Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: EDSP-102 Educational Psychology

Instructor(s) of Record: Dr. Edward M. Levinson and Dr. Lynanne Black

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Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

2. How will _each objective_ in the course be met using distance education technologies?

3. How will instructor-student and student-student, if applicable, interaction take place?

4. How will student achievement be evaluated?

5. How will academic honesty for tests and assignments be addressed?

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: ☒ Positive (The objectives of this course can be met via distance education)

☐ Negative

_____ 9/12/07
Signature of Department Designee   Date

Endorsed: _Mary Ann Rafoth_ 9/12/07
Signature of College Dean   Date

Received

SEP 1 4 2007

Liberal Studies

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: **University-wide Undergraduate Curriculum Committee Approval**

Recommendation: ☒ Positive (The objectives of this course can be met via distance education)

☐ Negative

Gail S Sechrist   9-18-07
Signature of Committee Co-Chair   Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: **Provost Approval**

☐ Approved as distance education course   ☐ Rejected as distance education course

[signature]   9/26/07
Signature of Provost   Date

Forward form and supporting materials to Associate Provost.

<u>EDSP-102 Educational Psychology – Distance Education Course Proposal</u>

Dr. Edward M. Levinson
Dr. Lynanne Black

A1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Edward Levinson has been the recipient of two funded grant proposals which have focused upon videoconferencing technology. He has used videoconferencing extensively, and occasionally teaches a class session from his home in Erie to his students in 254 or 255 Stouffer Hall. He has participated in numerous workshops on the use of WebCT, website development, and the use of technology in teaching. Most of the materials for his classes are available to his students online on his website at www.coe.iup.edu/emlevins/. In addition to print material (like syllabi) and PowerPoint presentations which are available on his website, Dr. Levinson has used Visual Communicator software and created web-based video productions summarizing important class material. These presentations have also been uploaded to his website and made available to students .Additionally, he has archived all of his class sessions for his GSR-615 class on DVD for student use. He has taught EDSP 102 for over twenty years and most recently last year.

Dr. Lynanne Black has taught EDSP 102: Educational Psychology at least once per year since Fall 2003 (*i.e.*, four years). She has taught this course during the regular semester, summer session, and summer pre-session. To aid in the delivery of the course material, Dr. Black has posted a copy of the syllabus, PowerPoint presentations, assignments and rubrics on the P-drive. Dr. Black has also had students submit assignments electronically and has utilized "track changes" on Microsoft Word to grade assignments. She then returned her evaluation of students' work electronically. Dr. Black also has experience with the electronic grade book on Excel. She has created and maintained a database for students and has calculated grades electronically.

A2. How will <u>each objective</u> in the course be met using distance education technologies?

Each course objective will be met in a similar fashion. Students will read assigned material specific to each objective from a required textbook. Students will then watch a video on WebCT (or from an instructor supplied DVD) specific to that material. Next, students will access WebCT and will complete assignments associated with that material. The assignments will be designed to assess the students understanding of material associated with the objective. Specific assignments may vary depending upon the objective and may include practice quizzes, written projects, vocabulary exercises, and completion of skeletal notes (fill-in-the-blank exercises).

A3. How will instructor-student and student-student, if applicable, interaction take place?

WebCT will be used as the primary means of insuring that student-teacher and student-student interaction occurs. The WebCT features of email, chat, and bulletin board will be used to facilitate interaction. Additionally, the instructor will be available during office hours for contact via phone, videoconference, and/or online chat.

A4. How will student achievement be evaluated?

Student achievement will be evaluated using WebCT-based activities, quizzes, and exams. Additionally, an educational philosophy paper (KARS) will be completed by each student and emailed to the instructor and will be used as a cumulative evaluation activity.

A5. How will academic honesty for tests and assignments be addressed?

Students will be expected to uphold university standards for academic integrity throughout the course. When using WebCT, timed quizzes and exams will be used and will only be accessible to students at predetermined times. Additionally, students may be required to take major exams at secure off-campus locations under the supervision of approved proctors.

EDSP-102 Syllabus of Record

I. Catalogue Description

EDSP 102 Educational Psychology   **3c-01-3cr**
Prerequisites: Education major or permission of the instructor
The course is designed to promote a better understanding of the principles of psychology as they relate to human behavior, with particular emphasis on their relation to the learner, learning process, and learning situation in an educational environment. This course is restricted to education majors.

II. Course description and objectives:

This course is designed to promote student understanding of the principles of psychology that affect human behavior with emphasis on the effects of these principles on the learner, the learning process and the learning situation in educational environments. This course emphasizes the application of developmental and learning theory to the classroom in a skills-based decision-making context. Implications of a wide range of individual differences (cultural, socio-economic, skill level, sex/gender) are discussed. The course concludes with a section dealing with meeting the individual needs of students, including exceptional learners, in the classroom. Course content is drawn from current research and educational practice and course assignments require students to apply theory to classroom situations.

By the end of the course students will:

1. Define in their own words the meaning of reflective practice, and the status of teaching as a profession.

2. Describe a "typical" classroom at a particular grade level from a normative perspective (including physical, cognitive, social, emotional and moral development).

3. Analyze the range of individual differences found in a typical classroom including the impact of cultural and ethnic diversity, socio-economic level, ability and skill levels, and sex/gender-based differences.

4. Describe the major tenets of behavioral learning theory, cognitive and information processing theories, and interactionist learning theories.

5. Apply learning theories to effective classroom instruction and contrast direct instruction and constructivist approaches.

6. Identify in a classroom context the major tenets of humanistic, cognitive, and behavioral motivation theory.

7. Apply learning and motivation theories to effective classroom instruction and classroom discipline.

8. Identify the qualities of effective instruction and classroom management.

9. Define and cite examples of appropriate wait time, questioning techniques, and learning probes.

10. List and understand ways to meet individual needs in the regular classroom, including a variety of classroom grouping procedures, cooperative and peer-assisted learning, and curriculum modifications.

11. Acknowledge impact of diversity in the classroom by incorporating that understanding into a personal philosophy of education.

12. List and understand the regulations of public law regarding the provision of education to students with exceptionalities.

13. Understand a model of classroom decision-making and apply it to simulated classroom decision-making exercises.

14. Develop an orientation to proactive teaching and collaborative problem solving reflected in a personal philosophy of education.

III. Student Outcomes Assessment Matrix

Educational Psychology Minor Objective	Course Objective	Assessment Technique
1	1	**Educational Philosophy**, In-class activities
1	2	Exam 1, Classroom observation, In-class activities
2	3	Exam 1, Classroom observation, In-class activities
1	4	Exam 2, **Educational Philosophy**, In-class activities
1	5	Exam 2, **Educational Philosophy**, In-class activities
3	6	Exam 3, Classroom observation, **Educational Philosophy**, In-class activities
3, 8	7	**Educational Philosophy**, In-class activities
8	8	Exam 2, Classroom observation, **Educational Philosophy**, In-class activities
1	9	Exam 2, Classroom observation, In-class activities
1	10	Exam 3, **Educational Philosophy**, In-class activities
2	11	**Educational Philosophy**
4	12	Exam 3, In-class activities
1, 3, 8	13	In-class activities
1	14	**Educational Philosophy**, In-class activities

IV. Sample Course Outline
(Individual faculty may adjust as needed.)

EDSP 102

Week   Topic   Assigned Reading

Unit 1:Development

1   **Introduction to Educational Psychology**   Ch. 1
(Sample activities might include a reflective exercise on teaching as a profession, a classroom decision-making exercise, and/or a research v. intuition quiz.)

2, 3, 4   **Theories of Development in Children/Adolescents**   Chs. 2, 3
(Sample activities might include a children's cognitive video, a small group exercise on the implications of Piaget/Vygotsky, a verbal abuse video reflective exercise on the impact of emotional development from Erikson's perspective, a moral development dilemma, a moral development video, a reflective exercise on personal family style, and/or a reflective exercise on early/late maturation.)

5   **Student Diversity**   Ch. 4
(Sample activities might include a classroom exercise describing the range of influence of SES, culture, linguistic difference, gender, and rate of development within any giving classroom.)

Unit I Exam
Chapters 1, 2, 3, & 4 (multiple choice and/or development essay)

Unit II: Learning

6   **Behavioral Learning Theories**   Ch. 5
Sample activities might include a behavioral chart, videos on behavioral learning, an exercise on "Catch 'em being good," and/or a behavioral case study.)

7   **Information Processing, Cognition, and Memory**   Ch. 6
(Sample Activities might include short term memory exercises, a metacognitive interview and study skills exercise, learning strategies demonstration, and/or a video on memory.)

8 & 9   **Meaningful Learning**   Ch. 8
(Sample activities might include an exercise on models of classroom presentation, examples of direct instruction, constructivist, and interactionist approaches, and/or a classroom decision-making exercise.)
Unit II Exam
Chapters 5, 6, & 8 (multiple choice and/or development essay)

Unit III: Instruction

10 & 11   **Organizing the Lesson**   Ch. 7
(Sample activities might include a learning outcomes exercise, a parts of a lesson exercise, and/or effective questioning role play.)

12 & 13   **Motivation and Classroom Management**   Chs. 10 & 11
(Sample activities might include an attribution theory exercise, a locus of control scale, a video on Maslow and Humanistic theory, and/or a Kounin classroom management video.)

Individualizing in the Classroom Chs. 9 & 12
(Sample activities might include an IDEA summary, a classroom modification summary, an exercise on classroom grouping strategies, and/or an exercise on cooperative learning exercises.)

Unit III Test
Chapters 7, 9, 10, 11 & 12 (multiple choice and/or development essay)

V. Sample Evaluation Methods
(These may vary according to instructor.)

Grades will be awarded on a point system. Students will earn points through completion of tests (multiple choice and/or essay), a classroom observation and review, and assignments completed during the course of the class. The final essay will involve the development of an educational philosophy. Points are as follows:

	Points	% of total grade
Exam 1	100 pts.	22.22%
Exam 2	100 pts.	22.22%
Exam 3	100 pts.	22.22%
Classroom observation	60 pts.	13.33%
Class activities	45 pts	10%
Educational Philosophy	45 pts.	10%
Total*	450 pts.	

(* point value may vary with number of class activities)

Letter grades will follow this scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Details concerning the classroom observation and educational philosophy are included in a separate handout.

VI. Class Procedures (these may vary according to the instructor)
Class attendance and participation are important. Any absences should be reported by telephoning the Educational & School Psychology office and leaving a message or by contacting the instructor directly. Illness or family emergency are the only acceptable excuses for missing an exam or class activity. Class activities are unannounced and cannot be made up without special permission.

Any instances of cheating or unethical behavior will be handled according to university policies. These include such activities as presence of notes during exams, plagiarism, conversation after receiving an exam, or the like.

VII. Suggested textbook

Slavin, Robert E. (2006). *Educational Psychology*, (8th Edition). Needham Heights, MA: Allyn and Bacon.

(Other textbooks need to be reviewed and approved by the Department Chair and/or the Curriculum Committee.)

VIII. Bibliography

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Online EDSP-102 Syllabus

EDSP 102 EDUCATIONAL PSYCHOLOGY – DISTANCE EDUCATION/ONLINE SECTION

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Course description and objectives:. This course is designed to promote an understanding of the principles of psychology that affect human behavior with an emphasis on the effects of these principles on the learner, the learning process, and the learning situation in educational environments. This course emphasizes the application of developmental and learning theory to the classroom in a research-based context. Implications of a wide range of individual differences (cultural, socio-economic, learning style, skill level, gender) will be discussed. The course concludes with a section dealing with meeting the individual needs of students, including exceptional learners, in the classroom. Students will participate in exercises that enhance their ability to use current research to make effective classroom decisions. Course content will be drawn from current research and educational practice, and course assignments will require students to apply research and theory to classroom situations.

As an distance education/online section, this course will be structured around the use of WebCT and will require that students view lecture and other course content via the internet. Specifically, students will read assigned text material, view an online presentation of this material (or view this content on a supplied DVD), access online materials designed to further assist students in understanding the material, and complete online quizzes and other assignments. Students will submit work to the instructor via WebCT, email, and/or the university P drive. Contact with the instructor and with other students will occur via phone, email, videoconferencing, and online chats.

Specifically, course content will be designed to answer the following questions:

1. What is the meaning of reflective practice and what is the status of teaching as a profession?

2. How would you describe a "typical", classroom at a particular grade level from a normative perspective (including physical, cognitive, social, emotional, and moral development)?

3. How could the range of individual differences found in a typical classroom including the impact of cultural and ethnic diversity, socio-economic level, learning style, ability and skill levels, and gender-based differences impact learning?

4. What are the major tenets of behavioral learning theory, cognitive and information processing theories, and interactionist learning theories?

5. How can applications of learning theory improve effective classroom instruction? How would you choose and defend a method or methods of classroom presentation, including direct instruction and constructivist approaches?

6. What are the major tenants of humanistic, cognitive, and behavioral motivation theory?

7. What applications of learning and motivation theory shape your choice of a method of classroom discipline?

8. What are the qualities of effective instruction and classroom management?

9. What are examples of appropriate wait time, questioning techniques, and learning probes?

10. How can individual needs be met in the regular classroom, and how can a variety of classroom grouping procedures, cooperative and peer-assisted learning, and curriculum modifications be used?

11. How can the impact of diversity in the classroom be incorporated into a personal philosophy of teaching?

12. What are the provisions of public law regarding the education of students with exceptionalities?

13. How can a model of classroom decision-making be applied to simulated classroom decision-making exercises?

14. How does a teacher develop an orientation to proactive teaching and collaborative problem solving and how can these be incorporated into a personal philosophy of teaching and learning?

Course Objectives:

Students will learn:
1. To define the meaning of reflective practice and the status of teaching as a profession in their own words
2. To describe a "typical" classroom at a particular grade level from a normative perspective (including physical, cognitive, social, emotional, and moral development)
3. To analyze the range of individual differences found in a typical classroom including the impact of cultural and ethnic diversity, socio-economic level, learning style, ability and skill levels, and gender-based differences
4. To describe the major tenets of behavioral learning theory, cognitive and information processing theories, and inter-actionist learning theories
5. To apply learning theory to effective classroom instruction by choosing and defending a method or methods of classroom presentation and contrasting direct instruction and constructivist approaches
6. To identify the major tenets of humanistic, cognitive, and behavioral motivation theory in a classroom context
7. To apply learning and motivation theory to effective classroom instruction by choosing and defending a method of classroom discipline
8. To identify the qualities of effective instruction and classroom management
9. To define and cite examples of appropriate wait time, questioning techniques, and learning probes
10. To list and understand ways to meet individual needs in the regular classroom, including a variety of classroom grouping procedures, cooperative and peer-assisted learning, and curriculum modifications
11. To be sensitive to the impact of diversity in the classroom by incorporating that understanding into a personal philosophy of teaching
12. To list and understand the provisions of public law regarding the education of students with exceptionalities
13. To understand a model of classroom decision-making and apply it to simulated classroom decision-making exercises
14. To develop an orientation to proactive teaching and collaborative problem solving reflected in a personal philosophy of teaching and learning

Student Outcomes Assessment Matrix:

Educational Psychology Minor Objective	Course Objective	Assessment Technique
1	1	**Educational Philosophy**, online Activities
1	2	Online Quizzes, online Activities
2	3	Online Quizzes,, online Activities
1	4	Online Quizzes, **Educational Philosophy**, online Activities
1	5	Online quizzes, **Educational Philosophy**, online Activities
3	6	Online quizzes, **Educational Philosophy**, online Activities
3, 8	7	**Educational Philosophy**, online Activities

8	8	Online quizzes, **Educational Philosophy**, online Activities
1	9	Exam 2, online Activities
1	10	Online quizzes **Educational Philosophy**, online Activities
2	11	**Educational Philosophy**
4	12	Online quizzes, online Activities
1, 3, 8	13	online Activities
1	14	**Educational Philosophy**, online Activities

Tentative Course Schedule (may be modified by the instructor based upon student needs and interests):

Week:	Topic:	Reading Assignment
1-2	Introduction to Educational Psychology:	Ch. 1
3-4	Development During Childhood and Adolescence.	Ch. 2,3
5	Motivation	Ch. 10
6.	Behavioral Theories of Learning	Ch. 5
7.	Cognitive Theories of Learning: Basic Concepts.	Ch. 6
8.	Effective Lessons & Instruction	Ch. 7,8
9.	Accommodating Instruction to Meet Individual Needs.	Ch. 9
10	Effective Learning Environments.	Ch. 11
11.	Effective Learning Environments	
12	Diversity and Learners with Exceptionalities.	Ch. 4, 12
13	Assessing Student Performance	
14.	Online Chat – Preparation of Educational Philosophy Paper	
15	Submission of Educational Philosophy Paper	
Finals Week	Online Chat - What Have I Learned?	

COURSE REQUIREMENTS AND PROCEDURES:

1. Students are responsible for reading assigned text material and accessing all posted materials prior to viewing the online presentation (or DVD) in which the material is discussed.

2. Students are responsible for completing all online activities associated with a particular topic/chapter no later than the week it is scheduled.

3. Students are responsible for completing an online quiz for each topic/chapter.

4. Grades will be based upon student performance on the online quizzes, online activities, educational philosophy paper, and participation in online chats as follows:

> Online Quizzes – 25%
> Online Activities – 25%
> Participation in Online Chats – 125%
> Educational Philosophy Paper – 25%

Scores obtained from each of the above measures will be converted into letter grades in accordance with the distribution of scores obtained by the class on the measures. Final course grades will be based upon the distribution of summed scores on all measures combined (See attached "Explanation of Grading System."). Grading will be done on WebCT and scores/grades will be made available to student on WebCT

5. Students are expected to complete all assignments by the date they are due. Assignments that are turned in after the due date may have grades lowered in accordance with the degree of lateness. Exceptions will be made only for students with legitimate medical excuses or those that have been given prior approval from the Instructor. Some graded online class activities will be assigned WITHOUT prior notice being given to the student. Students not participating in these activities will be awarded "0" points for that activity. There will be NO make-ups on graded online class activities. Make-ups for online quizzes are subject to instructor approval.

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Outline of Sample Lesson: Slavin Chapter 1 and Holland's Theory of Vocational Personalities and Work Environments

Includes:
- Sequence of student activities
- WebCT home page
- WebCT Table of Contents (to access videos, activities, and quiz)
- WebCT Powerpoint materials
- WebCT Quiz

Sample Lesson – Sequence of Student Activities

This lesson is linked to chapter 1 of the textbook and associated with objectives 1 and 2 as listed in the syllabus. Specifically, it focuses upon the use of developmental theory (in this case, Holland's Theory of Vocational Personalities and Work Environments) by teachers in the classroom (objective 2) and the use of research in teaching (objective 1). In sequence, students will do the following:

1. Read Chapter 1 in Slavin's textbook ("Introduction to Educational Psychology").
2. Access WebCT and/or the instructor's homepage (www.coe.iup.edu/emlevins) to download the PowerPoint slides associated with this chapter.
3. Using the "Course Content" feature of WebCT, view two videos (items 2,3 on the Table of Contents page; can be accessed and viewed at http://www.coe.iup.edu/emlevins/Slavin%20Chapter%201.wmv (associated with objective 1, and http://www.coe.iup.edu/emlevins/Holland.wmv) (associated with objective 2).
4. Using the "Course Content " feature of WebCT, complete an assignment (assignment 4.4 – "Take the Career key online" – associated with objective 2) and email this to the instructor (emlevins@iup.edu) or submit via WebCT or network P drive.
5. Email or call the instructor with any questions about the content covered.
6. Using the Quiz function of WebCT, complete the online quizzes (Development quiz is associated with objective 2; Slavin chapter 1 quiz is associated with objective 1) in order to allow the instructor to assess the degree to which objectives 1 and 2 have been mastered.

EDSP 102 - Educational Psychology
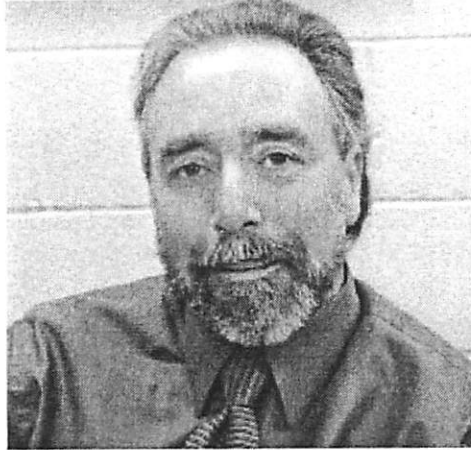
Dr. Edward M. Levinson, Ed.D

We'll be using this site to organize out-of-class activities which will be centered around readings, activities, and online threaded discussions. When so directed by the instructor, click "course content" below to access the activities.

EP-102 Educational Psychology

contents	bulletins	mail	information
Course Content	Bulletin Board	Private Mail	Some F.A.Q.
calendar	quiz	tools	link
Calendar of Course Events	Online Quizzes and Surveys	Course Tools and Other Useful Links	General Tools and Other Links

Table of Contents

1. Instructor's Homepage
2. Video - Review of Slavin's Chapter 1 (Definitions, Effective teachers, research Methods)
3. Video - Holland's Theory of Vocational Personalities and Work Environments
4. Take the Career Key online

Introduction to Educational Psychology

Dr. Edward M. Levinson

Introduction

Definitions

Components of Effective Teaching

Research vs. Common-Sense

Research Methods

Definitions

- *Psychology - The study of human behavior*
- *Ed. Psychology - The application of psychology to teaching, education and human learning; university - based and research oriented*
- *School Psychology - the application and practice of educational psychology in the schools*

Effective Teaching

Subject Matter Knowledge

Pedagogy

Personality

Research vs. Commonsense

- *Many think that psychology is commonsense and they use commonsense to solve problems with people, and to make important decisions*

Test Your Commonsense

School personnel have evaluated your first grade daughter, have identified her as gifted, and want to place her in a third grade class for reading and math instruction:

DO YOU AGREE TO THIS??

Research vs. Commonsense

- *What is sensible is not always true*
- *What makes sense to one person does not make sense to another....*
- *Commonsense is often **unreliable, subjective,** and **biased***
- *Research is **reliable** and **objective***

Go with the odds...
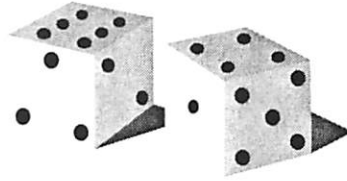
Those who fall in love with practice without science are like a sailor without a helm or a compass, and who never can be certain wither he is going

- Leonardo Da Vinci

"Teaching methods based on research in the cognitive sciences are the educational equivalents of vaccine and penicillin. Yet few outside of the educational research community are aware of these breakthroughs or understand the research that makes them possible"

Bruer, J. T. (1993). The minds journey from novice to expert. *American Educator, 17 (2)*, 6-15.

Research vs. Commonsense

- *Though you will sometimes need to rely on commonsense, to the maximum extent possible **rely on research** rather than commonsense when making decisions and solving problems*

Types of Research

Nomothetic   *Experimental*

vs.   *vs.*

Idiographic   *Correlational*

Nomothetic Research

- *Large, Diverse Groups*
- *Varied Settings*
- *Results are Widely Generalizable*
- *Yields general laws/truths*

Idiographic Research

- *Small, singular groups*
- *Homogenous settings*
- *Results are person or setting specific, not generalizable*
- *Example: Single-case study*

Research Continuum
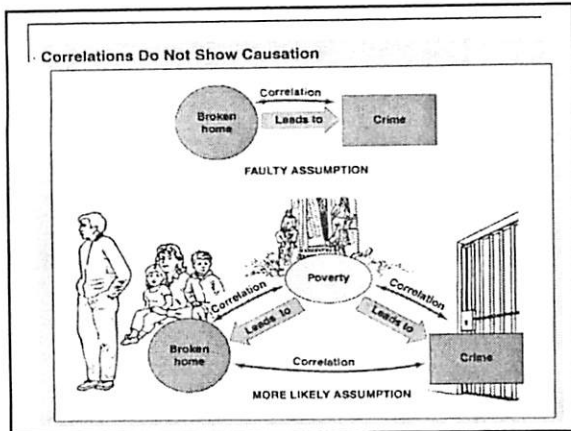
Nomothetic

Idiographic

Experimental Research

- *Compares two or more groups of individuals*
- *Assigns individuals to groups in a **random** manner*
- *Allows researcher to infer cause-effect*

Quasi-Experimental Research

- *Compares two or more groups of individuals*
- *Attempts to infer cause and effect but limitations often prevent researcher from doing so*
- *Uses intact groups rather than random assignment of participants to groups*

Correlational Research

- *Establishes relationships between/among variables*
- *Is used to make predictions*
- *Does **not** allow cause-effect inferences*

Correlations Do Not Show Causation

FAULTY ASSUMPTION

Broken home — Correlation / Leads to → Crime

MORE LIKELY ASSUMPTION

Poverty — Correlation / Leads to → Broken home, Crime

Correlation Coefficients

- *Range from -1.00 to +1.00*
- *Plus/Minus sign indicates the **nature** of the relationship*
- *Positive correlations mean high scores are associated with high scores and low scores are associated with low scores*

Correlation Coefficients

- *Negative correlations mean high scores are associated with low scores and vice-versa*
- *Absolute value of the coefficient indicates the **strength** or **magnitude** of the relationship*
- *So, -.92 > +.65*

Descriptive Research

- *Typically uses surveys or interviews*

- *Is simply designed to describe current status*

- *Used extensively by developmental psychologists*

Action Research

- *A form of descriptive research*

- *Conducted by educators in theor own classrooms or schools*

- *Often lacks objectivity because of dual role (teacher and researcher)*

Internal Validity - cause-effect

External Validity - generalizability

John Holland's Theory of Vocational Personalities and Work Environments

Holland

Holland's Six Personality Types

- Realistic
- Investigative
- Artistic
- Enterprising
- Social
- Conventional

Realistic

Characteristics	Occupations
Mechanical	Mechanic
Aggressive	Forester
Strong	Carpenter
Opinionated	Farmer
Stubborn	Construction

Investigative

Characteristics	Occupations
Intelligent	Mathematician
Analytical	Chemist
Independent	Biologist
Rational	Meteorologist
Curious	Physicist

Investigative Type

Artistic

Characteristics	Occupations
Independent	Musician
Creative	Artist
Nonconformist	Dancer
Abstract	Sculptor
Idealistic	Actress

1

Social

Characteristics	Occupations
■ Cooperative	■ Teacher
■ Patient	■ Counselor
■ Sociable	■ Social Worker
■ Empathic	■ Psychologist
■ Understanding	■ Nurse

Enterprising

Characteristics	Occupations
■ Assertive	■ Sales
■ Aggressive	■ Politics
■ Ambitious	■ Business
■ Confident	■ Law
■ Controlling	■ Evangelism

Conventional

Characteristics	Occupations
■ Precise	■ Accountant
■ Organized	■ Cashier
■ Practical	■ Proofreader
■ Careful	■ Statistician
■ Efficient	■ Secretary

Basic Premises

- People can be categorized according to six personality types
- Each type consists of relatively distinct characteristics and traits, though there is overlap

Basic Premises

- There are no pure types; each of us possesses characteristics from each type, though most of us resemble one type more than we resemble other types

Basic Premises

- Personality types develop as a result of both genetic and environmental influences
- People choose careers which are consistent with their personality types

Basic Premises

- There are six major work environments which correspond to the six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional

Basic Premises

- Relationship between personality type and work environment influences **job satisfaction, job performance, and job stability.** This is referred to as *congruence*

Uses and Applications

- To understand personality
- To identify tasks and activities that individuals will enjoy and perform well
- For these reasons, it is frequently used in career counseling

The Self Directed Search

- Vocational Interest Inventory
- Based upon Holland's Theory
- Yields a three letter code (based upon the 6 personality types) reflective of an individual's personality

Dictionary of Holland Occupational Codes

- Using the three letter code generated from the self-directed search, the Dictionary of Holland Occupational Codes can be used to identify occupations congruent with an individual's personality

Holland's Theory of Vocational Personalities and Work Environments

Quizzes/Surveys : Question Database

To view additional Quiz, Question and Student Information, click on Submissions, Detail, Reports or Summary.

⊘ 1 Available : ⊘ 0 Due soon

Display: | All quizzes and surveys | Go | April 26, 2007 3:24pm

🔍 ⊘ **Development**

Availability: February 26, 2002 9:00am - Unlimited

Duration: 15 minutes : Points: / 15

Results: | Submissions | Detail | Reports | Summary |

🔍 **Slavin Chapter 1 & Holland's Theory**

Availability: Unavailable

Duration: Unlimited : Points: / ---

Results: | Submissions | Detail | Reports | Summary |