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PSYC 287: Psychology of Personality—A Peer Review of Teaching Project Benchmark Portfolio

Maital Neta

University of Nebraska - Lincoln, maitalneta@unl.edu

Psychology 287:
Psychology of Personality

Benchmark Course Portfolio

Maital Neta, Ph.D.
Assistant Professor
Department of Psychology
University of Nebraska-Lincoln
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Abstract

In this portfolio, I am assessing student learning in a mid-level Psychology course, Psyc 287: Psychology of Personality. The course introduces students to the major theories of personality, and covers a wide array of topics intended to provide a broad overview of issues in the field. The course attracts a somewhat representative sample of UNL students, including non-majors, and therefore most are from Nebraska. The course is not a prerequisite to any other courses, but it could be a useful foundation course for students pursuing a career in psychology research, and it could also help people to consider issues related to differences across people in a wide variety of work and social environments, where it is vital that we coexist in a peaceful and productive manner. In this large lecture-based course, my goal as the instructor is to provide a platform for which all kinds of students – regardless of their motivation for taking the course – can benefit. In-class activities include lectures and videos, with an opportunity to demonstrate learning through a series of practice exam questions from each lecture presented at the end of that lecture. Assessment is based on four exams, two papers, and a series of short writing assignments. Here, I outline the changes made to this course, and the impact of these changes on student learning. For example, I found the second paper and the short assignments to be useful in helping students achieve the course objectives, and I also found that exam questions that require students to apply their knowledge were useful. Finally, I outline my plans for future changes to this course, based on the valuable experience acquired through this program.

Keywords: large lecture course, multiple choice exams, short writing assignments, increasing student engagement

Contents

Objectives of the Benchmark Portfolio

This course portfolio is intended to serve three main purposes:

1) The portfolio will provide me with an opportunity to identify and examine my course objectives and goals for student learning, and to use these objectives to more explicitly plan my course with a backward design in mind. This includes a broader consideration of methods for student assessment for a large lecture class.

2) The portfolio will provide a broad overview of the course that serves as a description and repository of course information for:
- a. the department, to aid in planning curriculum for majors and for non-majors alike, and
- b. future instructors of the course; and

3) The portfolio will contribute to my teaching package for promotion and tenure.

About the Course

Psychology of Personality

The course (see **Appendix 1** for syllabus) introduces students to the major theories of personality. We cover a wide array of topics intended to provide a broad overview of issues in the field, including a consideration of the sources of personality, the role that personality plays in the psychological triad (thoughts, feelings, and behavior), issues related to personality assessment, and how to compare and diagnose personality disorders.

The course is intended for second year students and is taken primarily by Psychology majors – this course serves as an elective for the major – although students from many other majors take the course. Students in the course should have already taken Introduction to Psychology (PSYC 181). The course attracts a somewhat representative sample of UNL students and therefore most are from Nebraska.

College is an important time and imposes many new challenges as students are transitioning from late adolescence to early adulthood. Perhaps one of the most complicated (and often unexpected) challenges imposed is one of interacting with many people that do not share the same background, beliefs, and attitudes. As such, students typically come into the course having already faced issues related to personality and individual differences, but they also may have misconceptions about personality differences, and are also unlikely to appreciate the role of empirical research in understanding personality, or even psychology in general. Some students might be this course because they have struggled in relating with people that are different, or because they are intrinsically interested in what makes people tick. My goal, as an instructor, is to provide a platform for which all kinds of students – regardless of their motivation for taking the course – can benefit.

The course is not a prerequisite to any other courses, but it could be a useful foundation course for students pursuing a career in psychology research, and it could also help people to consider issues related to differences across people in a wide variety of work and social environments, where it is vital that we coexist in a peaceful and productive manner.

The course was structured as a Tuesday and Thursday 3-credit lecture course. In-class activities include lectures and videos, with an opportunity to demonstrate learning through a series of practice exam questions from each lecture presented at the end of that lecture (i.e., "clicker questions"). My lectures are made up of Power Point slides that are intended to be simple and provide at least one real-world example for each point (e.g., popular cultural example that best exemplify the big 5 personality traits – Ferris Bueller is an icon for Extraversion). These slides are intended to guide a students' notes that should expand on the key concepts and complement the lectures.

Why this Course?

I chose this course because it is one that I will be teaching for the foreseeable future and I want to do the best job that I can with it. This course is outside my research area, and so when I taught this course for the first time, just last year, I was learning the material (from the textbook and other additional resources I found to supplement the text) as I was preparing lectures and making decisions about student assessment. Fortunately, I think this is a course that students find inherently interesting, but I would like to emphasize the benefit of this course in preparing students to think critically about individual differences in personality.

The course typically has 160 students enrolled, so a large class presents challenges for deeper thinking and student engagement as well as assessment. So I want to use this course portfolio to help me design the best course that I can.

In the past, I taught the course with lectures and used multiple-choice exams, and one thought paper, for assessment. In the future, it might be worth considering adding extra credit opportunities such as research participation through the Psychology Department's subject pool, which would help to reinforce research an important course goal. Other extra credit opportunities could be announced only in class, which would encourage students to attend lectures, but I will need to consider the types of opportunities that would be most beneficial for students and complement the course goals.

Course Goals

The course goals represent high-level goals that should result in "enduring understanding". It is also important for students to learn basic facts and approaches to the study of personality. Understanding certain research designs and also major theories will help them understand material in the course, and can transfer to other courses. Knowing something about how people differ is important and can help them be better consumers of psychology and human interactions in society.

1. To appreciate that people are different: not everyone is going to think, feel or behave as you do.
2. To think about the different sources of personality (implicit, biological, cultural, etc.), and the roles of personality versus situations in driving one's thoughts, feelings, and behavior.
3. To consider the relationship between the internal self and the external reflection of the self (personality).
4. To understand the importance of research in measuring and characterizing differences in personality.
5. To understand and think critically about issues related to personality assessment.

Course Concerns

1. How do I increase student engagement in a large lecture class?
2. How do I increase critical thinking about course concepts and goals?

Teaching Methods and Rationale

Currently the enrollment of PSYC 287 (soon to be changed to PSYC 387) is 160 students. This large class size is, of course, an important factor in the choices that I have made for the course thus far. Specifically, the primary teaching method that I use in the course is lecture.

Lectures in this course are scheduled to cover material that is presented in the textbook (see *Course Materials* below) in order to facilitate learning as the students complete reading assignments. My philosophy about the relationship between the text and the lecture is that the lecture should augment material presented in the text by making it more interactive, more relatable to the daily lives of my students, and more engaging. I strive to add this value to the text by highlighting recently published research findings that might be related to the concepts in the text, drawing from examples that are readily available online (e.g., personality tests), and showing videos (e.g., TED talks) in which leaders in the field discuss these concepts.

My lectures do not cover every topic presented in the text. I aim to lecture about the most important topics in the text or those that may be particularly difficult to understand. Because I believe that most learning in a course takes place outside of the classroom when students are reading and thinking about the material, I see myself as more of a guide pointing out the important and tricky concepts. Exams mostly focus on material covered in class, but some items that are in the textbook and not covered in class will be on the exams.

For each of the four exams I use one day in class as a review session. A week prior to the exam, I post a study guide on Blackboard that contains information that is important and likely to be on the exam. During the class period preceding the review session I remind students to either send me an email or hand me a piece of paper indicating which topics they would like me to cover during the review session. Topics can include anything previously covered in class or items that have not been covered but are in the text.

At the end of every class session, I present three test questions that are similar to questions that might be on the exam. Exams consist of multiple choice and true/false items. Presenting these examples and asking students to indicate their choice of responses by raising their hand enables me to check comprehension and to discuss the merits of each response. This is an opportunity to discuss good exam taking practices to provide students with some exposure to the types of questions that will be on the exam so that there are no surprises in terms of item construction when students are taking the exam.

During lectures I often ask students if they have questions about material just covered. Often I will use very long "wait times" and tell the students that I will wait as long as it takes for someone to ask a question.

Course Materials and Rationale

We use a recent textbook "The Personality Puzzle", fifth edition (David C. Funder). This text is particularly good at covering a broad range of topics without ignoring important areas of active research. The text has a broad representation of the various approaches to studying personality, but it also has a somewhat negative perspective on the important neuroscience research. As a neuroscientist, I make a point to emphasize this research throughout the course whenever it is relevant to the current topic. The textbook has a very useful web site that contains many study aids such as example exam items, flash cards and additional web links. I make a link to this site on the course Blackboard page and encourage the students to make use of it.

I also tend to show a video at least once per lecture that is relevant to the topic for that day. These are often TED talks from researchers in the field, but are also documentary-style videos, for example, about the Stanford Prison Experiment during the discussion of the Person-Situation debate. The students are very engaged by the videos and it often sparks interesting discussion. Additional resources like these videos help to spark interest in the topic and often deliver content in an authoritative manner. Also, during each video, I post 3-5 questions that should not only help them follow along with the video, but help them understand my motivation for showing the video and, most popular among students, they are told that one of these questions will appear on the exam.

I use PowerPoint for my lectures so that I can add interesting images to support my comments. I make the slides available to students on Blackboard, at least one day before the lecture, but I emphasize that I will elaborate on these slides during lecture and so it is still important to attend class. The sample exam questions and the video questions that I show in class are not included on the Blackboard PowerPoint handouts. The sample items are presented in class as a way to reinforce attendance.

Course Activities

Below I describe the planned course activities as they are related to the course goals outlined above. One broad approach to student learning will be to set the tone on the first day of class. I will start with some student engagement, encouraging them to learn one new thing about the person sitting next to them that they might not have guessed based on their appearance, and then open the discussion up to allow people to share with the entire class (and I will do the same). Moreover, I will give the first assignment of the course, worth 5 points: write down what you already know (or think you know) about personality; why are you taking this course, and what do you hope to learn? This assignment will help me target the topics that may be of particular interest/relevance for the students in my classroom, which is particularly important because the students are not always identical from one semester to the next.

In the next sections, I will outline the course concerns and discuss the new

approach to be taken, as the instructor, in order to address these concerns. Second, in an effort to focus on improving student learning, and assessing the learning assessments, I will tease out a lot of data on just two of my planned course goals.

Course Concern #1: How do I increase student engagement in a large lecture class?

One way to increase student engagement is to elicit some interactions from the students in class through a series of practice exam questions from each lecture presented at the end of that lecture. For each of the three practice questions, I read the question aloud and ask students to vote for the correct answer (multiple choice format). This forum not only provides an opportunity to demonstrate learning, but also creates a platform on which students can ask questions about the material that represents a weak spot for them.

Another way to increase student engagement is by incorporating 17 assignments either in class or at home, of which students will be able to earn 5 points for up to 8 assignments (40 points total). These will frequently involve personal reflection, web exercises, questionnaires, or class demonstrations. Assignments will be announced in class and will either be completed during the class period or will be completed on your own time and uploaded to Blackboard before a subsequent class period.

Assessment: One way of assessing student engagement will be to look at performance on the exams and the papers, comparing performance in students that complete the optional assignments early on to those students who postpone the assignments. This could indicate an effect of motivation, or whether the assignments are helping student to stay engaged, and thus improve their overall student learning.

Course Concern #2: How do I increase critical thinking about course concepts and goals?

In order to increase critical thinking, I will, at the beginning of each assignment, or when handing out the instructions for the reaction papers, I will first clarify the motivation for the assignment (i.e., why are they doing what they are doing, and what I hope they will learn from it).

Second, when showing a video in class, I will accompany each video with a list of 3-5 study questions. These questions should not only help them follow along with the video, but help them understand my motivation for showing the video and, most popular among students, they are told that one of these questions will appear on the exam.

Third, I expect that a lot of their critical thinking will come from in-class discussions rather than listening to a lecture. As such, before jumping into a new topic in class, I will pose questions about the topic and allow them time to discuss in small groups (the students sitting next to them in class). For example, before introducing the topic of the internal self (and how it is reflected in one's

personality), I will ask students if they think that their personality is an accurate reflection of their internal self, and why/why not? At the end of the discussion time, I will ask people to raise hands and share some of the points brought up in their discussions.

Finally, in order to increase critical thinking, I will use exam questions that not only ask about the course material, but require students to apply the course material in some way. For example, instead of asking a question about the four stages of the Realistic Accuracy Model (RAM) of personality judgment, an applied question might read:

Imagine that you are at a party and your best friend introduces you to a guy named David. You and your friend talk to David for an hour, and you both notice the hostile comments that he repeatedly makes about his roommate. Later, you and your friend discuss your impressions of David, and you find that you disagree about him. Your friend thinks that David's comments were just good-natured joking and that he is a nice guy and a pretty funny fellow. You think that his comments were mean-spirited and that he is a hostile person. Your disagreement arises because you and your friend differ in the _____ stage of the RAM model of personality judgment.
   a. detection
   b. availability
   c. utilization
   d. judgment

Assessment: One way of assessing critical thinking will be to look at exam performance on both the video questions and the applied questions and compare performance on those questions to the rest of the exam questions. Also, I will focus on the students selected at the start of the semester (based on the 10 students having the lowest, middle, and highest performance on Exam 1) to compare their scores on the video and the applied questions throughout the course of the semester to determine if the applied questions are useful in helping students grasp the material.

If the applied questions are proving to be problematic for all students, one approach for future semesters might be to spend more time practicing these applied questions using both in-class assignments and review sessions to help students learn how to apply the course material to their daily lives.

Course Goal #1: To appreciate that people are different: not everyone is going to think, feel or behave as you do.

This is perhaps the most important goal of the course, and an important life lesson often introduced in college. To encourage students to reflect on how people are different, what makes them different from one another, and what this means for their daily lives, they will complete a "Different Strokes" writing assignment. This activity draws an important link between life experiences and

the themes of the course. They will be able to choose between one of two prompts:

1. Consider a famous villain (real or imaginary, e.g., Darth Vader) and justify that person/character's point of view.
2. Consider a particular personality trait that is not characteristic of you (e.g., if you're an extrovert, consider introversion) and write about the strengths and weakness of this trait.

For either prompt, try to incorporate the material we have discussed up to this point in the semester, drawing from as many theories of personality as you can to better understand the perspective of that person/character (Prompt 1) or that trait (Prompt 2). Include some discussion about how this person/character or trait relates to you (i.e., talk about the interaction of your personality types, do you get along with introverts? Why or why not?).

Another approach to this course goal is through in class assignments. For example, before we begin to discuss the differences in personality, I will present students with an assignment: which is better: extraversion or introversion? I will encourage students to discuss this in small groups and, again, open the discussion up to allow people to share with the entire class.

Assessment: This paper will be graded based on the student's ability to draw from a number of different personality theories presented throughout the semester, and their willingness to see the good in people/traits that they might have initially deemed "bad." Also, this paper is assigned near the end of the semester. In contrast to the first paper, which is designed as a stepping-stone for future assignments, this paper is designed with the same objective (to understand characteristics of a personality), but from the perspective of someone very different from the self. This allows for an important assessment from start (week 3) to end (week 14) of the course, where we can compare the average grades on paper 1 to paper 2, but also focus on the students selected at the start of the semester (based on the 10 students having the lowest, middle, and highest performance on paper 1) to compare their scores on paper 2 to determine if students that struggled early on were able to improve. Importantly, because paper 1 is designed as a stepping-stone, and paper 2 is designed to test student learning over the course of the semester, paper 2 will be worth twice the number of points (40 points) as paper 1 (20 points). This choice was made so that students understand that I am emphasizing learning in the course over intrinsic performance early on. If it appears that paper 1 does not serve as a useful stepping stone for later success, one approach for future semesters might be to assign paper 1 later in the semester, or to include a number of *required* assignments in between the two papers to help students proceed from one step to the next.

Course Goal #2: To think about the different sources of personality (implicit, biological, cultural, etc.), and the roles of personality versus situations in driving one's thoughts, feelings, and behavior.

A large portion of the lecture material is set up to cover the different sources and theories about personality. In fact, the course is designed around this particular organization: we discuss each theory in turn (e.g., biological – is personality hereditary?), and the exams each cover 1-2 theories. One of the underlying messages that surfaces throughout the semester is that no one theory is correct; that they all contribute something to help us understand personality. We also talk about how the different theories might interact, how they complement and contradict one another. Finally, in talking about the source of personality, we will also talk about whether our thoughts, feelings, and behaviors are driven primarily by our personality, or by the situation/environment. We will spend a significant amount of time talking about the person-situation debate, drawing from real-world examples that have stirred this debate over the years, including the Stanford Prison Experiment, the abuses at the Abu Ghraib prison, and the mentality of Nazi Germany. We will also watch relevant videos, one about the Stanford Prison Experiment including an interview from the principal investigator, Philip Zimbardo, and other more light-hearted video discussing the debate with the perspective of defining success (i.e., What makes a person successful? Is it there personality, or something internal, or the situation, which is external?). Exam questions can be targeted at these underlying themes, particularly the questions from the videos presented in class. For example, questions that might ask about the types of personalities that define success, regardless of the situation:

Which of these elements are part of the triple package that contributes to success?
    a) Superiority, openness, impulse control
    b) Insecurity, superiority, and impulse control
    c) Superiority, openness, extraversion
    d) Insecurity, neuroticism, determination

Again, another approach to this course goal is through in class assignments. For example, on the first day of class, we discuss briefly what are some possible reasons a high school student might cheat on an exam. There are person-related reasons (e.g., poor ethics, poor knowledge base) and situation-related reasons (e.g., parental pressure, lack of surveillance). Before we begin to discuss the person-situation debate in class, I will present students with an assignment: which force is more important in driving our behavior: our personality or our situation/environment? I will encourage students to discuss this in small groups and, again, open the discussion up to allow people to share with the entire class.

Finally, students might demonstrate their thoughtfulness about the sources of personality via the "Different Strokes" writing assignment (Course Goal #1). For example, this paper could incorporate a discussion of the person-situation debate, as part of an effort to better understand the viewpoint of another

person/character or trait.

<u>Assessment:</u> Assessment will take place in the form of exam performance on the particular questions and compare performance on those questions to the rest of the exam questions. Particularly for the video questions, provided that the students are in class to see the videos and paying enough attention to answer the questions provided, performance should be higher on these questions if for no other reason than the questions will be familiar. Also, I will focus on the students selected at the start of the semester (based on the 10 students having the lowest, middle, and highest performance on Exam 1) to compare their scores on the questions related to this underlying course theme.

Performance on the "Different Strokes" reaction paper can also contribute insight. The rubric for this paper suggests that these issues (e.g., the various sources of personality) should be discussed in the paper, so students that do well on this paper will have incorporated these topics in their argument. As such, I can compare the grades on this paper for students that self-report having greater confidence in having learned about these various issues to those that have lower confidence.

Analysis of Student Learning

Planned Assessments - Course Concern #1: How do I increase student engagement in a large lecture class?

One method I chose for increasing student engagement is to elicit some interactions from the students in class through a series of practice exam questions from each lecture presented at the end of that lecture. For each of the three practice questions, I read the question aloud and ask students to vote for the correct answer (multiple choice format). This forum not only provides an opportunity to demonstrate learning, but also creates a platform on which students can ask questions about the material that represents a weak spot for them. From each of these three questions presented in class, students were told that one question would appear on the subsequent exam. I examined performance on these "clicker questions" from each exam in three groups of students: the 15 students with the lowest grade on Exam 1 (a score of 0-29 out of 50), the 14 students with the mid-level performance (a score of 40-41 out of 50) and the 15 students with the highest grade (a score of 49-50 out of 50). Here, I found that the low group seemed to struggle with these questions throughout the semester, which may be because they are not coming to class and thus or not exposed to these questions ahead of time. This effect can be a useful demonstration to show future students that attendance does help improve exam performance.
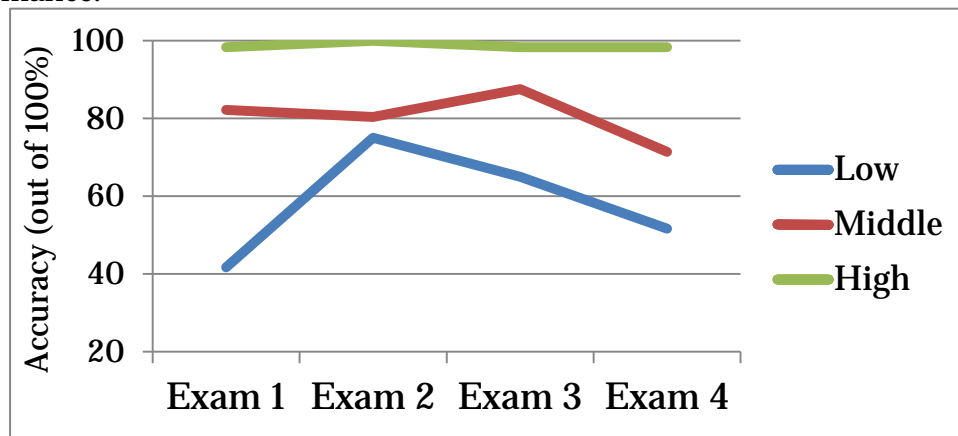
Another method I used for increasing student engagement was to incorporate 17 assignments either in class or at home, of which students will be able to earn 5 points for up to 8 assignments (40 points total). These frequently involved personal reflection, web exercises, questionnaires, or class demonstrations. I then compared performance in students that complete the optional assignments early on to those students who postpone the assignments, and found that the students that completed more assignments early on (x-axis is points received on the first 8 options, out of a total possible 40 points) did better on the papers and exams than students that postponed the assignments. This could indicate an effect of motivation, where more motivated students performed better, or it could suggest the assignments are helping student to stay engaged, and thus improve their overall student learning.
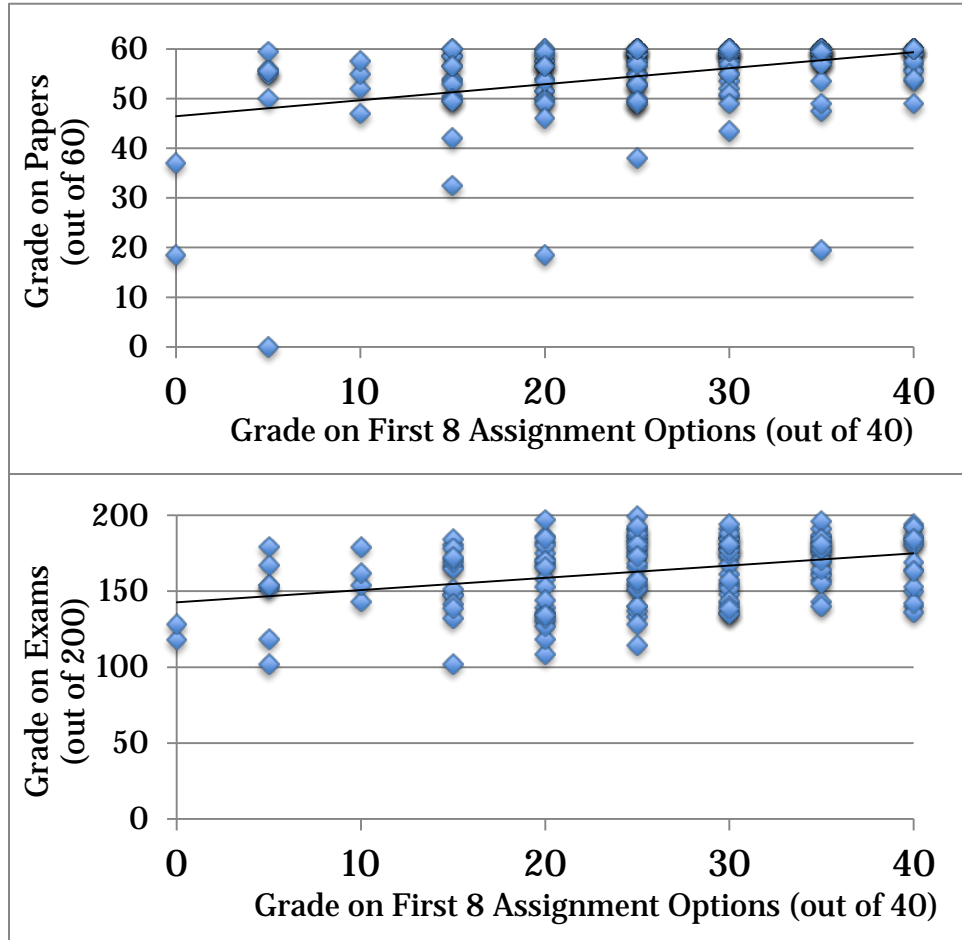
Post-hoc Assessment - Course Concern #1: How do I increase student engagement in a large lecture class?

At the end of the semester, students completed a final survey that included one question asking them to rate, one a scale of 1 to 4, if they learned what they hoped to learn over the course of the semester. No students answered with a 1 (did not learn any of what they hoped to), so all the responses were split between the response options 2 (they learned a little of what they hoped to), 3 (they learned some of what they hoped to), and 4 (they learned a lot of what they hoped to). The students that reported to have learned the most completed more assignments overall (total possible 40 points).
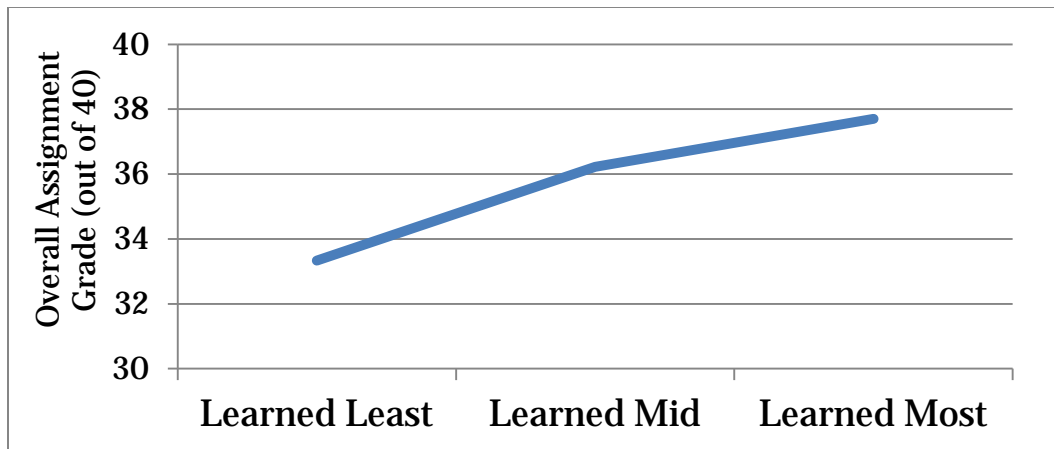
Further, there was no difference between these groups in performance on the first paper (the Big 5 paper), but students that reported to have learned the most did perform better on the Different Strokes paper. This may suggest that the assignments and the second paper were fruitful in helping students feel like they were learning what they hoped to learn in this course.
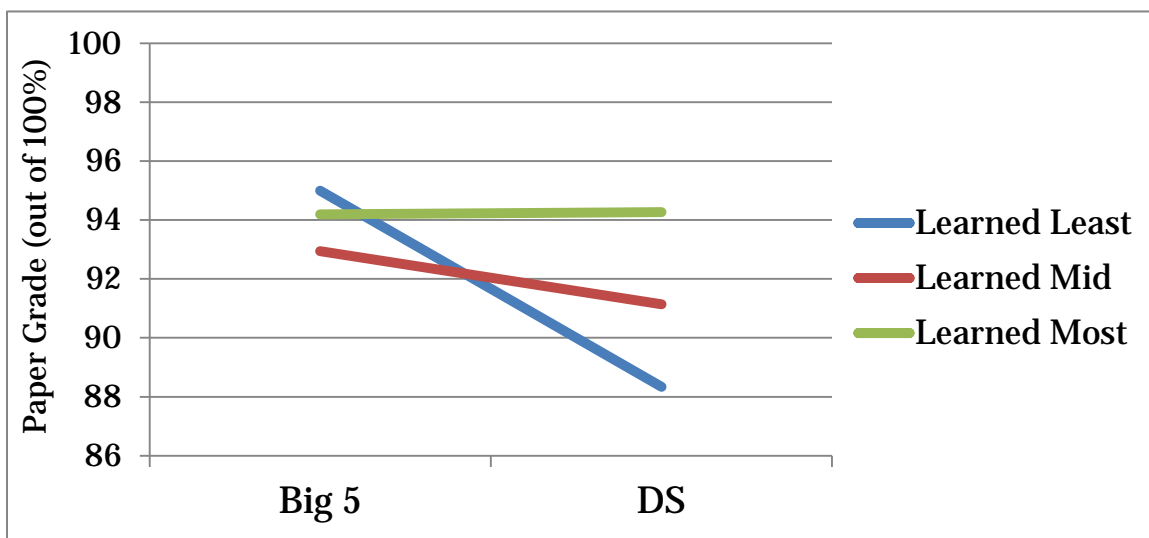
Finally, another attempt to increase student engagement was through the exam review sessions. For each of the four exams I used one day in class as a review session, and during the previous class, I reminded students to either send me an email or hand me a piece of paper indicating which topics they would like me to cover during the review session. Topics can include anything previously covered in class or items that have not been covered but are in the text. Unfortunately, this did not work: I never got an email with requests for topics to be covered. On a few rare occasions, I received questions during the review session about the study guide, or I received a request to meet to go over some questions from the study guide in office hours. I did find that the 10 students that asked for help (e.g., asking questions about the study guide, or asking for study tips to improve future exam performance) improved on the exams. This suggests that more engagement does prove beneficial on the exams, and perhaps this effect can be a useful demonstration to show future students that engagement does help improve exam performance.
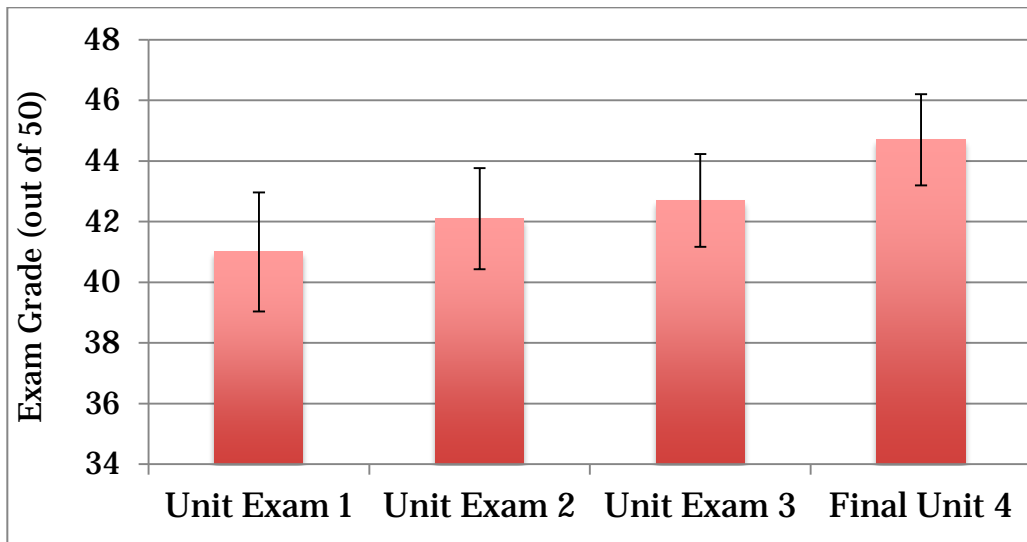
Planned Assessments - Course Concern #2: How do I increase critical thinking about course concepts and goals?

One way of assessing critical thinking was to look at exam performance on applied questions and compare performance on those questions to the rest of the exam questions. Here, I found that performance improved across the semester for the applied questions, such that performance on Exam 1 was lower for the applied questions than the average question, but that the later exams showed the reverse pattern (greater performance for the applied questions than the average).
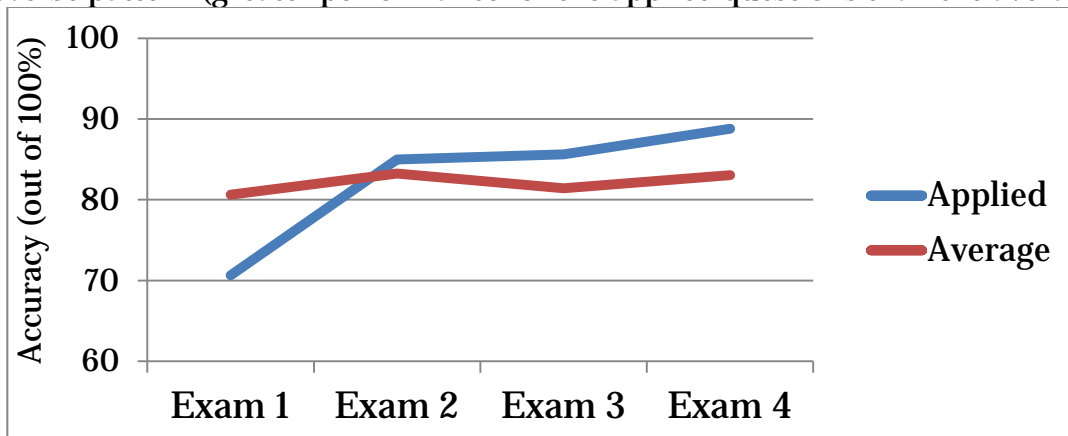
Also, I focused on the students selected at the start of the semester (based on the students having the lowest, middle, and highest performance on Exam 1) to compare their scores on the applied questions throughout the course of the semester to determine if the applied questions are useful in helping students grasp the material. The low group improved on the applied questions the most (the other groups also showed improvement here, but to a lesser extent). This demonstrates a success in learning: an improvement in critical thinking based on exam performance!
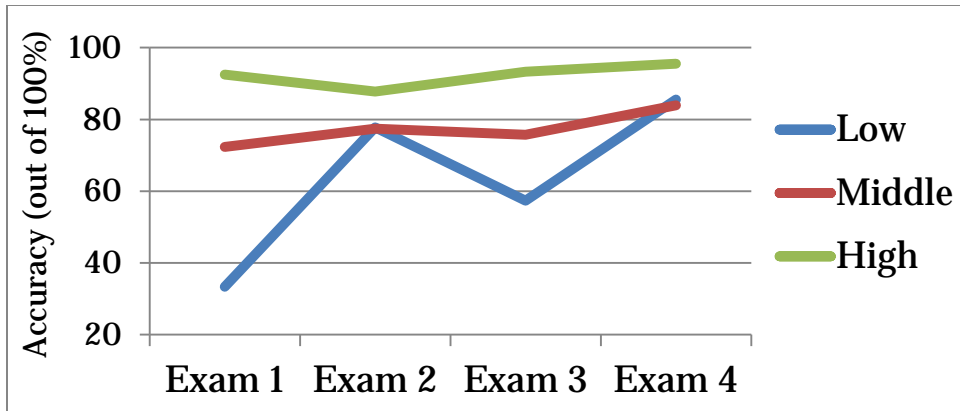
Second, when showing a video in class, I accompanied each video with a list of 3-5 study questions. These questions should not only help them follow along with the video, but help them understand my motivation for showing the video and, most popular among students, they are told that one of these questions will appear on the exam. I examined performance in these three groups on the video questions from each exam. I found that the low group improved on the video questions from Exam 1 to the later exams (but for a dip in performance on Exam 3, which was exhibited by all three groups, perhaps because this exam only had 2 video questions instead of the standard 5 questions). This effect also demonstrates that more video questions may be helpful on each exam, since performance was lowest on the exam with the fewest video questions.
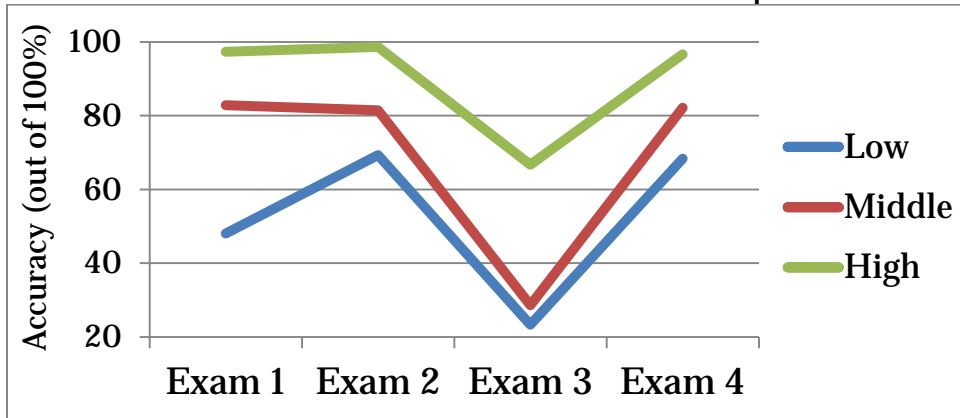
Planned Assessments - Course Goal #1: To appreciate that people are different: not everyone is going to think, feel or behave as you do.

The Different Strokes paper was graded based on the student's ability to draw from a number of different personality theories presented throughout the semester, and their willingness to see the good in people/traits that they might have initially deemed "bad" (see Appendix). Also, this paper is assigned near the end of the semester. In contrast to the first paper (Big 5 paper), which is designed as a stepping-stone for future assignments, this paper is designed with the same objective (to understand characteristics of a personality), but from the perspective of someone very different from the self. This allows for an important assessment from the start (week 3) to the end (week 14) of the course, where we

can compare the average grades on paper 1 to paper 2, but also focus on the students selected at the start of the semester (based on the 10 students having the lowest, middle, and highest performance on paper 1) to compare their scores on paper 2 to determine if students that struggled early on were able to improve. I found that there was no correlation between the grades on the two papers, but that the students that received a grade lower than an A on the first paper showed some improvement on the second paper (the first two groups on the x-axis below showed an increase in average scores of 37% on paper 1 to 71% on paper 2, and an increase from 83% to 91%, respectively). This demonstrates that perhaps the first paper is serving as a useful stepping-stone, and that the students are able to improve their accomplishing this course goal by the end of the semester.
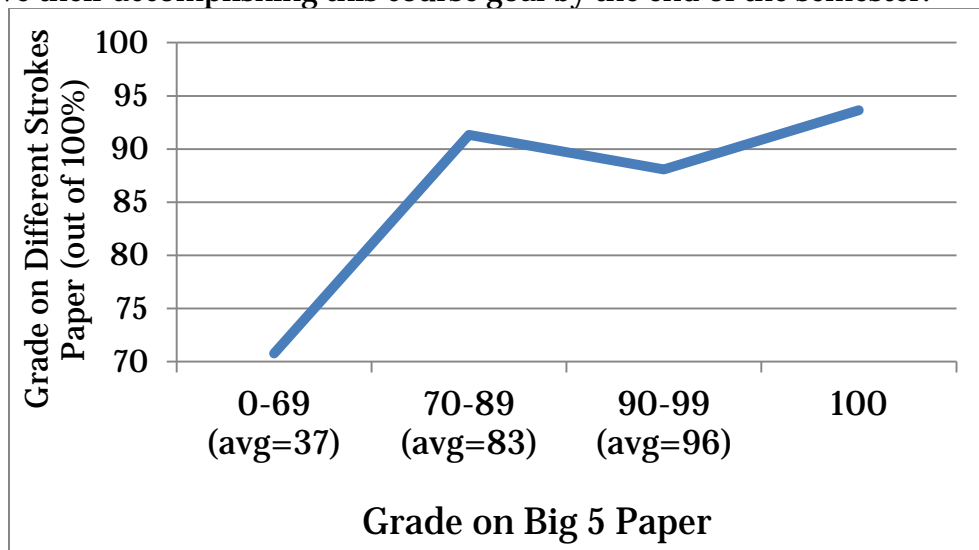
Planned Assessments - Course Goal #2: To think about the different sources of personality (implicit, biological, cultural, etc.), and the roles of personality versus situations in driving one's thoughts, feelings, and behavior.

Assessment will take place in the form of exam performance on the particular questions and compare performance on those questions to the rest of the exam questions. Particularly for the video questions, provided that the students are in class to see the videos and paying enough attention to answer the questions, performance should be higher on these questions if for no other reason than the questions will be familiar. As noted above, I examined performance in these three groups also on the video questions from each exam. I found that the low group improved on the video questions from Exam 1 to the later exams (but for a dip in performance on Exam 3, which was exhibited by all three groups, perhaps because this exam only have 2 video questions instead of the standard 5 questions). This effect also demonstrates that more video questions may be helpful on each exam, since performance was lowest on the exam with the fewest video questions.

Performance on the "Different Strokes" reaction paper can also contribute insight. This paper outlined three course goals as the focus of the assignment:

Goal #1: To appreciate that people are different: not everyone is going to think, feel or behave as you do.

Goal #2: To think about the different sources of personality (implicit, biological, cultural, etc.), and roles of personality in relation to situations, and how these different sources/roles might interact.

Goal #4: To understand the importance of research in measuring and characterizing differences in personality.

Further, the rubric for this paper suggests that these issues (e.g., the various sources of personality) should be discussed in the paper, so students that do well on this paper will have incorporated these topics in their argument. At the end of the semester, students completed a final survey (see Appendix) asking them to rate their confidence, on a scale of 1 to 5, in having learned about the various concepts that were a focus of the course, including their understanding of important issues related to research design (related to Goal #4), and their understanding of the sources of personality differences (related to Goal #2). I found that the grade that students received on the Different Strokes paper was correlated with their level of confidence in understanding research design ($r = .16$, $p < .05$) and in understanding sources of personality ($r = .18$, $p < .05$) at the end of the semester.
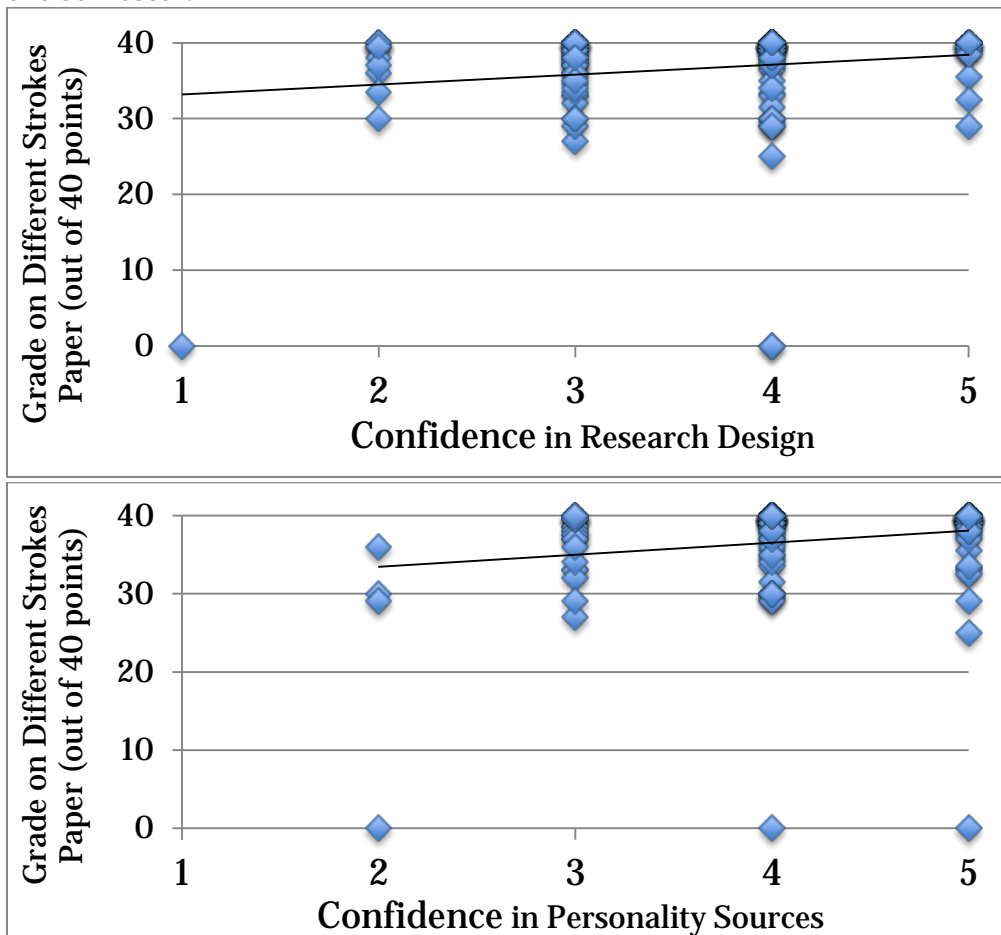
Post-hoc Assessment - Course Goal #2: To think about the different sources of personality (implicit, biological, cultural, etc.), and the roles of personality versus situations in driving one's thoughts, feelings, and behavior.

The table below shows the relationship between the 7 different course assessments (four exams, two papers, and the short assignments) and the rated confidence of students across 7 different areas of focus in the course. Bolded values are statistically significant. In other words, performance on the exams was correlated with confidence in a range of areas, and performance on the Different Strokes paper was correlated with its two areas of focus (research design and personality sources). Performance on the Big 5 paper was not correlated with confidence in any area, but may still have served as an important stepping-stone for success later in the semester (see above).

	Rate your confidence in your own ability at the end of the semester						
	Research Design	Personality Assessment	Accuracy of Personality Judgments	Sources of Personality	Relating to Others	Relevant Research Literature	Relevant Scientific Methods
Unit Exam 1	**0.31**	**0.19**	**0.22**	**0.23**	**0.17**	0.09	**0.23**
Unit Exam 2	**0.34**	**0.18**	**0.32**	**0.25**	**0.19**	**0.22**	**0.18**
Unit Exam 3	**0.24**	**0.23**	**0.25**	**0.26**	**0.20**	0.04	0.06
Unit Exam 4	**0.19**	**0.16**	**0.23**	**0.26**	0.05	0.01	0.04
Big 5 paper	-0.10	-0.06	-0.05	-0.01	-0.11	-0.12	-0.10
Diff Strokes Paper	**0.16**	0.00	0.10	**0.18**	0.02	0.06	0.08
Assignts	**0.17**	0.01	0.08	0.10	-0.02	0.06	0.01

Reflections on the Course

What I've learned in developing the portfolio

Preparing this portfolio has given me the opportunity and the motivation to be more reflective of my teaching in general. I found it very useful to take a step back from this course, especially in the early stages of my experience with it (having only taught it once previously) to examine what I'm doing.

As part of my participation in the Peer Review of Teaching project, I have made the following improvements to the course:

- Outlined course objectives to clearly match my own goals and to reflect the state of the discipline.
- Clearly stated the course objectives in the syllabus and explicitly referred back to them when assigning material that would help students meet those objectives (e.g., when assigning a paper).
- Added short assignments that are optional, and up to 8 assignments can be completed for a grade (total of 40 points possible). Completing these assignments was related to students' perception that they learned what they hoped to learn in the class, and the students that completed these assignments early on also performed better on the exams and papers.
- Added a second writing assignment (Different Strokes paper) towards the end of the semester that is a culmination of a number of course objectives, and used the first writing assignment (Big 5 paper) as a stepping-stone for success on this paper. This paper clearly helped student meet two of the course objectives, as reflected in confidence ratings at the end of the semester.
- Increased in-class discussion using relevant prompts and allowing time for small group break-out sessions.

Most important in my process, I relished the opportunity to spend real time thinking about my course objectives and how they inform what I do in the classroom and how I assess student learning. It was interesting to see how much more I got out of my own experience, and how much more it appears that students get out of their experience when the objectives are made explicit and clear to them. This process helped to guide my selection of the material I covered in class, the assessments I chose to assign (papers and short assignments, as well as the exam questions I selected), and my approach to supporting students in their learning process. As for the students, it appears that at the end of the semester, when asked to rate their confidence in the areas related to the course objectives, students who performed better on the exams and the new Different Strokes paper rated a higher level of confidence in the material. If nothing else, it is possible that this resulted from a clear idea of the goals and objectives, laid out for them at the start of the semester, and again when an assignment was presented to them. Further, it appears that students improved their performance on applied exam questions, which suggests that these questions are helping them to better understand the material, and they are developing improved strategies for answering them.

Prior to developing this portfolio, I had never collected and analyzed data on student performance, and I was motivated to see that students not only appeared to be learning, but that they also reported their own perceptions of having learned (greater confidence in the areas of the course objectives). I was also encouraged by the finding that the more motivated students (i.e., those that completed more optional assignments in the first half of the semester) achieved better grades on the exams and papers. This could indicate an effect of motivation, where more motivated students performed better, and/or it could suggest that the assignments are helping student to stay engaged, and thus improve their overall student learning.

Most of all, I was heartened by the finding that students that were struggling after the first exam showed improvement (i.e., they performed better on the video and applied questions in subsequent exams, and their overall exam performance increased after seeking additional help). So, this portfolio gave me the motivation and framework to collect some data about the class and use it to document learning. It has also changed my teaching philosophy, and I look forward to incorporating these lessons in my other courses by outlining clear objectives and assessing student learning.

Description of planned changes

I have now taught this course twice, and am scheduled to teach it again this coming spring. I feel that the improvements I have made over the course of this program have benefited both my teaching and student learning tremendously, and there appears to be objective evidence that students are learning material that meets course objectives. Having said that, there are a few areas for future improvement.

- Revise syllabus to clearly and persuasively show the benefits of regular class attendance and engagement (also to be discussed on the first day of class). This could be demonstrated in a variety of ways. First, I found that students that are more motivated to complete assignments early are performing better in the class overall. Second, I found that students that ask for help in the form of questions about the material or study tips show marked improvement on the exams. Finally, the low performers on the first exam seemed to struggle with the clicker questions throughout the semester, which may suggest they are not coming to class and thus or not exposed to these questions ahead of time. These effects can serve as a useful demonstration to show future students that attendance and engagement do help improve exam performance.
- Make study guides available at the start of the semester so students don't delay their studying because the study guide is not yet available.
- Improve review sessions. For each of the four exams I used one day in class as a review session. During the class period preceding the review session I reminded students to either send me an email or hand me a piece of paper indicating which topics they would like me to cover during the review

session. Topics can include anything previously covered in class or items that have not been covered but are in the text. Unfortunately, this did not work: I never got an email with requests for topics to be covered. On a few rare occasions, I received questions during the review session about the study guide, or I received a request to meet to go over some questions from the study guide in office hours (and these students did show improvement on their exams over the semester). One thing I could try is to explicitly convey that students that submit questions do show improved exam performance. Additionally, I could incorporate a set of study tips, the same as what I provided for students on a one-on-one basis, during the review session. Finally, another way to both improve the review session and increase student engagement is through the "ask the neighbor" activity, which can be conducted during the review session itself. I could give each student a piece of paper to write down a question on a particular topic that I select. After five minutes, the student hands the paper to another student to rate from 1-10 in terms of difficulty. This rating process would be repeated two more times to other students. In the end, I would ask the class to hand me the questions rated with at least 27 and we answer these questions together as a group. After class, I would review and re-rate these questions and post them to Blackboard with my rating and the students' rating. That way, I would know what the students expect to be difficult questions, and the students get a sense of what I think are fair questions. Moreover, this exercise provides students with many practice questions and it challenges the students to come up with good questions – and that is a powerful learning approach. Importantly, one of the questions that we review together in class will be selected to appear on the exam for that section.

- Increasing discussion in class. While the short assignments were related to better performance on exams and papers, they were not correlated much in confidence ratings at the end of the semester. One way to potentially boost the relevance of these assignments in helping students feel more confident in their learning would be to increase the discussion in class based on these assignments. For example, on the day the assignment is due, I could devote some time in class to allow students to discuss their answers in small groups, and then share some of their thoughts with the class as a whole.

- Increasing the number of videos that are incorporated in lecture. Indeed, I found that performance was lowest for the exam that had the fewest video questions (Exam 3). This may suggest that more video questions could be helpful on each exam, and perhaps including more videos or more video questions (a minimum of 5 per exam) would be beneficial.

- Consider adding extra credit opportunities such as research participation through the Psychology Department's subject pool, which would help to reinforce research an important course goal. Other extra credit opportunities could be announced only in class, which would encourage students to attend lectures, but I will need to consider the types of opportunities that would be most beneficial for students and complement

the course goals.
- Ask students what they felt were the most useful components of the course and what did not seem to have a clear purpose from their perspective. This would allow for further future improvement as I work on refining this course.

Appendix 1: Syllabus

○ PSYC 287 | ○ SPRING, 2016
TUES & THURS, 12:30-1:45
BURNETT 115

Psychology of Personality

Course Description and Objectives

"Why am I as I am? To understand that of any person, his whole life, from birth, must be reviewed. All of our experiences fuse into our personality. Everything that ever happened to us is an ingredient."

Malcolm X

This course introduces students to factors influencing personality and its development. It describes the main theoretical perspectives used to study how human beings think, feel, and behave. Additionally it will cover the extent to which personality is derived from biology (brain, physiology, genetics), how it interacts with the environment, and the dynamics of personality adjustment as well as personality disorders.

For all topics, we'll draw heavily on scientific evidence.

PSYC 287 is geared toward undergraduates who have taken introductory psychology (PSYC 181) but have little experience in psychology beyond the introductory level.

Questions we will consider –

What makes us who we are, and why do we interact with the world in the way(s) we do?

Do we have any control over our personality, or is it written into our genetic code? Or are we, instead, merely a product of our experiences? Can all of these be true, and if so, how/when?

Is our external personality an accurate expression of our internal self?

Course Goals:
1. To understand the importance of research in measuring and characterizing differences in personality.
2. To appreciate that people are different: not everyone is going to think, feel or behave as you do.
3. To think about the different sources of personality (implicit, biological, cultural, etc.), and roles of personality in relation to situations, and how these different sources/roles might interact.
4. To consider the relationship between the internal self and the external reflection of the self (personality).
5. To understand and think critically about issues related to personality assessment.

The Teaching Team

Professor: Maital Neta, Ph.D.
Email: mneta2@unl.edu
PLEASE PUT PSYC 287 IN THE SUBJECT LINE OF ALL EMAILS
Office: B84 East Stadium
Office Hours: Immediately following class, or by appointment

TA: Catie Brown
Email: catherinebrown@huskers.unl.edu
Office: B76 East Stadium
Office Hours: Tues, 9:30-10:30 AM, or by appointment
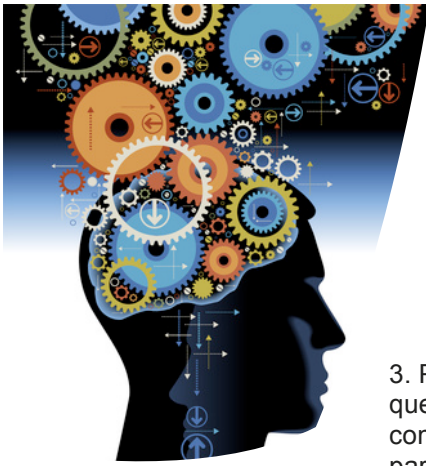
Keys to Success in this Class

Human behavior flows from three main sources: desire, emotion, and knowledge.

PLATO

If you come to class (and we hope you do), we're going to have fun and learn a lot. To get the most out of our valuable time, please do the following:

1. Read all of the assigned reading before the scheduled date. Think critically about the material. By that, I mean identify and challenge assumptions. Just because someone wrote it and it got published doesn't mean it's correct.

2. Arrive to class on time and silence your cell phone.

3. Participate. Ask questions and offer comments. Your participation will elicit interesting discussions and points of confusion.

4. Even in the waning last two minutes, please leave your notebooks/laptops open and belongings stowed until I conclude.

5. Be both physically and mentally present. Let's face it. If you spend all of your class time tweeting, blogging, Facebooking, checking e-mail, playing games, sleeping, etc. during class, there's not much point in being here. Stay home.

6. On the rare occasions when you absolutely must

be late or absent, read the assigned material, review the lecture slides posted on Blackboard, and obtain notes from someone else in the class. We're happy to answer specific questions outside of class, but we can't/won't present entire lectures after-the-fact.
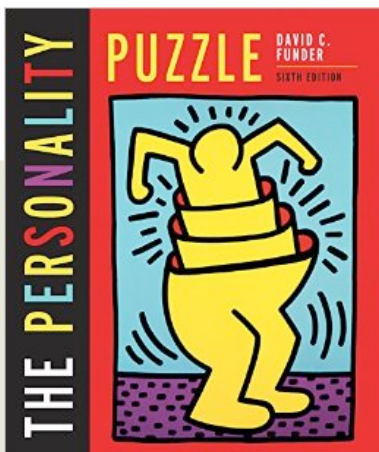
7. This is a two-way street. In exchange for you completing items 1-6, here's my commitment to you: I will begin and end class on time, give plenty of time for questions and comments, be organized, and not rush to cover a ton of material in the last moments of class.

Bill: So-crates - "The only true wisdom consists in knowing that you know nothing".
Ted: That's us, dude.
BILL AND TED'S EXCELLENT ADVENTURE

ACTIVE INVOLVEMENT

Class time will be a combination of lecture, discussion, and demonstrations.

Active involvement with the material is necessary to become a critical consumer of research in personality psychology. For this reason, you are expected to read the assigned chapter *before* the scheduled class period, so that you can actively participate in lecture. Active involvement involves asking questions and contributing to class discussions.

Research has shown that active learning helps learners process the information at a deeper level, which aids in the understanding, subsequent recall, and critical questioning of the materials.

Readings

There is one <u>required</u> textbook: *The Personality Puzzle* (6th Edition) by David C. Funder

You may purchase a hard copy at the bookstore or through various online booksellers.

Alternatively, an e-book is available from the publisher

for half price:
http://wwnorton.com/colleg e/psych/personalitypuzzle6/ ebook.aspx

Although there are several previous editions of this text, you're responsible for knowing material covered in this edition. In addition to reading chapters from the textbook, I may assign

additional reading from other sources over the course of the semester.

Readings for each class session are noted on the tentative calendar of topics or will be relayed via Blackboard.

Policies

Announcements. Announcements will be made in class, and they may not be repeated on Blackboard. If you miss class, or arrive late, you will need to contact someone to find out if you missed any announcements. If I need to contact the class before the next class period, I will use Blackboard's email function. Make sure your email address is up-to-date in the University system and that you check it regularly. To get to Blackboard, go to http://blackboard.unl.edu and sign-in (using your login name and NU ID). Then click on PSYC 287 under My.UNL Courses.

Contact with the Instructor. The office hours and contact information for Dr. Neta and the TA are provided above. Please approach us before or after class, during our office hours, and/or by appointment, so that we may help you to the best of our ability. Additionally, please feel free to contact us through email. Be sure to include Psyc 287 in the subject line so that we can respond in a timely fashion. We will try to respond to e-mails within 1 business day. For example, if we receive an e-mail from you on Friday morning at 8:15 a.m., we will try to respond by Monday at 8:15 a.m. Remember e-mail is a professional correspondence. Be sure to identify yourself in the body of your email. Unprofessional, unintelligible, or "unsigned" emails (i.e. emails that lack your name) are unlikely to receive a response. Guidelines for drafting formal emails are available online at http://www.wikihow.com/Write-a-Formal-Email

Academic Integrity. Academic integrity is a basic guiding principle for all academic activity at the University of Nebraska-Lincoln, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. It is assumed that students have read and understand the Academic Honesty Policy as of the first day of class. You must not engage in or tolerate academic dishonesty. This includes, but is not limited to cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized possession of exams, submitting work of another person, or work previously used without informing the instructor, or tampering with the academic work of other students. Violations of academic integrity will result in a failing grade on the exam, assignment, or the course.

Plagiarism. Plagiarism from published (e.g., your textbook, the internet, Wikipedia) or unpublished sources (e.g., my lecture slides, a classmate's paper, a paper from another course) is a violation of academic integrity and will result in a failing grade on the assignment and possibly the course. Failure to acknowledge other people's work by using quotes or appropriately referencing the author's work (even from the textbook or my lectures) constitutes plagiarism. Assignments require that you write in your own words, not my words, not the words of the authors you read/heard about, and not the words of your fellow students.

Late Work. Late work will not be accepted. If you are going to miss class, please hand in your work ahead of time. Work is considered "late" if it is not handed in or uploaded to Blackboard at the beginning of the class period in which it is due. Suggestions: Avoid procrastinating, save back-up copies of the files you're working on, keep relevant papers in a safe, water-proof place, save your work every 5 minutes as you go, and leave yourself enough time to upload.

integrity is doing the right thing when no one is watching

More Policies

Grading Disputes. All of your assignments will be graded with great care as it is important to us (and to you!) that your scores reflect a valid estimate of your performance. If you feel that you have been graded unfairly or that your grade is incorrect in any way, you may contact Dr. Neta or the TA via email or make an appointment to discuss the problem with us in person. Understand, however, that your grade is unlikely to be changed unless I have made a clear error (such as a mathematical mistake involving the computation of your points total) or you can refer me to an unambiguous statement in the official course textbook or an assigned reading that supports your position.

Statutes of limitation. Any changes of an exam score (for reasons other than clerical errors) must be completed before the next exam. If you would like to discuss exam items and their scoring (with the possibility of changing your exam score) you must do so before the next exam begins. You are welcome to review exams for study purposes during office hours.

Make-up Exam Policy. If you miss an exam, I will replace the missing score with the percentage score that you earn on the corresponding section of the final exam. Please note that this is the *only* make-up exam option. If you miss an exam, you may still take it (for practice and feedback) during office hours, but your score will not be recorded. If you must miss the final exam, see me in advance about taking an Incomplete.

Students with Disabilities. Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Important. You are responsible for everything in this syllabus. By staying enrolled in this class, you are agreeing to comply with everything written here. If you come across some idea/policy with which you do not agree, please talk to me about it.

Also note, this syllabus is subject to change. In this event, I will inform you of any changes, and Dr. Neta will post a new copy of the syllabus on Blackboard.

Once you have commitment, you need the discipline and hard work to get you there.
Haile Gebrselassie

Speaking of yawning, you simply must check this out:
http://grist.org/list/yawn-at-this-vending-machine-for-free-coffee/

Assignments and Evaluation

Reaction Papers (20 & 40 points). You will write two reaction papers in which you will relate your own experiences or observations to some aspect of the course. These assignments and directions will be made available on Blackboard by the end of the first week of the semester. There are no opportunities to revise a reaction paper to earn a better score.

Exams (50 points). There will be three, noncumulative exams. The fourth exam is a comprehensive final covering the entire course, including the short fourth section, which will not be covered in a separate exam. Your overall score on the fourth exam will count the same as each of the unit exams.

Exams will take place during our normal class times, they will begin at the start of class and you will have the entire class period to complete the exam. If you arrive late you will only have the time that remains in the class period to finish the exam. All exams will be closed-book, in-class, and will mostly consist of multiple choice questions, but may also include fill-in the blank, matching, short answer, and/or essay questions. Exams will cover material from lectures, class discussions, and the book as well as applications of this material.

Assignments (5 points). For most chapters, there will be associated course assignment(s), which will be worth 5 points each. These frequently involve personal reflection, web exercises, questionnaires, or class demonstrations. Assignments will be announced in class and will either be completed during the class period or will be completed on your own time and uploaded to Blackboard before a subsequent class period. You will receive 5 points if your assignment is satisfactory or 0 points if your assignment is unsatisfactory. There will be at least 8 assignment options (40 points possible) for the assignment portion of your grade. All assignments must be uploaded through SafeAssign on Blackboard or handed in during class. In order to receive credit for any assignments, you must successfully upload the completed assignment through SafeAssign (unless I note otherwise). Once you upload the assignment, please double-check that it was successfully uploaded by checking your grading center. If it did not successfully upload, you will not get credit. You are responsible for remedying any issues with Blackboard or SafeAssign. Please upload all files as Microsoft Word documents (.doc or .docx). Assignments will not be accepted over email. No hard copies of assignments will be accepted those that are introduced in class. Late assignments will not be accepted.

Grade Worksheet. Insert your scores for the three unit exams in the top row of boxes. When the final is scored, the scores on the sections will go into the bottom row. The middle row will have the higher of the exam or section scores (so, if you froze on a unit exam, you can still do very well, provided you perform well on that section of the final).

Exam 1	Exam 2	Exam 3		Paper 1	Paper 2	Assignments
☐	☐	☐		☐	☐	☐
☐	☐	☐				
☐	☐	☐	☐		☐	
Section 1	Section 2	Section 3	Section 4		Final Grade	

Computing Final Grades

Grade cut-offs are presented in the table to the right. I NEVER round grades up at the end of the semester. For example, if you receive an 89.49, you will receive a B+ for the course, while if you get an 89.50, you will receive an A-. If you have concerns about your grade, please speak with Dr. Neta or the TA during the semester (sooner is better). We may be able to offer you suggestions (e.g., advice for exam preparation) that will help you to increase your grade. We can do nothing, however, at the end of the semester once the final grades have been calculated. Also, the grades automatically calculated in Blackboard are incorrect. Your final grade is computed by summing the values in each of the seven boxes that have the heavy borders, and dividing that number by the maximum possible points (300).

Final Grading Scale. There are no secrets or tricks. This is it:

A+	96.50-100%
A	92.50-96.49
A-	89.50-92.49
B+	86.50-89.49
B	82.50-86.49
B-	79.50-82.49
C+	74.50-79.49
C	69.50-74.49
C-	64.50-69.49
D	59.50-64.49
F	59.49% or lower
P	64.50-100%
NP	64.49% or lower

Tentative Calendar of Topics

I reserve the right to modify the content and timing of scheduled topics, readings, and assignments as needed. Changes will be posted on Blackboard. Read what's noted for a particular day before coming to class that day. Any other readings will be advertised and available on Blackboard or otherwise online. Lecture slides will be made available on Blackboard no later than the start of that class session.

DATE	TOPIC	CHAPTER READINGS
Week 1 – January 12	Introduction	
January 14	The Study of the Person	Chapter 1
Week 2 – January 19	Research Methods	Chapter 2
January 21	Research Methods	Chapter 3
Week 3 – January 26	Traits – **Big 5 Paper Due (20 points)**	Chapter 4
January 28	Traits	Chapter 5
Week 4 – February 2	Traits	Chapter 6
February 4	**NO CLASS – Evaluations Due**	
Week 5 – February 9	Traits	Chapter 7
February 11	Catch-up/Review for Exam 1	
Week 6 – February 16	**EXAM 1**	
February 18	Biological	Chapter 8
Week 7 – February 23	Biological	Chapter 9
February 25	Humanistic	Chapter 13
Week 8 – March 1	Cultural	Chapter 14
March 3	Catch-up/Review for Exam 2	
Week 9 – March 8	**EXAM 2**	
March 10	**Psychoanalysis – Guest Lecture**	Chapter 10
Week 10 – March 15	Psychoanalysis	Chapter 11
March 17	Psychoanalysis	Chapter 12
Week 11 – March 21-25	***Spring Break***	
Week 12 – March 29	Catch-up/Review for Exam 3	
March 31	**EXAM 3**	
Week 13 – April 5	**Learning – Guest Lecture**	Chapter 15
April 7	Personality Processes I	Chapter 16
Week 14 – April 12	Personality Processes II	Chapter 16
April 14	Self – **Different Strokes Paper Due (40 points)**	Chapter 17
Week 15 – April 19	Personality Disorders	Chapter 18
April 21	Conclusion	Chapter 19
Week 16 – April 26	Cumulative Review	
April 28	*Special Lecture – Science of Happiness*	

Appendix 2: Midterm Evaluation

EARLY EVALUATIONS
Please express your thoughts on each statement. Circle one.
1 = poor, 2 = below average, 3 = average, 4 = above average, 5 = excellent.

1. Instructor's knowledge of the subject matter in the course.   1   2   3   4   5

2. Instructor's clarity in presenting material.   1   2   3   4   5

3. Instructor's willingness to answer questions.   1   2   3   4   5

4. Instructor's clarity in answering questions.   1   2   3   4   5

5. Instructor's willingness to help outside of class.   1   2   3   4   5

6. Instructor's overall teaching ability.   1   2   3   4   5

7. Teaching assistant's willingness to help outside of class.   1   2   3   4   5

8. Usefulness of class discussion.   1   2   3   4   5

9. Usefulness of videos shown in class.   1   2   3   4   5

10. Usefulness of clicker questions.   1   2   3   4   5

11. Overall evaluation of course.   1   2   3   4   5

Please answer the following questions as fully as possible.
12. What can the instructor do to enhance her teaching?

13. What do you like most about the course?

14. What do you like least about the course?

15. What, if anything, would you like to see changed in the course?

16. Other comments:

Appendix 3: Paper Grading Assignments and Rubrics

Big 5 Paper Assignment

Name: _____

This paper will help you begin to think about several of the course goals outlined on the first page of your syllabus. In personality psychology, it is important not only to consider what a personality is (i.e., if and how your personality is an accurate reflection of your internal self), but to think critically about how personality can be measured and compared from one individual to the next. In writing this paper and the next (due Week 3), we will address these course goals:

> Goal #2: To appreciate that people are different: not everyone is going to think, feel or behave as you do.
> Goal #4: To consider the relationship between the internal self and the external reflection of the self (personality).
> Goal #5: To understand and think critically about issues related to personality assessment.

The total length of your paper should be between 3 and 6 pages. So, you write 0.5-1 page for the first question, and then you should write 0.5-1 page for each of the questions about the 5 traits. So, for Openness, you have two questions to answer, and your answer to those two questions should be 0.5-1 page long. And then you do the same for Conscientiousness, Extraversion, Agreeableness, and Neuroticism.
You are supposed to choose a sub-category for each of the Big 5 traits (O, C, E, A, and N) and answer those two questions about that sub-category.

First: Answer this question: *(0.5 -1 page)*

1. What is your overall reaction to having taken this personality test (e.g., Do you think the questions were worded well? Do you think they targeted important concepts related to personality? Do you think they paint a "complete" picture of personality? If not, what is lacking?)

Second: Go to the following webpage. You can copy paste this link into your preferred browser: http://www.personal.psu.edu/j5j/IPIP/

Third: Take the ORIGINAL IPIP-NEO (Big 5).

Fourth: Analyze your Big Five Results: For each of the 5 traits (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism), you should have a score (numeric value from 0-100) for the overall trait and for a number of sub-categories. Choose a sub-category under each of the Big Five traits and answer two questions based on the results of your inventory. *(0.5-1 page for each of the 5 traits, for a total of 2.5-5 pages)*

1. **Openness**:

Copy and Paste your Results here (include your score for Openness and all the sub-categories):

 A. Do you agree with the results? Why or why not (be specific).

 B. How does this knowledge (even if you already knew it) help you in dealing with everyday life? Explain.

 2. **Conscientiousness**:

Copy and Paste your Results here (include your score for Conscientiousness and all the sub-categories):

 A. Do you agree with the results? Why or why not (be specific).

 B. How does this knowledge (even if you already knew it) help you in dealing with everyday life? Explain.

 3. **Extraversion**:

Copy and Paste your Results here (include your score for Extraversion and all the sub-categories):

 A. Do you agree with the results? Why or why not (be specific).

 B. How does this knowledge (even if you already knew it) help you in dealing with everyday life? Explain.

4. **Agreeableness**:

Copy and Paste your Results here (include your score for Agreeableness and all the sub-categories):

A. Do you agree with the results? Why or why not (be specific).

B. How does this knowledge (even if you already knew it)help you in dealing with everyday life? Explain.

5. **Neuroticism**:

Copy and Paste your Results here (include your score for Neuroticism and all the sub-categories):

A. Do you agree with the results? Why or why not (be specific).

B. How does this knowledge (even if you already knew it) help you in dealing with everyday life? Explain.

Finally, submit on Blackboard via SafeAssign in the Big5 folder.

Big 5 Paper Rubric

Grading Criteria for Big 5 Personality Assessment & Reaction Paper

This paper is worth a total of 20 points. Below is a copy of the scoring breakdown for this paper.

__   **First question: Overall reaction to the Big 5. (5 points)**
Special attention should be paid to grammar, spelling, the flow of your paper, style, and length (at least 0.5 page was required). Flow refers to whether your paper reads easily and logically from one sentence to the next, and whether it answers the question that was asked. Style reflects how thorough your answer is; how much you elaborate and provide a complete and thorough explanation of the Big 5 traits and the personality test.

    __   **1 point** – grammar & spelling
    __   **1 point** – length
    __   **2 points** – original thought
    __   **1 point** – style; paper flows smoothly

__   **Openness question (3 points)**
You were asked to provide three items in response to each trait. This is how the 5 points for each trait is assigned.
1.   Paste your results from the Big 5 personality test **(1 point)**.
2.   Answer two questions:
    a.   Discuss whether you agree with your results, and why or why not **(1 point)**.
    b.   Explain how this knowledge help you in dealing with everyday life **(1 point)**
As above, special attention should be paid to grammar, spelling, the flow of your paper, and length (0.5-1 page was required).

    __   **1 point** – Big 5 results
    __   **0.5 points per question in part 2 (1 point total)** – grammar, spelling, length
    __   **0.5 points per question in part 2 (1 point total)** – original thought

__   **Conscientiousness question (3 points)**
Same grading criteria used for Openness.

    __   **1 point** – Big 5 results
    __   **0.5 points per question in part 2 (1 point total)** – grammar, spelling, length
    __   **0.5 points per question in part 2 (1 point total)** – original thought

__   **Extraversion question (3 points)**
Same grading criteria used for Openness.

    __   **1 point** – Big 5 results
    __   **0.5 points per question in part 2 (1 point total)** – grammar, spelling, length
    __   **0.5 points per question in part 2 (1 point total)** – original thought

__ **Agreeableness question (3 points)**
Same grading criteria used for Openness.

    __   **1 point** – Big 5 results
    __   **0.5 points per question in part 2 (1 point total)** – grammar, spelling, length
    __   **0.5 points per question in part 2 (1 point total)** – original thought

__ **Neuroticism question (3 points)**
Same grading criteria used for Openness.

    __   **1 point** – Big 5 results
    __   **0.5 points per question in part 2 (1 point total)** – grammar, spelling, length
    __   **0.5 points per question in part 2 (1 point total)** – original thought

Total score: _____/20

Different Strokes Paper Assignment

This paper will help you continue to think about several of the course goals outlined on the first page of your syllabus. In personality psychology, it is important not only to consider what personality is (i.e., if and how your personality is an accurate reflection of your internal self), but to think critically about how personality can be measured and compared from one individual to the next. To complement the first paper (Big 5), in writing this paper (due Week 14), we will address these course goals:

Goal #1: To understand the importance of research in measuring and characterizing differences in personality.

Goal #2: To appreciate that people are different: not everyone is going to think, feel or behave as you do.

Goal #3: To think about the different sources of personality (implicit, biological, cultural, etc.), and roles of personality in relation to situations, and how these different sources/roles might interact.

Importantly, this paper is meant to encourage you to reflect on how people are different, what makes them different from one another, and what this means for your daily life. This activity draws an important link between life experiences and the themes of the course.

You can choose between one of two prompts:

1. Consider a famous villain (real or imaginary, e.g., Darth Vader) and justify that person/character's point of view.

2. Consider a particular personality trait that is not characteristic of you (e.g., if you're an extrovert, consider introversion) and write about the strengths and weaknesses of this trait.

For either prompt, discuss how you might go about better understanding that person/character (Prompt 1) or that trait (Prompt 2), drawing from concepts related to personality research and personality assessment discussed in class. Try to incorporate the material we have discussed up to this point in the semester, drawing from as many theories of personality as you can to better understand the perspective of that person/character or trait. Include some discussion about how this person/character or trait relates to you (e.g., talk about the interaction of your personality types, would you get along? Why or why not?).

The total length of your paper should be 4-6 pages, double-spaced, Arial font size 11, 1-inch margins.

Finally, submit on Blackboard via SafeAssign in the Different Strokes folder.

Different Strokes Paper Rubric

This paper is worth a total of 40 points. Below is a copy of the scoring breakdown.

Your grade will be broken down into 7 major sections (see below). This does not mean that your paper should be broken into separate sections for each topic (i.e., each numbered section below does not necessarily need its own paragraph in your paper, so you can organize the paper however you like), but these are things that we will be looking for and will grade on.

1. Answer the questions from your chosen prompt. Points will be assigned based on how thorough your answer is; how much you elaborate and provide a complete and thorough answer to the questions in your chosen prompt.
   Prompt 1:
   a. Select a villain **(2 points)**
   b. Justify his or her view **(3 points)**
   Prompt 2:
   a. Select a trait that is not characteristic of you **(2 points)**
   b. Discuss its strengths and weaknesses **(3 points)**

2. Use concepts from *personality research* to think about how you might understand that that person/character (Prompt 1) or that trait (Prompt 2). For example, consider topics such as sources of data (see Chapter 2), quality of data (see Chapter 3), etc. **(4 points)**

3. Use concepts from *personality assessment* to think about how you might understand that person/character (Prompt 1) or that trait (Prompt 2). For example, consider topics such as agreement and prediction (Chapter 5), as well as the consequences of your assessment, criteria for assessing accuracy and four moderators of accuracy (Chapter 6). **(4 points)**

4. Draw from as many *theories of personality* as possible in your answer. For example, think about how the humanistic approach versus the psychoanalytic approach might be useful in helping you to understand that person/character (Prompt 1) or that trait (Prompt 2). **(5 points)**

5. Discuss how that person/character (Prompt 1) or that trait relates to you, including how you might interact with that person/character or someone with that trait. For example, would your differences be complementary? Would they cause conflict? Would the situation affect how you interact? If so, in what ways? **(5 points)**

6. Addressing the course goals: Reflect on how/why people are different and what that means for you in your daily life. In other words, what can/has the process of writing this paper (or taking this class) taught you about your daily interactions? **(5 points)**

7. Organization of the paper:
   Grammar **(2 points)** includes (but is not limited to) subject-verb agreement, complete sentences, no contractions (formal writing), etc.
   Spelling **(2 points)**
   Flow **(2 points)** refers to whether your paper reads easily and logically from one sentence to the next, and whether it answers the question that was asked.
   Formatting **(3 points)** includes length of 4-6 pages, double-spaced, Arial font size 11, 1-inch margins.

Original thought **(3 points)**

Appendix 4: Final Survey

consent

PSYC 287 - Spring 2016
Dr. Maital Neta
Peer Review of Teaching Project - Survey

As you may recall from the first week of the semester, your teacher is conducting an inquiry into his/her teaching. She is examining the effectiveness of her instructional strategies, comparing, and/or evaluating the effectiveness of instructional techniques, curricula, or classroom management methods. In class, you completed an informed consent form. This form requested your consent to allow your classroom performance data (e.g., examination scores, participation) and coursework (e.g., examinations, assignments, papers) to be included as part of your teacher's classroom inquiry. Examples of actual student work are often very useful to demonstrate how much and how deeply students are learning. The form also asks you to allow your teacher to use these data for possible publication or presentation.

Your participation in this inquiry is voluntary, and there is no compensation should you choose to participate. The inquiry will be conducted as part of the class practice and activities as defined in your course syllabus. Your participation is not expected to require any added out-of-class time. Unless otherwise specified, your name will be removed from all course work examples and you will not be referred to by name in any published materials or in any presentations. Once the classroom inquiry is complete, all copies of your course work and/or examples that were retained by your teacher will be treated in the same manner as he/she maintains student work and records from other courses.

By agreeing below you give your permission for the responses you give in this survey to be used with the restrictions you provided in the informed consent form and for the purposes indicated above. You understand that your grade is not connected in any way with your participation in this inquiry, and that your anonymity will be maintained unless you designate otherwise. Finally, you understand that you are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with your teacher or the university, and withdrawal will not result in any loss of benefits to which you are otherwise entitled.

I submitted my signed consent form for the Peer Review of Teaching Project and **I agree to participate** in this survey.

Yes, I agree to participate

No

Please enter your **first and last name** in the box below.

(Note: Your name will only be used to connect your responses to your classroom performance data and grades, and future survey responses. All data in the final report will be anonymous.)

data

Please answer the following questions based on your background and knowledge at the <u>beginning of the semester</u>, prior to starting this course.

Please rate your confidence in your own ability as it relates to each of the following areas:

Poor	Fair	Good	Very good	Excellent

understanding important issues related to research design

understanding personality assessment – how we make judgments about our own personality and the personality of others

considering the accuracy of personality judgments

understanding the sources of personality differences

relating to others based on what you know about individual differences

How good is your understanding of the research literature on personality psychology and how they influence interpersonal interactions?

How good is your understanding of how the scientific method is applied to conduct research in personality psychology?

Please rate your level of interest in personality psychology.

None Little Some A lot

What did you hope to learn in this class? (list all)

Please answer the following questions based on your background and knowledge at the end of the semester, having now taken this course.

Please rate your confidence in your own ability as it relates to each of the following areas:

Poor   Fair   Good   Very good   Excellent

  understanding important issues related to research design

understanding personality assessment – how we make judgments about our own personality and the personality of others

considering the accuracy of personality judgments

understanding the sources of personality differences

relating to others based on what you know about individual differences

How good is your understanding of the research literature on personality psychology and how they influence interpersonal interactions?

How good is your understanding of how the scientific method is applied to conduct research in personality psychology?

Please rate your level of interest in personality psychology.

None Little Some A lot

Did you learn what you hoped to learn in this class?

None Little Some A lot

List what are the things you took away from this class? (list all)

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demographics / background

What is your age?

Where are you from?

Lincoln   Omaha   Nebraska (outside of Lincoln or Obama) Outside of Nebraska

What is your current academic standing?

Freshman Sophomore Junior Senior

What year do you plan to graduate or anticipate graduating from UNL?

2016   2017   2018   2019   2020   2021 or later

Are you a non-traditional college student? (for example: took time off or worked for a while before going or going back to college, working full-time while going to school)

Yes No

What is your current cumulative GPA at UNL?

Are you a psychology major?

Yes No

Are you a psychology minor?

Yes No

Please list your academic major(s):

Please list your academic minor(s):

Are you currently working while in school?

Yes, full-time (40 hours/week)   Yes, part-time (30-40 hours/week)   Yes, part-time (20-30 hours/week)   Yes, part-time (10-20 hours/week)   Yes, part-time (less than 10 hours/week) No

How many total credit hours are you taking this semester at UNL?

Do you plan to pursue a career in research or a career where research skills (research design, data analysis) will be relevant/useful for your job?

Yes Maybe No

Are you planning to go to graduate school in psychology or a related field?

Yes Maybe No

debriefing

Thank you for your participation! Please click continue to make sure your responses are submitted.

If you have any questions or comments about this survey or the Peer Review of Teaching Project at UNL, please feel free to contact your professor (Dr. Maital Neta, mneta2@unl.edu).