively (make conclusions based on observations) and deductively (make conclusions based on hypotheses). This intelligence also involves finding relationships between abstract ideas (e.g., numbers), recognizing logical sequences and patterns, recognizing problems and solving them. This intelligence is closely linked with being successful in school.

**Famous People with Strong Logical-Mathematical Intelligence:**
- Thomas Edison (inventor, businessman)
- Albert Einstein (physicist, humanitarian)
- Florence Nightingale (nurse, statistician)
- Sherlock Holmes (fictional detective)
- Bill Gates (businessman, philanthropist)

**Logical-Mathematical Intelligence and You**
Your assessment indicates that you are moderately oriented towards logical-mathematical intelligence.

**Score**

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
</tr>
<tr>
<td>Mid-Range</td>
</tr>
<tr>
<td>High</td>
</tr>
</tbody>
</table>

**Academic and Work Tasks**
This means that you probably have a moderate understanding of mathematical and logical concepts, and that you enjoy some activities that use analytical thinking. This intelligence plays an important role in school, so while you may do fairly well in most classes, you might encounter some challenges.
Students Engage & Connect

- Each intelligence profile contains:
  - Famous people – both past and present – who are known for that intelligence
  - Bar graph indicating student score
  - Explanation of top 5 skills for the intelligence based on student score
  - Description of how intelligence is used in school
  - Tips to improve the intelligence
  - Strategies to use high scoring intelligences to improve low or mid-range scoring intelligences
Career Recommendations

- Explore hundreds of careers by intelligence
- Uses O*NET database

Your Top 78 Careers

<table>
<thead>
<tr>
<th>Rating</th>
<th>Career Title</th>
<th>Degree of Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAVE</td>
<td>Agricultural Engineers - [Find a job]</td>
<td></td>
</tr>
<tr>
<td>SAVE</td>
<td>Employment, Recruitment, and Placement Specialists - [Find a job]</td>
<td></td>
</tr>
<tr>
<td>SAVE</td>
<td>Purchasing Agents and Buyers, Farm Products - [Find a job]</td>
<td></td>
</tr>
<tr>
<td>SAVE</td>
<td>Fish and Game Wardens - [Find a job]</td>
<td></td>
</tr>
<tr>
<td>SAVE</td>
<td>Park Naturalists - [Find a job]</td>
<td></td>
</tr>
<tr>
<td>SAVE</td>
<td>Education Administrators, Elementary and Secondary School - [Find a job]</td>
<td></td>
</tr>
</tbody>
</table>
Use multiple intelligences to...

- Foster student engagement
  - Boost student confidence and engagement
  - Change teaching and assessment to incorporate more than just logical-mathematical and linguistic intelligences
  - Allow students to learn in ways that are comfortable/familiar
- Enhance career planning
  - Identify strengths for post-secondary education and career path
- Improve student retention
  - Offer students and teachers educational choices that align with their intelligence profile
  - Improve academic achievement
  - Understand why a student might encounter certain challenges at school and provide strategies to work around those challenges
  - Learning challenged students can be included with some adaptation based on individual needs
Apply multiple intelligence results

- **Individual strengths**
  - Develop, observe and nurture all intelligences
  - Build up or adapt around weaker intelligences using stronger intelligences
  - Develop intelligences that may have been previously neglected using strategies in their personal report

- **Learning style**
  - Change educator perceptions of student’s learning abilities
  - Encourages alternative learning methods
  - Teach key concepts a number of different ways to aid learning

- **College culture**
  - Recognize that everyone learns different ways and has their own set of strengths and challenges
  - Customize instruction based on activities or natural grouping of intelligences

- **Career satisfiers**
  - Match career options to stronger intelligences
LEARNING STYLE
What is learning style?

- How we best take in information
- Individual learning preferences
Learning Preferences

Immediate Environment
- Likes Quiet vs. Likes Sound
- Dim vs. Bright Light
- Cool vs. Warm Environment
- Informal vs. Formal Design

Sociological Needs
- Learning Alone vs. Learning with Peers
- Low Authority Motivation vs. High Authority Motivation

Physical Needs
- Low vs. High Auditory
- Low vs. High Visual
- Low vs. High Tactile
- Low vs. High Kinesthetic
- No Intake vs. Likes Intake
- Late Day vs. Early Day
- No Mobility vs. Likes Mobility

Emotionality
- Low vs. High Motivation
- Low vs. High Persistence
- Less vs. More Structure
Assessment Questions

Question 1 of 69:
I prefer to learn through reading text and looking at diagrams rather than listening to explanations and having discussions.

Strongly Disagree  Disagree  Undecided  Agree  Strongly Agree
Personal Report – Summary Chart

PEPS PRODUCTIVITY STYLE PREFERENCE CHART

Learning Alone
Low Tactile
No Intake
Low Kinesthetic
Low Authority Motivation
Low Visual
Low Auditory
Dim Light
No Mobility
Likes Quiet
Less Structure
Informal Design
Low Persistence
Low Motivation
Late Day
Cool Environment

Learning with Peers
High Tactile
Likes Intake
High Kinesthetic
High Authority Motivation
High Visual
High Auditory
Bright Light
Likes Mobility
Likes Sound
More Structure
Formal Design
High Persistence
High Motivation
Early Day
Warm Environment

KEY
Strong preference in arrow’s direction
Small preference in arrow’s direction
No preference in either direction
TEMPERATURE PREFERENCE

Research has shown that people study and learn differently in a warm or cool environment. Your achievement will generally increase if your preference for a warm or cool environment is accommodated.

Your results indicate that you prefer to study and learn in a cool environment. You often feel uncomfortable in a warm environment, even to the point of feeling very tired and not having the ability to concentrate on the learning material. Making sure you are cool enough will positively affect your ability to study and learn.

The following are some tips that may help you accommodate your preference for studying and learning in a cool environment:

• You should always wear layers of clothing, some of which you can remove if you feel too warm.
• Make sure you have air conditioning or fans in your learning environment if it gets too warm for you.
• You may also try sitting near an open window if the temperature outside is cooler than the temperature inside.
Structure is a measure of how much detail you need when given an assignment. Some people like to have a lot of detail about how the task should be completed. Others like to work out the details on their own. Your preference for structure may also be related to your personality type.

For the Structure preference, your score indicates that you have no strong preference but are leaning towards not needing a lot of detail about assignments. If you decide that you do not need a lot of detailed instruction in your learning environment, then the following may apply:

- Even though you prefer less structure and enjoy the freedom to be creative, be sure to follow the instructor’s guidelines for completing assignments and projects.
- Be aware that throughout your life there are things you need to do according to detailed instructions -- like preparing tax returns, personal financial management, certain employment tasks, airline security, and so on. By recognizing that these things are very important to you, you can complete them according to the details provided.
- Learn more about your personality type and how it affects your need for detail.
Example of Strategies

For the **Visual Preference**, Sample’s score indicated that *he has no strong preference but is leaning towards being a visual learner*. If he decides he likes to learn by reading, observing, and seeing things the following may apply:

- Let his instructors and other important people (family members, friends, etc.) know that he learns best by reading and observing and that he would like to get directions or assignments in writing.

- Rely more on reading his learning materials, looking at graphs, pictures, and multimedia presentations than he does listening to lectures or talking about the subject matter.

- Try to create or find situations where he could view live or pre-recorded demonstrations.

- Always read the learning material completely and take comprehensive notes, highlighting them in different colors. He can also write symbols or pictures in the margin to emphasize important information.

- Practice remembering what he hears, for those situations where he cannot get the material or instructions in writing.
Use learning styles to...

- Foster student engagement
  - Research shows that students prefer to work and learn differently from one another
  - Focus on common preferences
  - Customize classroom instruction based on a group’s strongest preferences
  - Improved study habits, attitude and behavior

- Improve student retention
  - Understanding of learning differences is critical for educational improvement
  - Adapt to environment if it cannot be changed
  - Reduce number of discipline problems and chronic truancy
  - Better academic performance from underachievers
Apply learning style results

- **Individual strengths**
  - Confirm personal learning preference
  - Develop effective strategies in non-preference situations
  - Identify preferred ways of learning
  - Higher reading comprehension, speed and accuracy

- **Learning style**
  - Share responsibility
  - Practical advice for instructional and environmental alternatives
  - Insight into a student’s preferred learning style
  - Create ideal learning environment (when possible)

- **College culture**
  - Make exceptions when possible
  - Empower students and parents for advocacy

- **Career satisfiers**
  - Optimize student learning in an educational or training environment
  - Maximize productivity in an educational/work environment
Thank You!

Any Questions?
Cindy Morrin
Cindy.morrin@gcccd.edu
www.cuyamaca.edu/cindymorrin
619-660-4438

Carla Lundman
carlal@humanesources.com
1-888-295-1520 ext.109