

Personality

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In this chapter I present an original activity using humor to teach students about unconscious processes as an introduction to the theories and techniques of Sigmund Freud. Next, I present a fairly comprehensive annotated bibliography of activities to teach personality psychology, either as part of a general introductory course on psychology or as part of a course on personality. These demonstrations were chosen to reflect topics unique to personality psychology instead of topics like sexuality, gender, biopsychology, neuroscience, physiology, research methods, statistics, history, culture, and diversity which are covered elsewhere in this volume.

Noticeably absent from this list are articles describing how to teach using personality tests. Today, there are many legitimate personality tests available both legally and illegally on the Internet, often with automatic scoring built in. Seeing specific questions often helps students grasp complicated theoretical concepts.

Also missing are the many demonstrations on using songs in class to illustrate personality concepts (see for example, Hughes, 1984; Leck, 2006) and general resources for teaching personality psychology (see for example, Frick, 1991; Merrens & Brannigan, 2008; Miserandino 2011). Finally, where there are many demonstrations on a given topic (e.g., assessment, the Barnum effect, implicit personality theories, and critical thinking) I have chosen to include only a few representative demonstrations. That being said, the annotated bibliography below contains some usual and unusual demonstrations in many areas of personality psychology including achievement motivation, the five factors, self and identity, genetics, narrative, critical thinking, and much more.

Original Demonstration: Humor and the Unconscious: A Freudian Analysis

According to Sigmund Freud, our ego must be constantly vigilant to prevent our unconscious urges, especially the unacceptable ones, from being expressed. However, much to our chagrin, they leak into our everyday behavior. In addition to free association, hypnosis, dreams, accidents, Freudian slips, and symbolic behavior and the like, Freud

suggested that unconscious sexual and aggressive urges bubble to the surface where they can be expressed in a socially acceptable way through humor. Indeed, Freud analyzed jokes and spontaneous quips, comebacks, and reactions for evidence of these unconscious workings (Freud, 1905/1960). According to Freud, humor is a socially acceptable way to express our aggressive and sexual desires. Many people who would not ordinarily express these instincts find bathroom humor, sexual jokes, or jokes making fun of certain groups of people quite funny. Although a person might consciously believe “I was only kidding” the impulses expressed are quite real on an unconscious level.

Nevo and Nevo (1983) were authors of one of the first studies to directly test this notion in a sample of Arab and Jewish 12th graders in Israel. Using a modified version of the classic Rosenzweig Picture Frustration study (Rosenzweig, Clark & Helen, 1946), students wrote captions for a series of cartoons under one of two conditions. In line with Freud’s observations, their responses showed more aggression and sexual associations when they **were** instructed to answer as humorously as possible, as compared to when answering as realistically as possible. Further, their responses often showed the use of the same techniques often found in dreams such as displacement; condensation (in the form of double meanings); representation by the opposite; regressive, childish thinking; and absurd and fantastic thoughts.

Nevo and Nevo’s (1983) study can easily be replicated with a class to demonstrate how unconscious urges (i.e., sex and aggression) can be studied in humor. To do this, find three to five interesting pictures featuring exactly two people (or at least two people in a prominent position). Try to find a range of genders, ages, situations, etc. Show these pictures, one at a time, to the class. Explain to the class that their task is to write responses from the point of view of the person on the right (e.g., what the person on the right might be saying or thinking) under each of two conditions. For the first condition, students should answer as if they were actually present in the situation. Caution students to be as realistic as possible and not try to be funny. For the

second condition, students should answer as humorously as possible, again, writing as if they were the person on the right. Alternatively, if your class is large enough, you may want to assign half the class to each of the conditions and compare responses across the two conditions.

When they are done, instruct students to code both of their responses to each of the three to five pictures using a 1 (*no aggressive content*) to 3 (*much aggressive content*) scale with 2 labeled as *some aggressive content*. Instruct students to go back and rate the sexual content of their responses using the same 1 (*no sexual content*) to 3 (*much sexual content*) scale. Finally, have students add up their judgments yielding total aggressive and total sexual content scores separately for the two conditions (answering as if they were present, answering humorously). Have them indicate by a show of hands, which condition had higher sexual imagery scores and which had higher aggression scores.

Lead the class in a discussion of why answering humorously increases sexual and aggressive content, calling on volunteers to read their responses to illustrate. The class can consider the following questions and use their answers as an introduction to the work and theory of Freud, the psychoanalytic perspective, or to unconscious processes:

1. In which condition do we see more sexual and aggressive responses?
2. Why is it that sexual and aggressive content comes out when trying to answer humorously?
3. What makes these topics so “funny”?
4. Are they surprised by the results?
5. Why are people, generally, not consciously aware of their sexual and aggressive urges?
6. Are there other forbidden urges or topics that might be expected to appear in humor?
7. How else might unconscious sexual and aggressive urges be studied?

You can take the demonstration further and have the students tally occurrences of displacement, condensation, representation by the opposite, regression, and absurd thoughts, and use the demonstration as an introduction to techniques of dream analysis. In the original study by Nevo and Nevo (1983), 83% of the humorous responses used one of these Freudian techniques whereas only 17% of the realistic responses did so.

Annotated Bibliography

Achievement Motivation

Aspiration level. Demonstrates that aspiration level can be influenced by group standards and actual performance, with successes increasing it and failures decreasing it. Student-volunteers engage in a

simple manual dexterity task in front of the class after giving their predictions of how they expect to perform based on group norm information provided by the instructor.

- Fernald, P. S. & Fernald, L. D. (1981). Level of aspiration. In L. T. Benjamin, & K. D. Lowman (Eds.) *Activities Handbook for the Teaching of Psychology* (p. 183-184). Washington, DC: American Psychological Association.

Alfred Adler

Earliest memory and family constellation.

Students recall and reflect upon their earliest memory, and upon their position in the family constellation to illustrate the importance of these aspects to Adlerian theory.

- Parrott, L. (1992). Earliest recollections and birth order: Two Adlerian exercises. *Teaching of Psychology, 19*(1), 40-42.

Assessment

Designing a personality test. In one class period, students discuss and identify personality constructs, generate a list of 25-30, and then write items to measure eight of them. Then they administer their test to two volunteers outside of class. Finally, students compile and analyze the results as a group during the next class period. In the process, students learn about operational definitions, test construction, reliability, validity, methodology etc.

- Benjamin, L. T. (1993). A class exercise in personality and psychological assessment. *Teaching of Psychology, 10*(2), 94-95. (Reprinted in (1987) V. P. Makosky, L. G. Whittemore & A. M. Rogers (Eds.) *Activities Handbook for the Teaching of Psychology, Volume 2* (pp. 169-171). Washington, DC: American Psychological Association.
- Also reprinted in (1996) M. E. Ware & D. E. Johnson (Eds.), *Handbook of Demonstrations and Activities in the Teaching of Psychology, Volume III: Personality, Abnormal, Clinical-Counseling, and Social* (pp. 441). Mahwah, NJ: Erlbaum.)

Students can also design a personal test on a construct provided by the instructor (Camac & Camac, 1993; Hynan & Foster, 1997)), one of their own choosing (Wesp & Eshun, 2005), the Freudian anal character (Davidson, 1987), aspects of temperament using interviews (Friesen & Ellis, 2008), or even the instructor’s own personality using constructs from Cattell’s 16PF inventory (Reinehr, 1991).

Interpreting test results. Using a sentence completion test (provided) students analyze and discuss the results of two hypothetical participants.

In the process of discussing their impressions of “Al” and “Bill” students learn about projective testing, projections, situational versus dispositional responses, inter-rater reliability, test validity, problems in interpreting test responses, personnel testing, and cautions in the use of personality tests.

- Fernald, P. S. & Fernald, L. D. (1987). The sentence completion test: Assessing personality. In V. P. Makosky, L. G. Whittemore & A. M. Rogers (Eds.) *Activities Handbook for the Teaching of Psychology, Volume 2* (pp. 172-176). Washington, DC: American Psychological Association. (Reprinted in (1999) L. T. Benjamin (Ed.), *Favorite Activities for the Teaching of Psychology* (pp. 196-200). Washington, DC: American Psychological Association.)

Validity and reliability. Students administer a bogus personality test to their friends, and compile the results as a class, discussing and evaluating the reliability, validity, Barnum Statements, and generalizability of the test.

- Miserandino, M. (2006). I scream, you scream: Teaching validity and reliability via the ice cream personality test. *Teaching of Psychology, 33*(4), 265-268.

Predictive validity. Students pick a personality variable that divides the class into two approximately equal groups (e.g., athletes and non-athletes, musicians and non-musicians, or first-borns from later-borns) and design test items that they predict will distinguish the two groups.

- Wesp, R. & Eshun, S. (2005). Teaching the principles of test validation in introductory psychology. *Teaching of Psychology, 32*(4), 234-236.

Barnum Effect

Using a bogus personality test. Students fill out a brief “personality test,” receive the same false results, and discuss the accuracy of the test. Illustrates the Barnum Effect that people agree with vague statements describing personality, despite the lack of predictive validity of such tests.

- Russo, N. F. (1981). Personality tests. In L. T. Benjamin, & K. D. Lowman (Eds.) *Activities Handbook for the Teaching of Psychology* (p. 173-174). Washington, DC: American Psychological Association. (Reprinted (with copy-ready personality test and feedback sheet) in (1999) L. T. Benjamin (Ed.), *Favorite Activities for the Teaching of Psychology* (pp. 203-207). Washington, DC: American Psychological Association.)

Case Studies and Examples for Analysis

Textbook of case studies. Filled with 41 case studies written for this volume on 18 theorists (e.g., Freud, Jung, Horney, Maslow, Kelly, McCrae and Costa, etc.) including 5 cases that can be analyzed from multiple perspectives. Questions at the end of each reading guide students to think about how the concepts of that theory apply to the case and to compare and contrast multiple theories. Includes a chart comparing theories on structure of personality, stages of development, and more. An instructor's manual is available from the publisher.

- Ashcraft, D. (2009). *Personality Theories Workbook*. Belmont, CA: Wadsworth.

Using biographies. Describes a writing assignment in which students write a term paper using various theories of personality to understand the biography or autobiography of a real person, living or dead including: a list of figures chosen by students, discussion questions, and an overview of traits, learning, psychoanalytic, sociocultural, and humanistic paradigms.

- Mueller, S. C. (1985). Persons in the personality theory course: Student papers based on biographies. *Teaching of Psychology, 12*(2), 74-78.

- Reprinted in (1996) M. E. Ware & D. E. Johnson (Eds.), *Handbook of Demonstrations and Activities in the Teaching of Psychology, Volume III: Personality, Abnormal, Clinical-Counseling, and Social* (pp. 5-8). Mahwah, NJ: Erlbaum.

TV characters. Describes a writing assignment in which students write a two-page paper using one personality theory discussed in class (e.g., Freud, Adler, Horney, Reich, Erikson, Rogers, and Maslow) to understand the behavior of a TV character in a specific episode of a TV show.

- Polyson, J. A. (1983). Academic Journal Student essays about TV characters: A tool for understanding personality theories. *Teaching of Psychology, 10*(2), 103-105.
- Reprinted in (1996) M. E. Ware & D. E. Johnson (Eds.), *Handbook of Demonstrations and Activities in the Teaching of Psychology, Volume III: Personality, Abnormal, Clinical-Counseling, and Social* (pp.9-11). Mahwah, NJ: Erlbaum.

Fictional characters. Describes a writing assignment in which students write four 5 to 7-page papers interpreting the personality of a fictional character from a comic strip or children's story by using a theoretical orientation discussed in class (e.g., psychoanalytic, dispositional, phenomenological, and behavioral).

- Carlson, J. F. (1992) From Metropolis to Never-Neverland: Analyzing Fictional character in a Personality theory course. *Teaching of Psychology*, 19(3), 153-155.
- Reprinted in (1996) M. E. Ware & D. E. Johnson (Eds.), *Handbook of Demonstrations and Activities in the Teaching of Psychology, Volume III: Personality, Abnormal, Clinical-Counseling, and Social* (pp. 11-13). Mahwah, NJ: Erlbaum.

Cartoon character. The Grinch: Students analyze the Grinch's personality using the theories of Freud, Jung, Adler, Horney, Fromm, Erikson, Maslow, and Rogers.

- Offutt, C. A. (n.d.). How the Grinch Stole Psychology Class http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/34494.html

Cognitive

Field-dependence-field independence. Illustrates differences between the personality styles of field dependence-field independence. Students complete a hidden figures test and discuss gender differences on this variable.

- Moffett, M. M. (1981). Cognitive Styles. In L. T. Benjamin, & K. D. Lowman (Eds.) *Activities Handbook for the Teaching of Psychology* (p. 177-179). Washington, DC: American Psychological Association.

Critical Thinking

Debates. Two instructors of personality psychology debate key issues in personality psychology in front of each other's class with students. Topics included: theory vs. research, the unconscious, homeostasis vs. heterostasis, heredity vs. environment, free will vs. determinism, and psychotherapy. The article describes how to conduct a debate in a class, including how to evaluate the impact of the debate on students' critical thinking. Includes suggested variations for future classes.

- Bauer, G. & Wachowiak, D. (1977) The Home-Court advantage: A debate format for the teaching of personality. *Teaching of Psychology*, 4(4), 190-192.
- Reprinted in (1996) M. E. Ware & D. E. Johnson (Eds.), *Handbook of Demonstrations and Activities in the Teaching of Psychology, Volume III: Personality, Abnormal, Clinical-Counseling, and Social* (pp. 26-29). Mahwah, NJ: Erlbaum.

The Parts Party. The "parts party" is a therapeutic technique in which a person assigns a "part" of him- or herself to other individuals, who

take on the role of that part, and interact with the other parts as if at a cocktail party, while the individual observes and contemplates the dynamics. In this activity, students are assigned parts of a personality theory (e.g., id, ego, superego) and interact with each other to see how they fit together.

- Hess, A. K. (1976). The "parts party" as a method of teaching personality theory and dynamics. *Teaching of Psychology*, 3(1), 32-33.
- Reprinted in (1996) M. E. Ware & D. E. Johnson (Eds.), *Handbook of Demonstrations and Activities in the Teaching of Psychology, Volume III: Personality, Abnormal, Clinical-Counseling, and Social* (pp. 32-33). Mahwah, NJ: Erlbaum.

Using a modified REP test with concepts.

Students learn abstract thinking by applying a variation of George Kelly's Role Construct Repertory (REP) Test to important concepts from class, by discussing how two concepts are similar to each other yet different from the third along some important dimension. Students work in groups to identify and discuss constructs for several sets of instructor-provided concepts. In the process, students learn and practice the skills involved in typical "compare and contrast" exam questions.

- Handelsman, M. M. (1985) Abstract and relational thinking via personal constructs. *Teaching of Psychology*, 12(2), 100-101.
- Reprinted in (1996) M. E. Ware & D. E. Johnson (Eds.), *Handbook of Demonstrations and Activities in the Teaching of Psychology, Volume III: Personality, Abnormal, Clinical-Counseling, and Social* (pp. 30-31). Mahwah, NJ: Erlbaum.

Using the REP Test with great figures.

Using a modified version of the REP test, students can compare and contrast great figures (e.g., Wundt, Titchener, Hall, James, Pavlov, Skinner) and important concepts (e.g., structuralist vs. behaviorist, importance of conscious vs. unconscious processes, objective vs. subjective, etc.) for analyzing, synthesizing, and organizing the basic concepts from a history of psychology class.

- Tobacyk, J. J. (1987). Using personal construct theory in teaching history and systems of psychology. *Teaching of Psychology*, 14(2), 111-112.

Erik Erikson and James Marcia

Identity formation. Students read *The Catcher In The Rye*, noting the answer to background questions about Holden Caulfield. At the end, they write an essay describing which of Marcia's four identity statuses Holden Caulfield's identity can be

classified in and citing evidence from the book to support their view.

- Zeren, A. S. & Schwartz, N. L. (1987). Holden Caulfield's identity crisis: Using literature to illustrate identity formation. In V. P. Makosky, L. G. Whittemore & A. M. Rogers (Eds.) *Activities handbook for the teaching of psychology, Volume 2* (pp. 103-106). Washington, DC: American Psychological Association.

Sigmund Freud

Beliefs. Students answer a 15-question survey, modeled after Freudian theory, to see the influence of Freud on their current thinking.

- Miserandino, M. (2000). Freudian principles in everyday life. *Teaching of Psychology, 21*(2), 93-95.

Defense mechanisms. Students act out brief skits for the class illustrating various defense mechanisms while the class tries to guess what each one is.

- Greider, J. J. (1981). **TITLE?** In L. T. Benjamin, & K. D. Lowman (Eds.) *Activities Handbook for the Teaching of Psychology* (p. 182). Washington, DC: American Psychological Association.

Dream analysis. This activity helps students see that dream analysis, like the interpretation of any ambiguous stimuli, can be influenced by prior knowledge, expectations, motivation, and emotion. Students receive one of three handouts (provided) describing Doris and her dream. Unbeknownst to the students, Doris is described differently in each handout, which leads to different interpretations of her dream.

- Bernstein, D. F. (1999). The role of prior information in dream analysis. In L. T. Benjamin, B. F. Nodine, R. M. Ernst & C. Blair-Broeker (Eds.) *Activities Handbook for the Teaching of Psychology, Volume 4* (pp.374-375). Washington, DC: American Psychological Association.

Freudian slip. Analyzes a Freudian slip involving the word "peanut" using a classic psychodynamic interpretation and a modern cognitive interpretation (faulty schema, spreading activation). Because both explanations of this anecdote are inconclusive, students will grasp the importance of empirical testing of theories.

- Bear, G. (1992). A Freudian slip? *Teaching of Psychology, 19*(3), 174-175.
- Reprinted in (1996) M. E. Ware & D. E. Johnson (Eds.), *Handbook of Demonstrations and Activities in the Teaching of Psychology, Volume III: Personality, Abnormal, Clinical-*

Counseling, and Social (pp. 36-37). Mahwah, NJ: Erlbaum.

Id, ego, superego. Groups of students take on the role of the id, ego, and superego, and act out what each part would "say" in response to the instructor seeing an attractive person. Discussion focused on defense mechanisms the ego might employ in this situation, which part was the loudest, and what this indicates about the instructor's personality.

- Segrist, D. J. (2009). What's going on in your professor's head? Demonstrating the id, ego, and superego. *Teaching of Psychology, 36*(1), 51-54.

Psychosexual development. Carlson designed the board game (highly imaginative template included) *Psychosexual Pursuit* where the rules of the game are basic principles of Freudian theory. Students have a certain amount of psychic energy (play money) to spend making their way through the psychosexual stages, where they may experience fixation, buy a defense mechanism (it will cost you), and lose a turn in latency as they make their way into adulthood.

- Carlson, J. F. (1989). Psychosexual pursuit: Enhancing learning of theoretical psychoanalytic constructs. *Teaching of Psychology, 16*(2), 82-84.
- Reprinted in (1996) M. E. Ware & D. E. Johnson (Eds.), *Handbook of Demonstrations and Activities in the Teaching of Psychology, Volume III: Personality, Abnormal, Clinical-Counseling, and Social* (pp. 33-35). Mahwah, NJ: Erlbaum.

Genetics

Family tree. Students create a family tree (basic directions are given), keeping track of potentially important psychosocial characteristics including: education, occupation, residence, health problems, illnesses, religion, ethnicity and look for patterns among family members. Instructors may want to add questions about personality characteristics known to have a strong genetic basis, including traits of the five-factor model, incidence of depression, optimism/pessimism, etc.

- Arnold, J. D. (1990) The psychosocial family tree. In V. P. Makosky, C. C. Sileo, L. G. Whittemore, C. P. Landry, & M. L. Skutley (Eds.). *Activities handbook for the teaching of psychology, Volume 3* (pp. 151-153). Washington, DC: American Psychological Association.

Implicit Personality Theories

Students can identify their own implicit views of personality and compare and contrast their beliefs at the beginning and end of the semester using a checklist (Kerber, 1987), a short answer survey (provided; Schick & Arnold, 1987), a scale (Wang, 1997) or a questionnaire (provided; Embree, 1986). Results can be tallied as a class, and used as a springboard for discussion of parallels between the students' responses and the major approaches.

Students' own theories. Across two paper assignments, students articulate their own preconceptions about personality and personality theories in the form of a theory (e.g., basic assumptions, structure, health, pathology, implications). Students then compare and contrast their theory to existing theories, and critique it using standards for evaluating formal personality theories.

- Anderson, D. D, Rosenfeld, P. & Cruikshank, L. (1994). An exercise for explicating and critiquing students' implicit personality theories. *Teaching of Psychology, 21*(3), 174-177.

Abraham Maslow

Peak experiences. Describes a writing assignment in which students write about peak experiences they had using Maslow's theory. Linking experience to theory helped students to learn the material better and to integrate affect and intellect in accord with Carl Roger's views on academic learning.

- Polyson, J. (1985). Students' peak experiences: A written exercise. *Teaching of Psychology 12*(4), 211-213.
- Reprinted in (1996) M. E. Ware & D. E. Johnson (Eds.), *Handbook of Demonstrations and Activities in the Teaching of Psychology, Volume III: Personality, Abnormal, Clinical-Counseling, and Social* (pp. 17-19). Mahwah, NJ: Erlbaum.

Narrative

Of students' lives. Over the course of a semester, students keep a journal writing about high and low points, a turning point, earliest memory, important memories, influential individuals, and what their futures might be like. In the process, they analyze the patterns in their entries and identify their imago (idealized and personified self-concept) and important themes of their life, exploring their own personal myths, and write an autobiography based on the narrative view of personality of Dan McAdams.

- Dunn, D. S. (1997). Identifying imagoes: A personality exercise on myth, self, and identity. *Teaching of Psychology, 24*(3), 193-195.

- Reprinted in (1990) L. T. Benjamin, B. F. Nodine, R. M. Ernst & C. Blair-Broeker (Eds.) *Activities Handbook for the Teaching of Psychology, Volume 4* (pp.362-365). Washington, DC: American Psychological Association.

Specific Personality Variables

Locus of control. Two student-volunteers take part in a brief verbal conditioning experiment in front of the class. Generally, people with an external locus of control are more readily conditioned than those with an internal locus of control.

- Dollinger, S. J. (1990). Simulation for teaching personality psychology: Verbal conditioning, need for approval, and locus of control. In V. P. Makosky, C. C. Sileo, L. G. Whittemore, C. P. Landry, & M. L. Skutley (Eds.). *Activities Handbook for the Teaching of Psychology, Volume 3* (pp. 172-173). Washington, DC: American Psychological Association.

Machiavellian personality. A variation of the classic "\$10 game" in which three students discuss how to divide \$10 (symbolized here by 10 poker chips) among them. The "money" goes to the two who can agree on how to divide it. People high in Machiavellianism typically do well in this game; low Machs do not.

- Dollinger, S. J. (1987). The Machiavellian personality. (1987). In V. P. Makosky, L. G. Whittemore & A. M. Rogers (Eds.) *Activities Handbook for the Teaching of Psychology, Volume 2* (p. 164-165). Washington, DC: American Psychological Association.

Self-monitoring. Students take the Self-Monitoring Scale and rate advertisements (preselected by the instructor to be image-oriented or quality-oriented) to appreciate the impact of dispositions on behavior and replicate research on self-monitoring. Low self-monitors are more responsive to quality claims; high self-monitors to image.

- Jones, M. (1994). Linking dispositions and social behavior: Self-monitoring and advertising preferences. *Teaching of Psychology, 21*(3), 160-161.

Students take the Self-Monitoring scale and a dating survey (provided) to replicate findings from the self-monitoring literature, and to see how a personality variable is related to actual behavior.

- Simpson, J. A. (1988) Self-monitoring and commitment to dating relationships: A classroom demonstration. *Teaching of Psychology, 15*(1), 31-33.

Type A personality. Students develop a list of specific behaviors people high in Type A Behavior

are likely to exhibit. Students follow a target person around for a set period of time and identify behaviors from their checklist. In addition to recognizing Type A Behavior, the activity increases students' understanding of methodological topics including test construction, operational definitions of variables, and observational techniques.

- Eagleston, J. R. (1987). Understanding the type A behavior pattern. In V. P. Makosky, L. G. Whittemore & A. M. Rogers (Eds.) *Activities Handbook for the Teaching of Psychology, Volume 2* (pp. 166-168). Washington, DC: American Psychological Association.)

Self

Self vs. personality. Students answer and reflect on a series of questions (provided) that help them to understand the difference between the concepts of *self* and *personality* and to develop a definition of each, by using inductive, particularistic reasoning based on their own experience.

- Einhorn, J. (1985) Teaching personality: Discovering the difference between self and personality. *Teaching of Psychology, 12*(2), 101-102.
- Reprinted in (1996) M. E. Ware & D. E. Johnson (Eds.), *Handbook of Demonstrations and Activities in the Teaching of Psychology, Volume III: Personality, Abnormal, Clinical-Counseling, and Social* (pp. 29-30). Mahwah, NJ: Erlbaum.

Identity. Outside of class, students create a collage expressing one of their social roles (e.g., gender, family role, ethnicity, etc.) and the values enacted in this role (e.g., achievement, loyalty, security, etc.). Students write a one-page reflection on what they learned about themselves from this activity. Includes evaluation criteria and a partial listing of personal values.

- Halonen, J. S. (1999). Expressing your identity. In L. T. Benjamin, B. F. Nodine, R. M. Ernst & C. Blair-Broeker (Eds.) *Activities Handbook for the Teaching of Psychology, Volume 4* (pp.359-361). Washington, DC: American Psychological Association.

Interdependent and independent selves. Students take a brief survey that identifies them as having more of an interdependent or independent self. This exercise includes discussion questions to help students think about the differences between people with each kind of self.

- Goldstein, S. (2000). Interdependent and independent selves. *Cross-Cultural Explorations: Activities in Culture and*

Psychology (pp. 145-147). Boston, MA: Allyn and Bacon.

In literature. Students read *Crossing to Safety* or *A Shooting Star* and discuss aspects of the self including stress and coping, self-denigration, aging, integrity, narrative psychology, and the meaning of self across the lifespan either as a class, in small groups, or as an outside writing assignment. Describes how to lead a class discussion on a novel in a psychology class.

- Dunn, D. (1999). Interpreting the self through literature: Psychology and the novels of Wallace Stegner. In L. T. Benjamin, B. F. Nodine, R. M. Ernst & C. Blair-Broeker (Eds.) *Activities Handbook for the Teaching of Psychology, Volume 4* (pp.362-365). Washington, DC: American Psychological Association.
- Reprinted in (2008) L. T. Benjamin (Ed.), *Favorite Activities for the Teaching of Psychology* (pp. 208-211). Washington, DC: American Psychological Association.

Teaching Abroad

Sigmund Freud, Alfred Adler, and Viktor Frankl. Describes a course taught to American students in Vienna, Austria on the psychology of Sigmund Freud, Alfred Adler, and Viktor Frankl, integrating each theorist into the culture and history of the Vienna of their time through lectures, readings, discussions, and class trips.

- Miserandino, M. (1996). Teaching a personality course in Vienna. *Teaching of Psychology, 23*(4), 240-241.

Traits

Behavior checklist. Students answer questions (provided) and fill out a measure of the five-factor model. Instructors calculate correlations between each behavior and trait. Students attempt to predict the class's responses to the behavior checklist based on their standings on the five-factor model. This process illustrates the five-factor model, type I and type II errors, correlation, and implicit personality theories. Can be modified for use with any personality model, or set of traits; students can also generate additional behavior checklist items of their own based on their discussion.

- Dollinger, S. J. (2004). Predicting personality-behavior relations: A teaching activity. *Teaching of Psychology, 31*(1), 48-51.

Factor analysis. Students randomly select hypothetical personality questionnaire items from a fishbowl and must move about the room finding students with questions containing similar content engaging in a human factor analysis. Once groups are formed, students develop a label for their

concept. Discussion centers around how students decided which group to join, what happens when a student could fit into more than one group, what items caused the most difficulty, etc. leading directly into a discussion of factor analysis, including the benefits and criticisms of the technique.

- Segrist, D. J., & Pawlow, L. A. (2007). The mixer: Introducing the concept of factor analysis. *Teaching of Psychology, 34*(2), 121-123.

Five Factor Model. Students analyze the personality of entertainer Johnny Carson using the Five-Factor model, and considering which of his traits showed change, stability, and continuity over time based on his obituary in *The New York Times*.

- Miserandino, M. (2007). Heeere's Johnny: A case study in the five-factor model of personality. *Teaching of Psychology, 34*(1), 37-40.

Five Factor Model and culture. First, students list 10 traits to describe someone they know and then classify these 10 traits on one of the factors of the Five-Factor model. Then, they read about 3 indigenous personality traits (*Philotimo* from Greek; Filial piety from Chinese; *Amae*, from Japanese), and try to place these on the Five-Factor model. Discussion questions help students to question the universality of the Five-Factor Model.

- Goldstein, S. (2000). Culture and the big five. *Cross-Cultural Explorations: Activities in Culture and Psychology* (pp. 185-188). Boston, MA: Allyn and Bacon.

Self-ratings. Students rate themselves on 20 characteristics and the instructor compiles the results. Students show a self-serving bias (seeing themselves as above-average on positive traits and below average on negative traits), especially for traits that are open to interpretation (high ambiguity compared to low ambiguity traits). Instructors can use the demonstration and discussion to introduce the topic of traits, how to define a trait, how to measure a trait, and how a good theory must have specificity.

- Nier, J. A. (2004). Why does the 'above average effect' exist? Demonstrating idiosyncratic trait definition. *Teaching of Psychology, 31*(1), 53-54.

Understanding traits in self and others. Students fill out questionnaires for the Five-Factor model, locus of control, need for cognition, tolerance for ambiguity, dogmatism, and self-monitoring and receive their scores, but do not know which score is for which characteristic. As a group, students discuss their results and help each other figure out which score goes with which characteristic. Because the scores are presented in the same order to all students,

students can compare and contrast results with each other to figure out their scores. In the process students see what it is like to interact with people of differing characteristics in a work group, and discuss how personality testing applies to personnel testing.

- Anderson, M. H. (2007). Discovering your personality: A group exercise in personal sensemaking. *Journal of Management Education, 32*(5), 651-676.

Worries survey. Students fill out the 35-item Worries Survey (provided) and discuss their responses (norms data is also provided) to introduce the topic of assessment and problems with self-reports. If administered along with related personality questionnaires (e.g., Neuroticism) it can be used to illustrate validity and correlation.

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