

Learning objectives

**MPS 11** Personal preference: the Unique You.

1.1 given a term listed under "concepts introduced", you should be able to give a word definition, list pertinent characteristics and cite an example.

2.1 given the descriptors that are output from such inventories as the Jungian Typology, Kolb learning cycle, Perry inventory, Kirton-risk inventory, Lancaster Approach to Learning questionnaire and the DEW, you will be able to list of characteristics of each descriptor and give an example.

2.2 given the results of a person who has completed an inventory such as Jungian Typology, Kolb learning cycle, Perry inventory, Kirton-risk inventory, Lancaster Approach to Learning questionnaire and the DEW, you will be able to list the person's preferences (as suggested by the questionnaires).

3.1 given the results from completing Jungian Typology, Kolb learning cycle, Perry inventory, Kirton-risk inventory, Lancaster Approach to Learning questionnaire and the DEW, you will be able to assess the degree to which the predictions match your own perception.

4.1 given the results from completing Jungian Typology, Kolb learning cycle, Perry inventory, Kirton-risk inventory, Lancaster Approach to Learning questionnaire and the DEW, and elements where you think the questionnaires do **not** describe you accurately, you will create descriptors to identify how you think you do behave.

5.1 given the results from completing Jungian Typology, Kolb learning cycle, Perry inventory, Lancaster Approach to Learning questionnaire, you will be able to describe the implications for learning.

**Concepts introduced**

Jungian typology, Kolb learning cycle, Perry inventory, Kirton-risk inventory, Lancaster Approach to Learning questionnaire and DEW.

**MPS 11: Personal uniqueness: Example assessment tasks:**

Time 1. Personal Uniqueness

15 min

Table 1 shows Michelle and Andy and the results of their Jungian typology. For each of the four dimensions, identify how Michelle and Andy would approach an issue. What would they say or do the same? and what would they do differently?

Table 1: results of Jungian typology

	SN	TF	PJ	IE
Michelle	25 S	30 F	21 P	18 E
Andy	15 S	5 F	35 P	22 E

2. Same as Question 1 but with the results from any of the questionnaires: Perry, LASQ, Kolb, KAI.

3. Table 2 shows scores for the other members of your team. Fill in your scores for both the Jungian typology and the Kirton inventory. What are the implications?

Team names	SN	TF	PJ	IE	KAI
You [fill in your scores]					

4. We are concerned about teaching other members of a group. You have the following information about your group members for Jungian typology, Perry inventory and LASQ deep versus surface learning. Fill in your scores. What are the implications for you teaching new knowledge to the all of the other members of your group?

Name	Jungian typology		Approaches to study			Perry
	SN	TF	Strategic	Rote	Meaning	
You [fill in your own values]						