

Master of Education (M.Ed.)

**Title of the Course: P.5: Personality Psychology in Education
(Semester: I)**

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This paper envisions a holistic exploration of personality and how it empowers student teachers to tailor their teaching-learning approaches for creating a positive and engaging learning experience for every student. The aim of this paper is to provide comprehensive and valuable insights for student teachers and professionals, to unpack the complexities of human nature with emphasizing the understanding of and adapting to diverse personalities within the teaching learning process. This also provides insight about theories of personality in relation to contextual and cultural differences in the ways they think, learn, develop, and experience the world. Thus, reflecting how personality relates to important educational outcomes, outline theoretical links with educationally relevant concepts. Further, it also addresses the misconceptions about personality which turns into labeling and characterizing the learner. It incorporates theoretical foundations, practical applications, and critical thinking about ethical considerations in the field. Finally, Personality and Education are conceptualized as highly interrelated processes, the understanding of which gets complemented by practical experiences in real contexts and not merely theoretical abstractions. The course, thus, focuses on the practicums. To make the theory practice interface more meaningful, it is proposed that the course be taught keeping in mind the basic organic unity between Theory and Research Practices.

Learning Outcomes:

After completion of the course, student will be able to:

1. Understand the application of personality psychology in education
2. Evaluate the influence of personality on school stakeholders and use this understanding to effect school improvement.

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3. Analyse the evolution of personality studies from a paradigmatic lens.
4. Engage in personality assessment and research with a cognisance of the ethical issues characterising each.
5. Cultivate empathy, inclusivity, and reflective educational practice through an understanding of personalities.

Number of Units: 3

Weeks 15 = 30 hours

Unit 1: Personality and Education: An Interface (3 Weeks = 6 hours)

- What Is Personality?
- Why Study Personality? A Rationale for Educators
- Personalities in School Context: A Stakeholder-Analysis
- Moving Forward with Caution: From Assessing and Labelling to Understanding Life-Histories

Unit 2: Theories of Personality (9 Weeks = 18 hours)

- A Brief History of Personalities Studies: Motivations and Methods
- Common Assumptions about Human Nature
- The Psychoanalytic and Neo-Freudian Perspective: Sigmund Freud, Carl Jung and Alfred Adler
- The Dispositional Perspective: Gordon Allport, Hans J. Eysenck
- The Learning-Behavioral Perspective: B.F. Skinner
- The Humanistic-Existential Perspective: Abraham Maslow, Carl Roger, Rollo May

(Each perspective will be discussed with reference to the basic assumptions about human nature, methodological stance, conceptualization of personality, the processes and dynamics of personality development and the notions of a healthy personality.)

Unit 3: Critical Reflections on the Field and Future of Personality Studies

- Cultural Influences on Personality
- Conceptualising and Researching Personalities Mindfully
- Ethical Issues and Concern

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Practicum/ Suggested Projects / Assignments (Any Two)

1. Administer and critically interpret any psychological tool relating to personality.
2. Prepare a project on indigenous perspectives on personality.
3. Identify a Scopus index journal related to personality research. Undertake a trend analysis with reference to methodology
4. Explore your personality in general and as a teacher with reference to the theories that you have studied.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Ben-Eliyahu, A., & Zeidner, M. (2020). Educational Psychology. In P. J. Corr & G. Matthews (Eds.), *The Cambridge Handbook of Personality Psychology* (pp. 439–450). chapter, Cambridge: Cambridge University Press
- Boyle, G. J., & Helmes, E. (2020). Personality Assessment Methods. In P. J. Corr & G. Matthews (Eds.), *The Cambridge Handbook of Personality Psychology* (pp. 103–114).
- Brandt, N. D., Mike, A., & Jackson, J. J. (2019). Do school-related experiences impact personality? Selection and socialization effects of impulse control. *Developmental psychology*, 55(12), 2561–2574. <https://doi.org/10.1037/dev0000817>
- De Raad, B., & Schouwenburg, H. C. (1996). Personality in learning and education: A review. *European Journal of personality*, 10(5), 303-336.
- Engler, Barbara (2006) *Personality Theories: An Introduction*. Boston: Houghton and Mifflin.
- Gammel, J. H., & Furtner, M. R. (2021). Process perspectives on leader traits, behaviors, and leadership situations. *The Handbook of Personality Dynamics and Processes*, 1119-1138.

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- Göncz, L. (2017). Teacher personality: a review of psychological research and guidelines for a more comprehensive theory in educational psychology. *Open Review of Educational Research*, 4(1), 75-95.
- Hall, Calvin & Lindzey, Gardner (2004) *Theories of Personality*. New Jersey: Prentice Hall.
- Hergenhahn, B. R. & Olson, M. H. (2003) *An Introduction to Theories of Personality*. New Jersey: Pearson
- Hjelte, L. A. & Ziegler, D. J. (1992) *Personality Theories: Basic Assumptions, Research and Applications*. New York: McGraw Hill Inc.
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- Jach, H. K., Bardach, L., & Murayama, K. (2023). How personality matters for education research. *Educational Psychology Review*, 35(3), 94.
- Medina-Craven, M.N., Ostermeier, K., Sigdya, P. and McLarty, B.D. (2022), "Personality research in the 21st century: new developments and directions for the field", *Journal of Management History*.
- Pasupathi, M., & Adler, J. M. (2021). Narrative, identity, and the life story: Structural and process approaches. In *The handbook of personality dynamics and processes* (pp. 387-403). Academic Press.
- Robins, R. W., Fraley, R. C., & Krueger, R. F. (Eds.). (2007). *Handbook of research methods in personality psychology*. The Guilford Press. (Chapter- 1, 8, 10, 12, 37*)
- Schermer, J. A., & Saklofske, D. H. (2020). Personality and Intelligence. In P. J. Corr & G. Matthews (Eds.), *The Cambridge Handbook of Personality Psychology* (pp. 142–152). chapter, Cambridge: Cambridge University Press.
- Schultz, D. P., & Schultz, S. E. (2016). *Theories of personality*. Cengage Learning.
- Thorne, A., & Nam, V. (2009). The storied construction of personality. In P. J. Corr & G. Matthews (Eds.), *The Cambridge Handbook of Personality Psychology* (pp. 491–505). chapter, Cambridge: Cambridge University Press.

Teaching Learning Process

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Head/Dean

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The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, and collaborative learning tasks, which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

Keywords: Personality, Psychology, Education



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