

Temperament-Inclusive Pedagogy Strategies (T.I.P.S)



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Acknowledgements

- S.E.E. Committee
- Laura Zeigen, OHSU Library
- Teaching & Learning Center

Temperaments & Education





*".... educators may
be subliminally devaluing
and marginalizing up to half of
their students."*



Medicine & Psychology

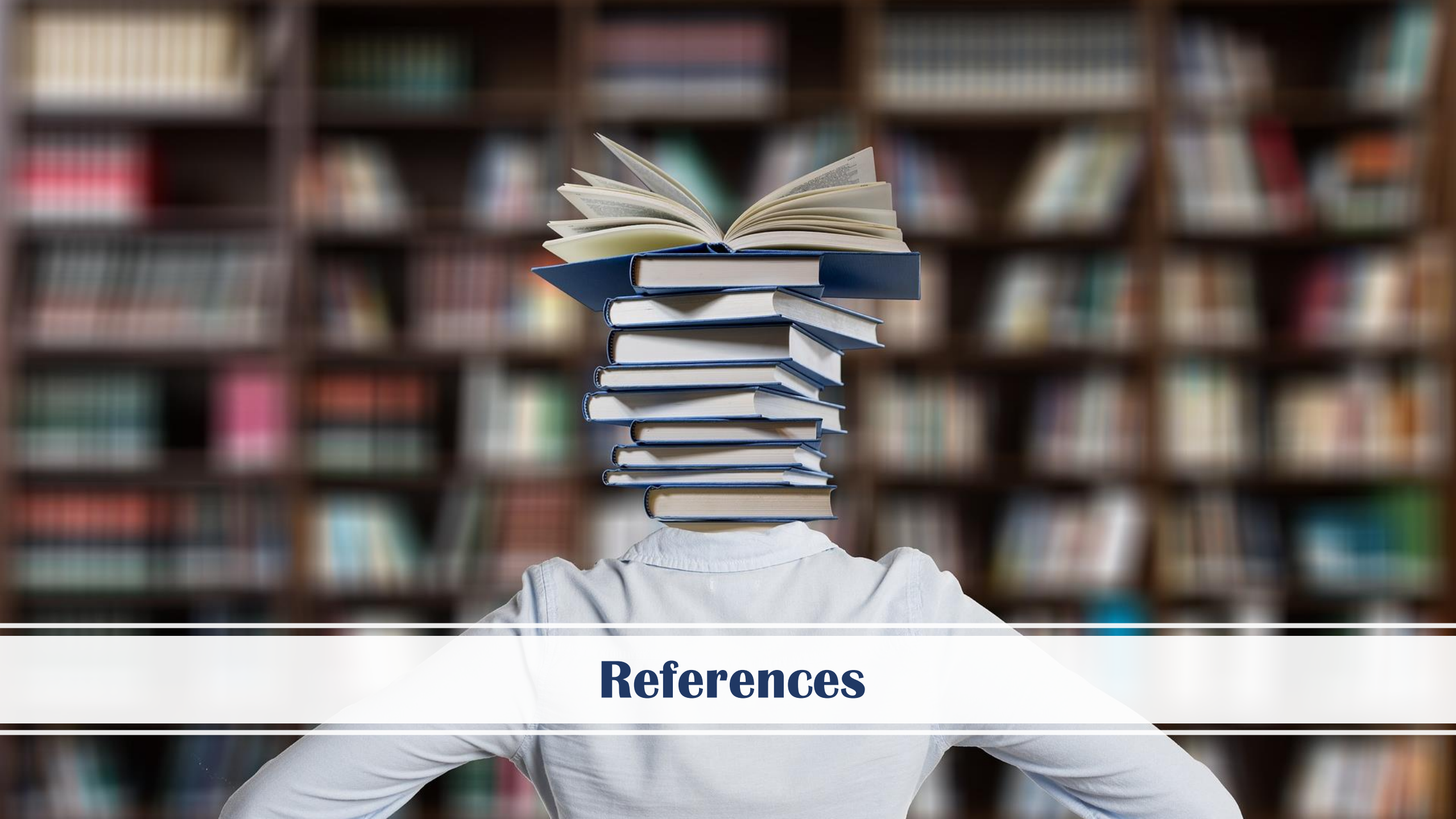
Higher Education

- Online
- F2F
- Faculty Development/Training



Outline

- Temperament Test
- Temperament spectrum
- Temperament spectrum~ education & student wellness
- Active Learning*
- Strategies: teaching across the temperament spectrum
- Q & A/Discussion



References

Temperament Test

1. I prefer one-on-one conversations to group activities.
2. I often prefer to express myself in writing.
3. I enjoy solitude.
4. I seem to care about wealth, fame, and status less than my peers.
5. People tell me that I'm a good listener.
6. I'm not a big risk-taker.
7. I enjoy work that allows me to "dive in" with few interruptions.
8. I like to celebrate birthdays on a small scale, with only one or two close friends or family members.
9. People describe me as "soft-spoken" or "mellow."
10. I prefer not to show or discuss my work with others until it's finished.
11. I tend to think before I speak.
12. I often let calls go to voice-mail.

Temperament Test Scoring

- 12 False—Extrovert
 - 6T/6F - Ambivert
 - 12T - Introvert
- (If you are in between,
choose the category that you are
closest to)*
- Poll Everywhere:
 - <https://pollev.com/maryfry716>

The temperaments of our group



Extravert

Extroverts relish social life and are energized by interacting with friends and strangers alike. They're typically assertive, go-getting, and able to seize the day. Extroverts are great at thinking on their feet; they're relatively comfortable with conflict. Given the choice, extroverts usually prefer more stimulating environments that give them frequent opportunities to see and speak with others. When they're in quiet environments, they're prone to feeling bored and restless. They are actively engaged in the world around them and at their best when tapping into its energy.

Ambivert

Ambiverts fall smack in the middle of the introvert-extrovert spectrum. In many ways, ambiverts have the best of both worlds, able to tap into the strengths of both introverts and extroverts as needed.

Introvert

Given the choice, you'll devote your social energy to a small group of people you care about most, preferring a glass of wine with a close friend to a party full of strangers. You think before you speak, have a more deliberate approach to risk, and enjoy solitude. You feel energized when focusing deeply on a subject or activity that really interests you. When you're in overly stimulating environments (too loud, too crowded, etc.) you tend to feel overwhelmed. You seek out environments of peace, sanctuary, and beauty; you have an active inner life and are at your best when you tap into its riches.

Temperament Spectrum

Extroversion - Ambiversion - Introversion



*Preference
for **more**
stimulating
environments*

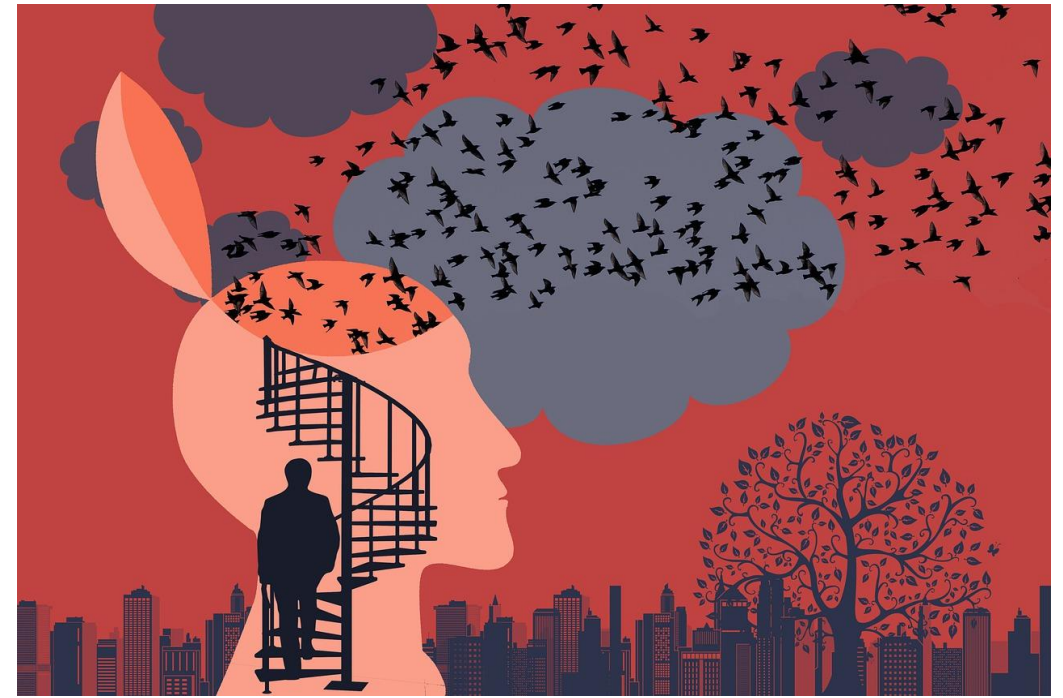
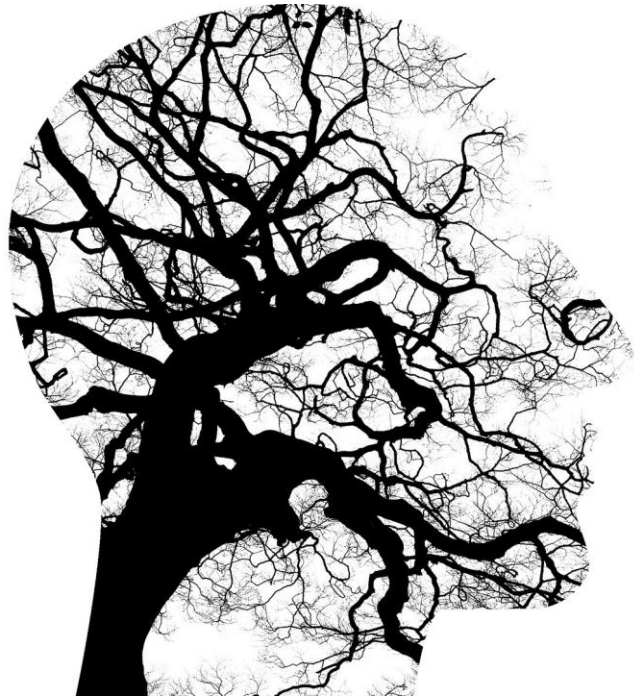
*Preference
for **less**
stimulating
environments*



Temperament | Personality

Introversion | Extraversion

- Internal | External world
- Stimulation | Deliberation





**Characteristics
of Extraverts**



Learning | Expression

**Characteristics
of Introverts**

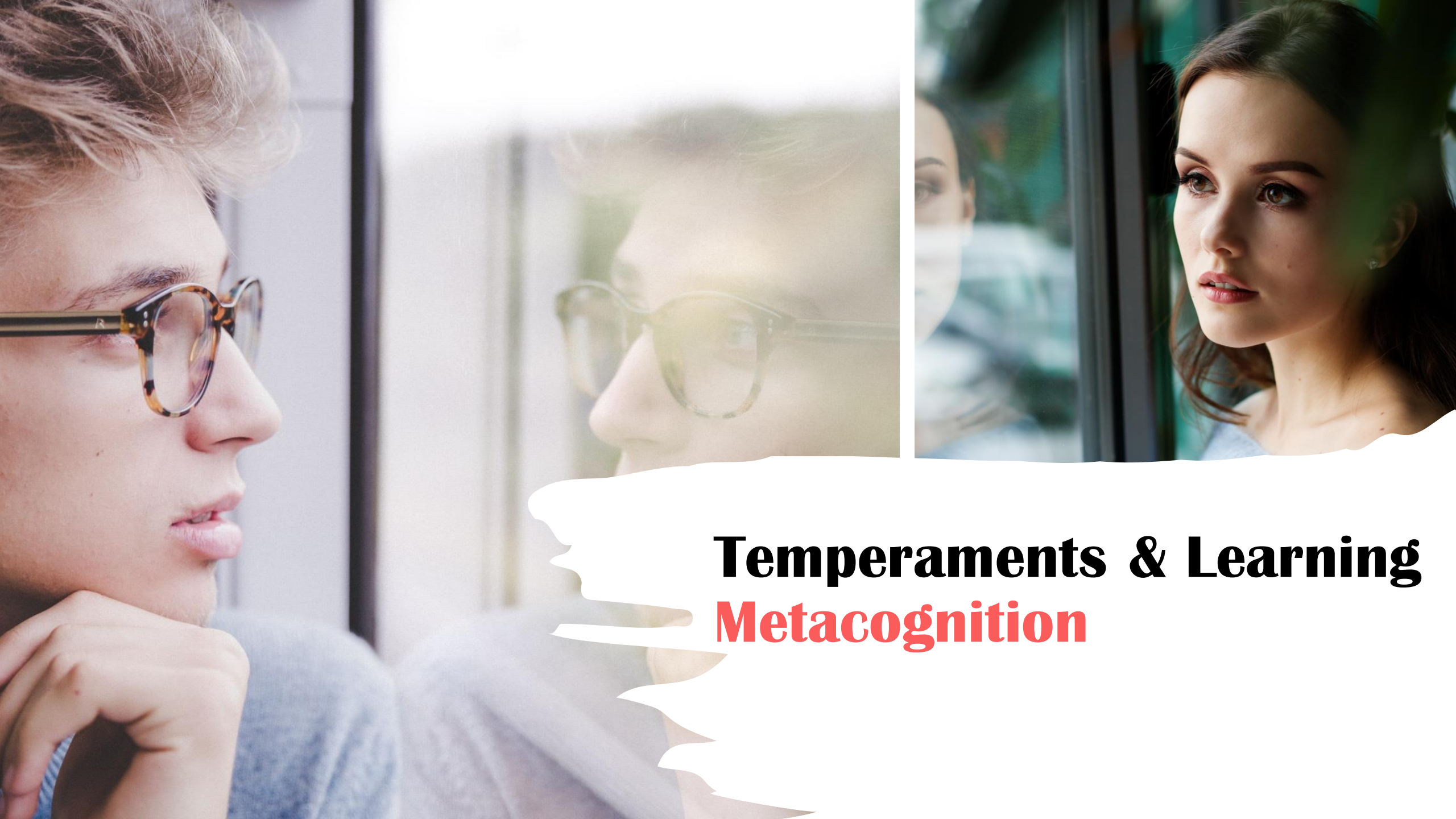




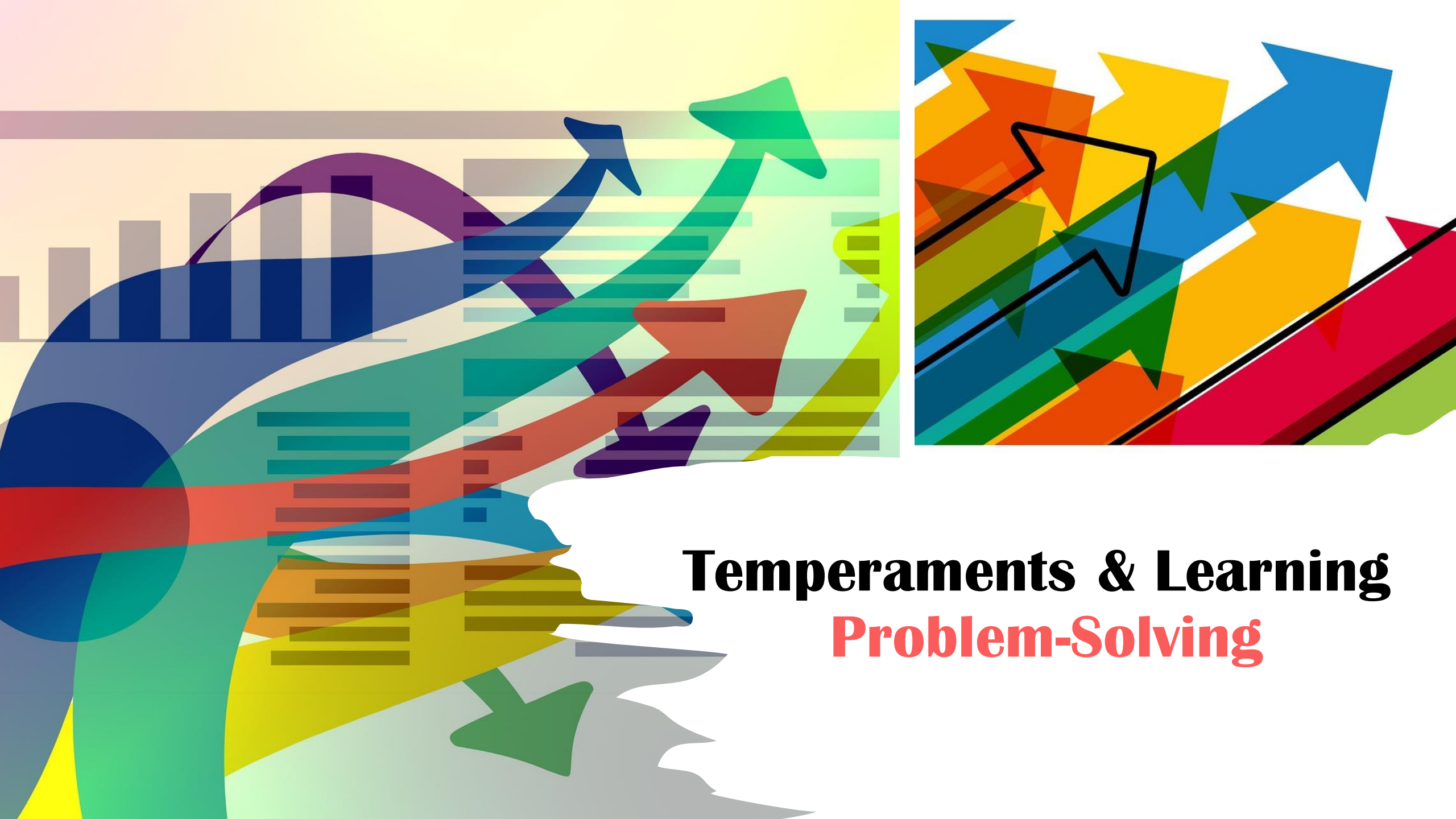
Learning | Expression



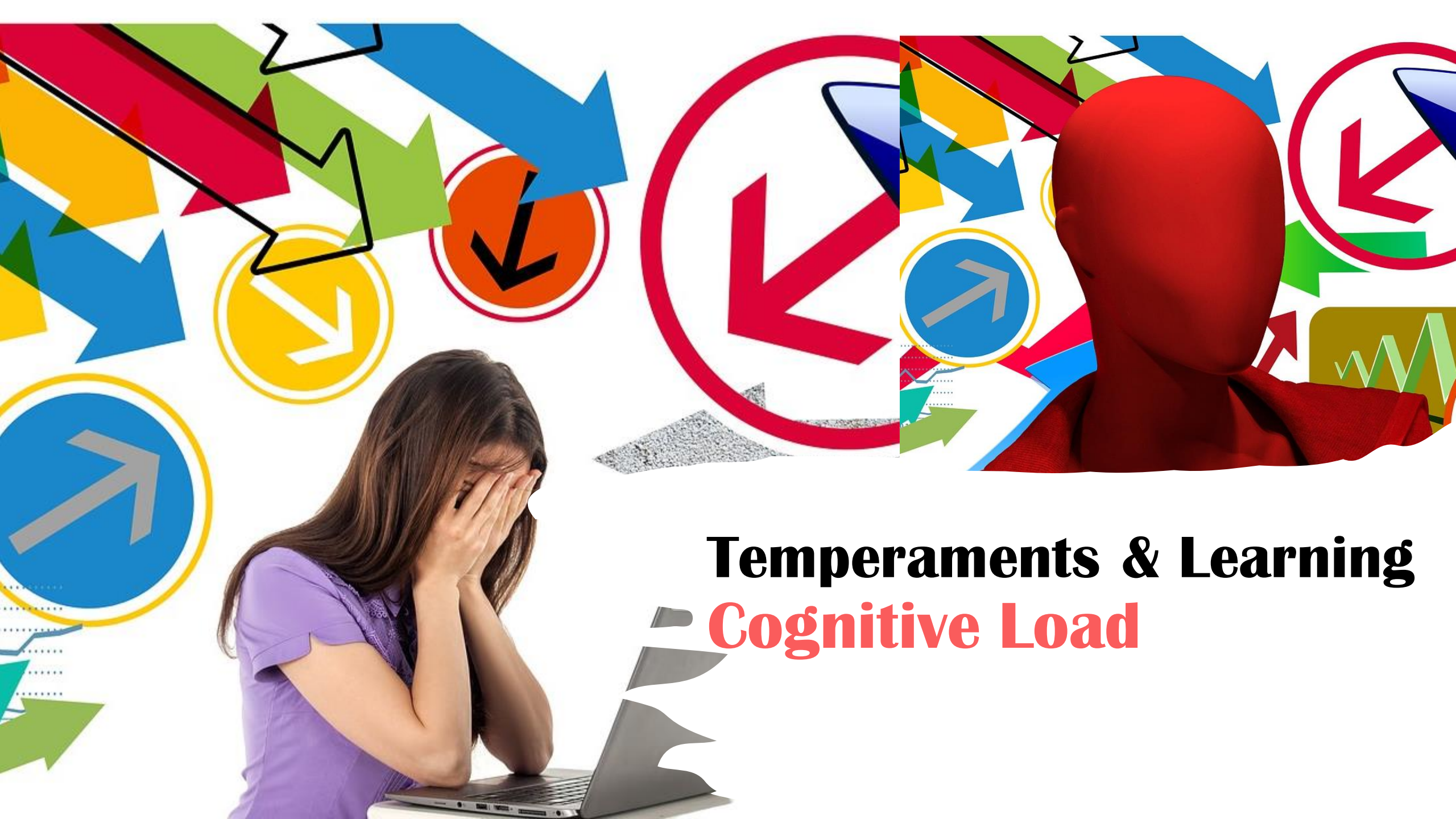
Temperaments & Learning Focus



Temperaments & Learning **Metacognition**



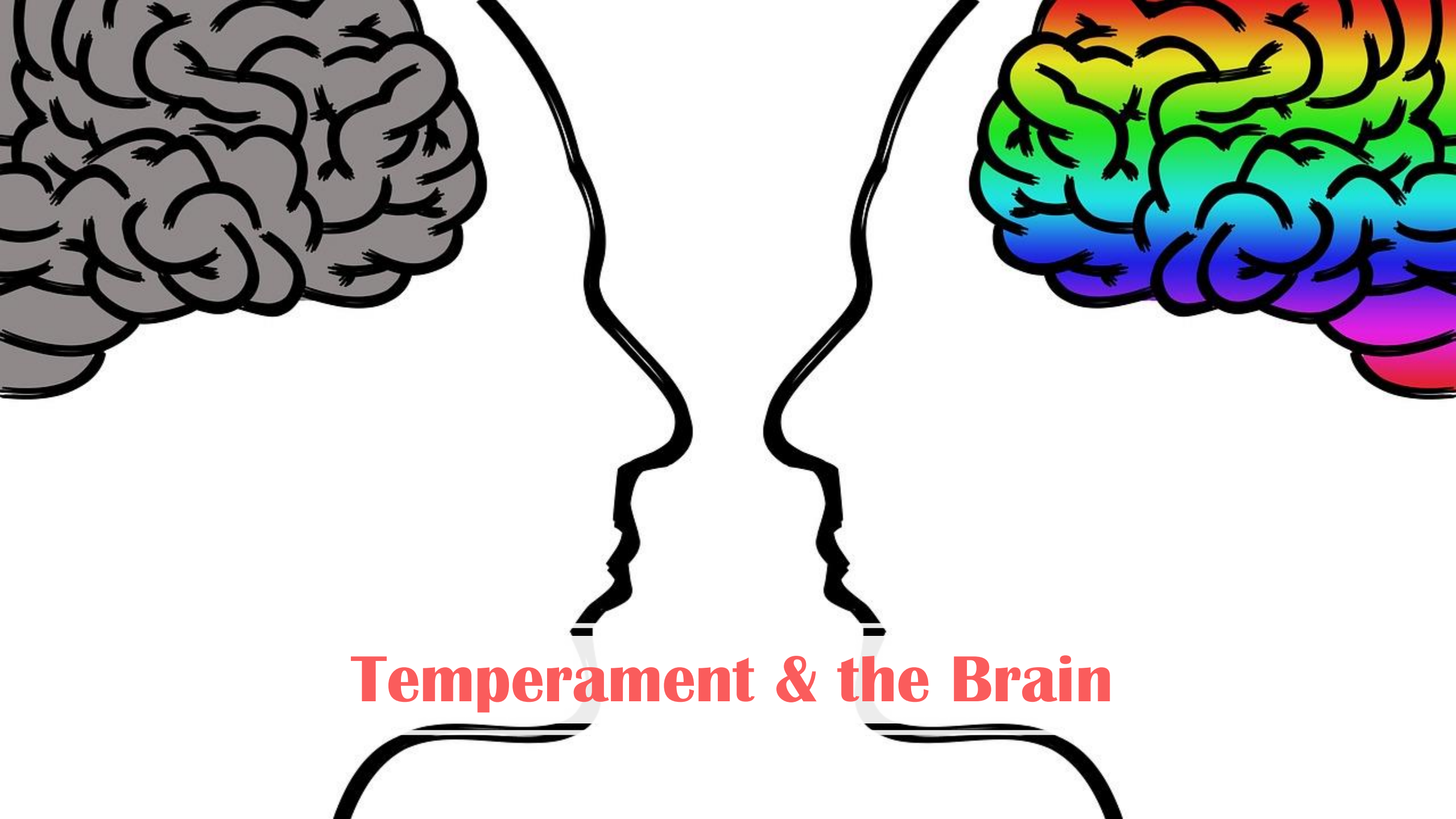
Temperaments & Learning
Problem-Solving



Temperaments & Learning **Cognitive Load**

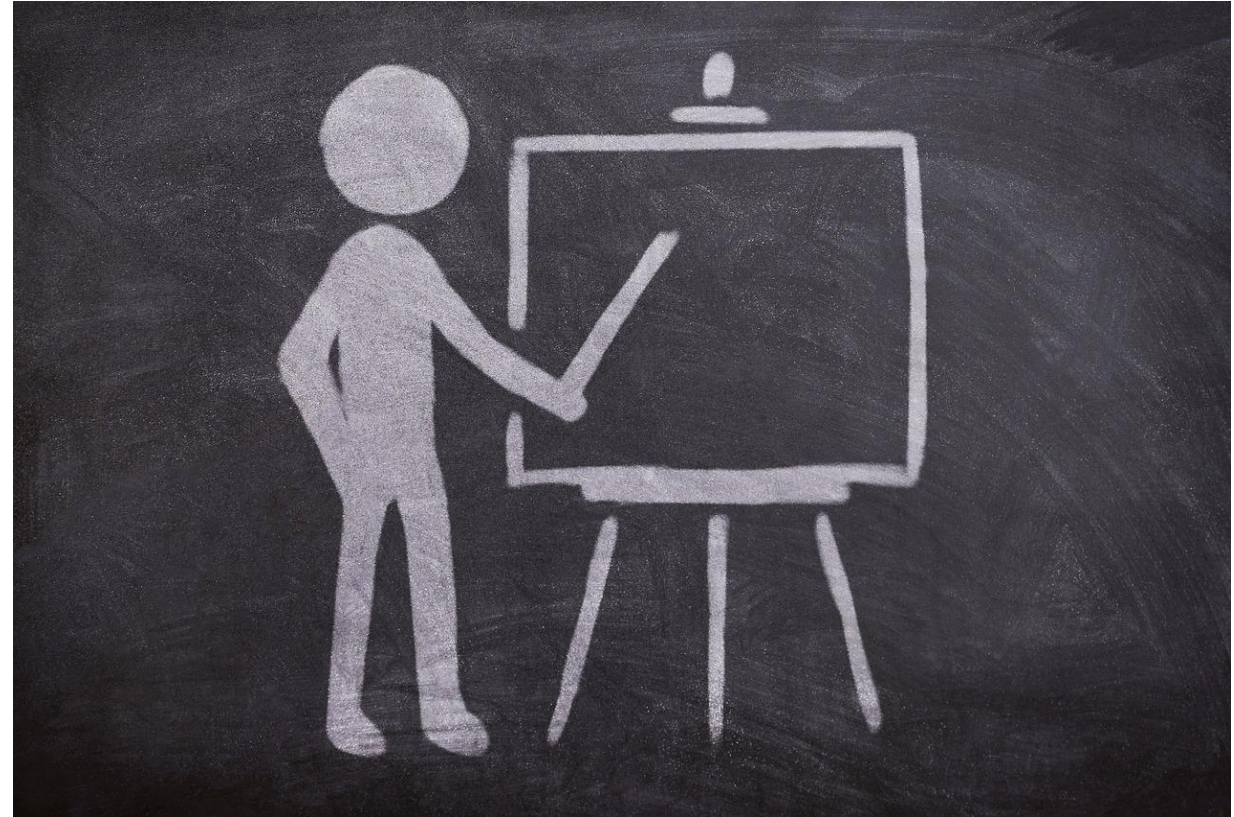
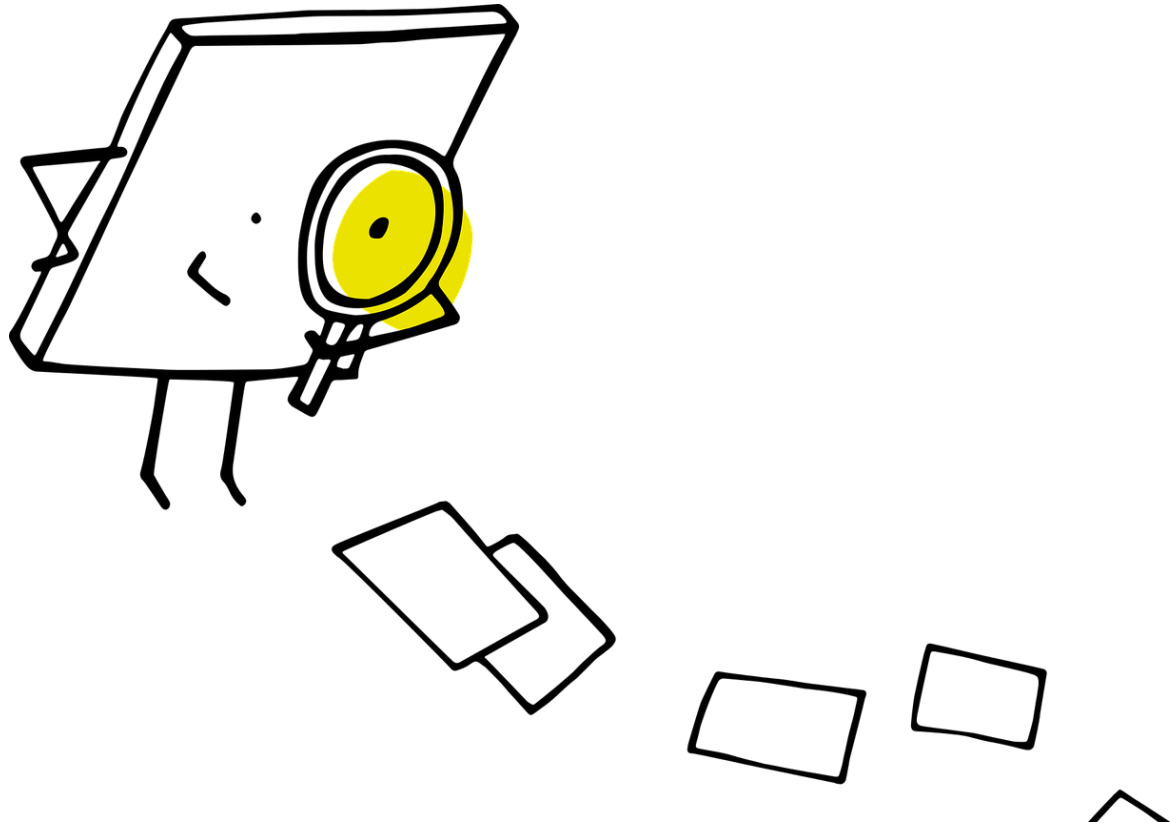
Temperaments & Learning Attention





Temperament & the Brain

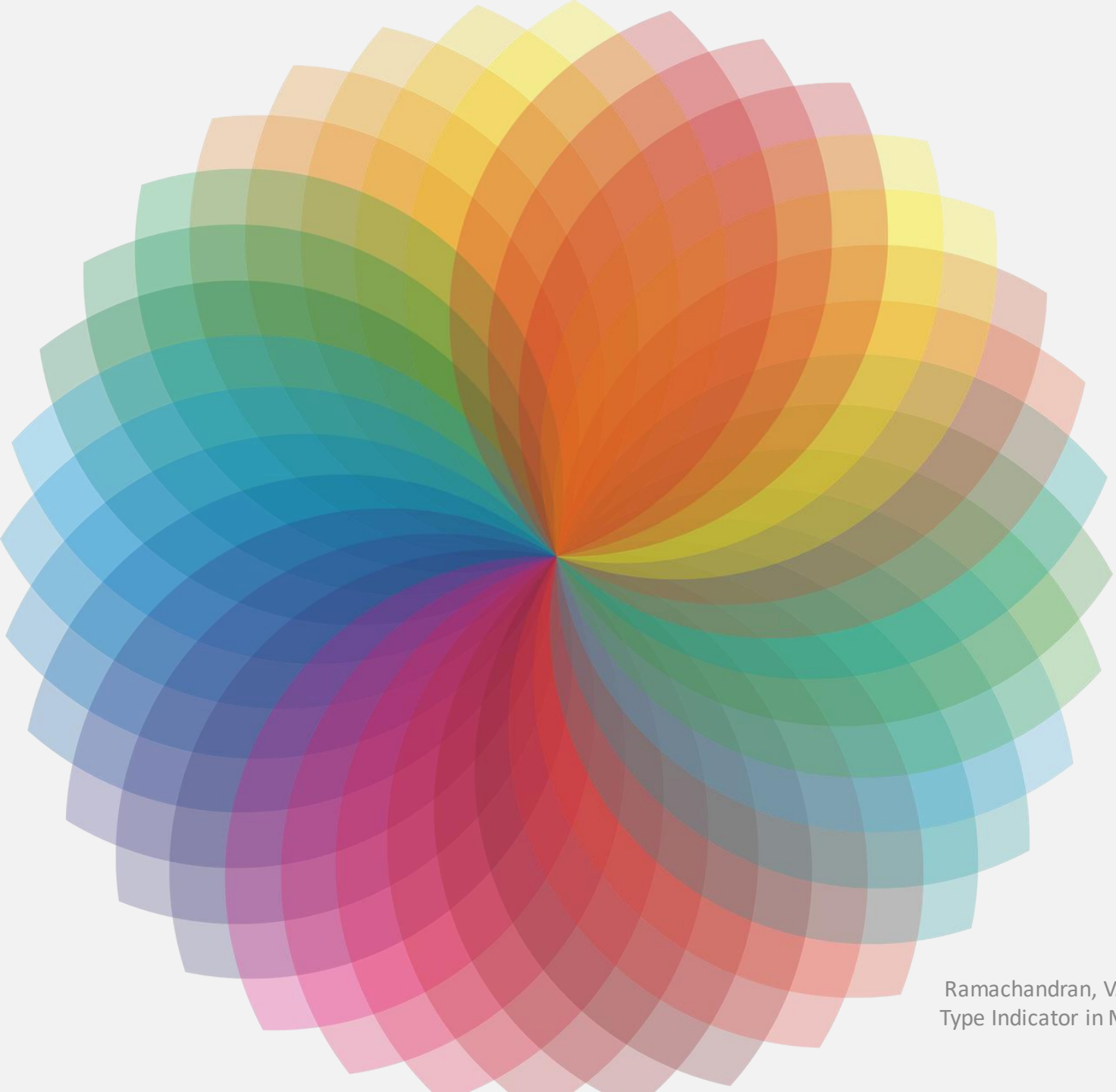
Evidence & Application



Psychological Diversity in Nursing



Colley, S.L. (2018). Equitable Education for Introverts. Providing learning opportunities that prepare nursing students to be leaders. *Nurse Educator*, 43(5), 224-226.



Psychological Diversity in Medicine

Ramachandran, V., Loya, A., Shah, K.P., Goyal, S., Hansoti, E.A., & Caruso, A.C. (2020). Myers-Briggs Type Indicator in Medical Education: A Narrative Review and Analysis. *Health Professions Education*, 6, 31-46.

Temperament & Med Students

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OBSERVATIONS

Introversion and Medical Student Education: Challenges for Both Students and Educators

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Department of Family Medicine, Georgia Regents University, Augusta, Georgia, USA

Issue: Introversion is one of the personality factors that has been shown to be associated with performance in medical school. Prior cross-sectional studies highlight performance evaluation differences between introverted and extraverted medical students, though the mechanisms and implications of these differences remain relatively unexplained and understudied. This gap in the literature has become more salient as medical schools are employing more interactive learning strategies into their curricula which

Keywords personality, student characteristics, assessment, student health, qualitative

INTRODUCTION

Introversion is one of the personality factors that has been associated with performance in medical school.¹ The direction of the association has been contextually dependent with intro-

Medical student perspectives

"feeling like misfits"

A white, torn-paper-like border runs along the bottom edge of the slide, creating a jagged, irregular shape that separates the text from the dark background.

Medical student perspectives

"being afraid of being wrong or misunderstood"

Medical student perspectives

"struggling to get a word into conversation"

Medical student perspectives

"experiencing frustration with (the) expectation to talk more"

Medical student perspectives

"desiring more time to reflect before responding"

Medical student perspectives

"having (a) strong need for downtime to recenter after active social encounters"

Medical student perspectives

"feeling a need to change their identities to succeed in medical school"

Medical student perspectives

"being judged as underperformers"

Introverts < Extraverts

- Group discussions
- Forming quick relationships
- Offering ideas quickly/assertively

Temperament & Med Students

Learning to Break the Shell: Introverted Medical Students Transitioning Into Clinical Rotations


To the Editor: Many medical students are excited to begin clinical rotations and to start doing “what real physicians do”—caring for patients. However, this excitement may not be shared by introverted medical students who may be dreading team interactions, especially when they do not receive necessary interpersonal skills training or explicit expectations on effective team-based communication.

Temperament & Med Students

TEACHING AND LEARNING IN MEDICINE
<https://doi.org/10.1080/10401334.2021.1922284>

 **Routledge**
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GROUNDWORK

 Check for updates

Does Personality Matter? Perceptions and Experiences of Introverts and Extraverts as General Surgeons

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ABSTRACT

Phenomenon: Medical educators increasingly recognize both the challenges introverts, compared to extraverts, may face in medical training and the unique strengths they bring to practice. However, few researchers have examined in-depth how introverts and extraverts truly experience training and practice, particularly in specialties like surgery that tend to value qualities (e.g., dominance and assertiveness) typically associated with extraverts. This

ARTICLE HISTORY

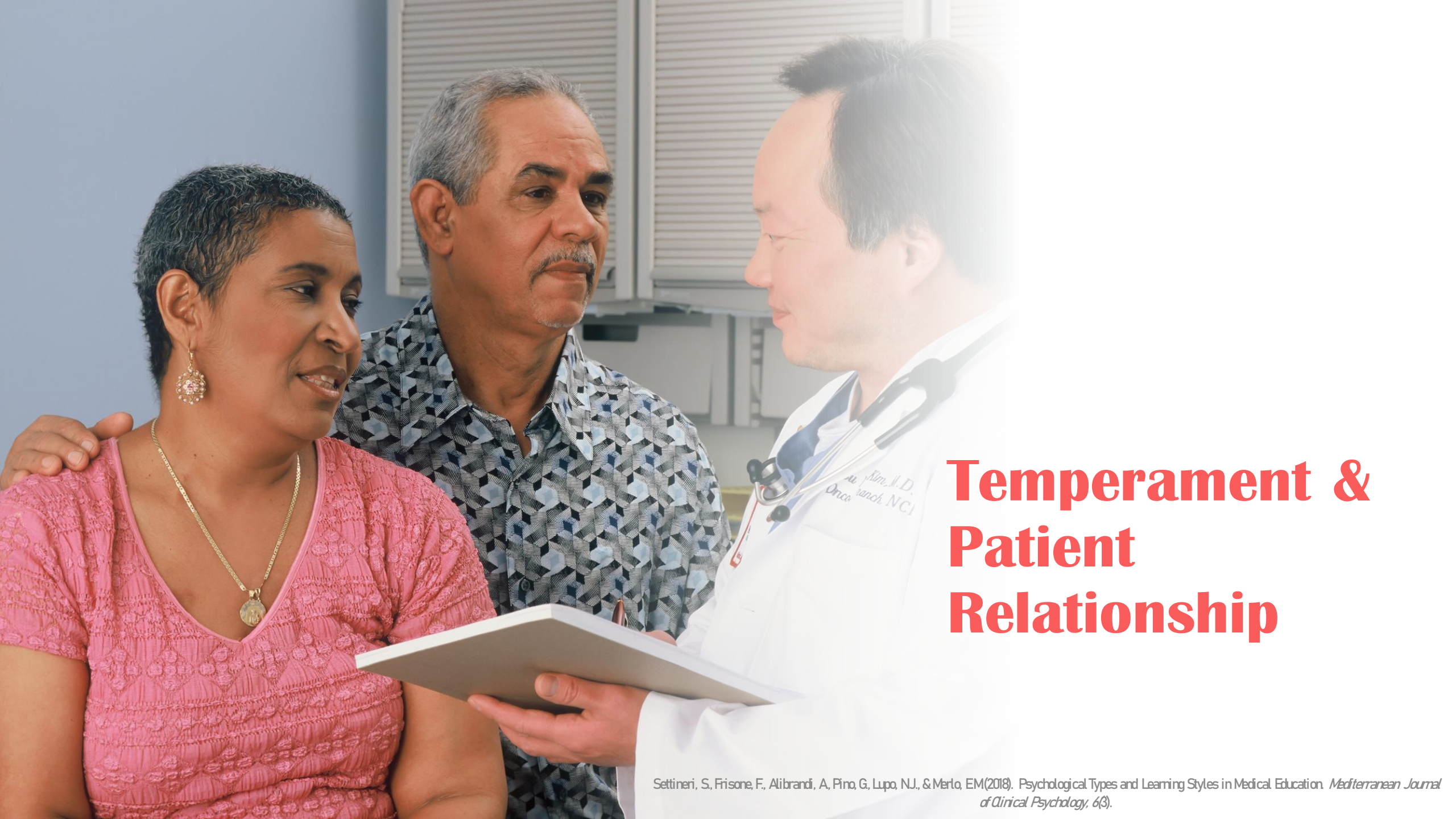
Received 22 October 2020
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KEYWORDS

Personality;



Temperament & Surgeons



Temperament & Patient Relationship



Stress - Burnout

Active Learning

Think

Ink

Pair

Share

Active Learning

Think

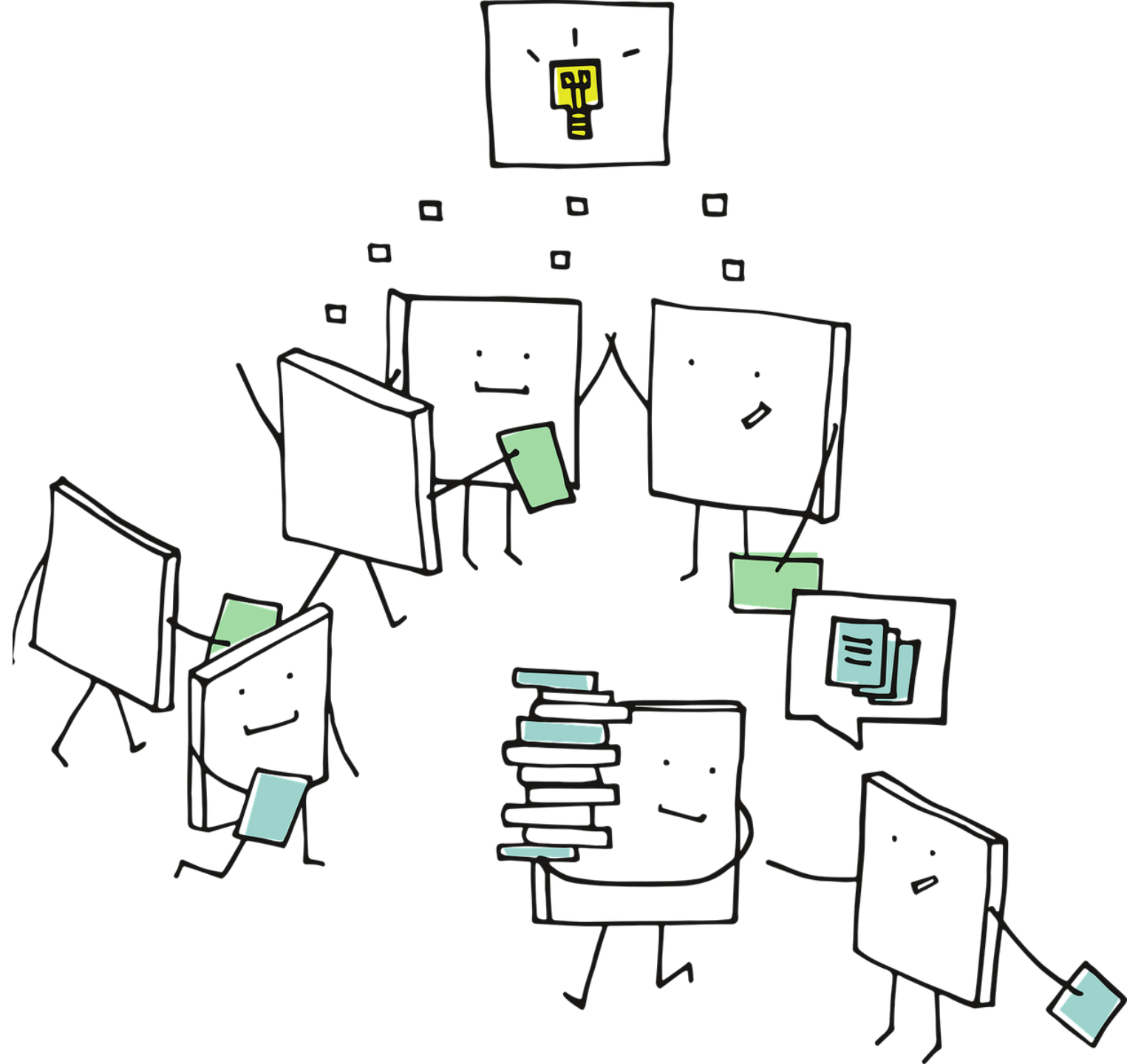
Something that you learned about your temperament and how it may impact how you learn.

How you might adapt/re-create a learning activity or assessment to be more inclusive of all temperaments?



Learning | Reflection | Ideas

Temperament- inclusive pedagogy strategies (T.I.P.S.)



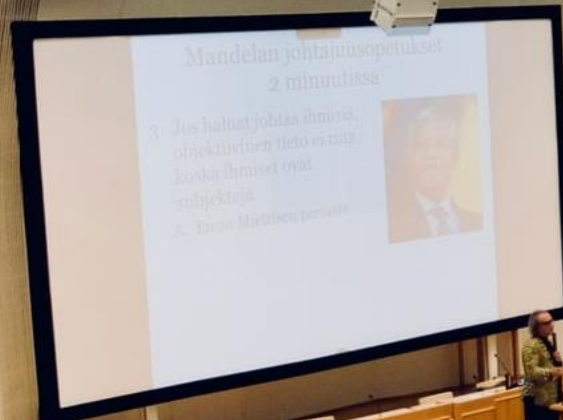


**Re-define
participation**



**Include
auditory
learning**

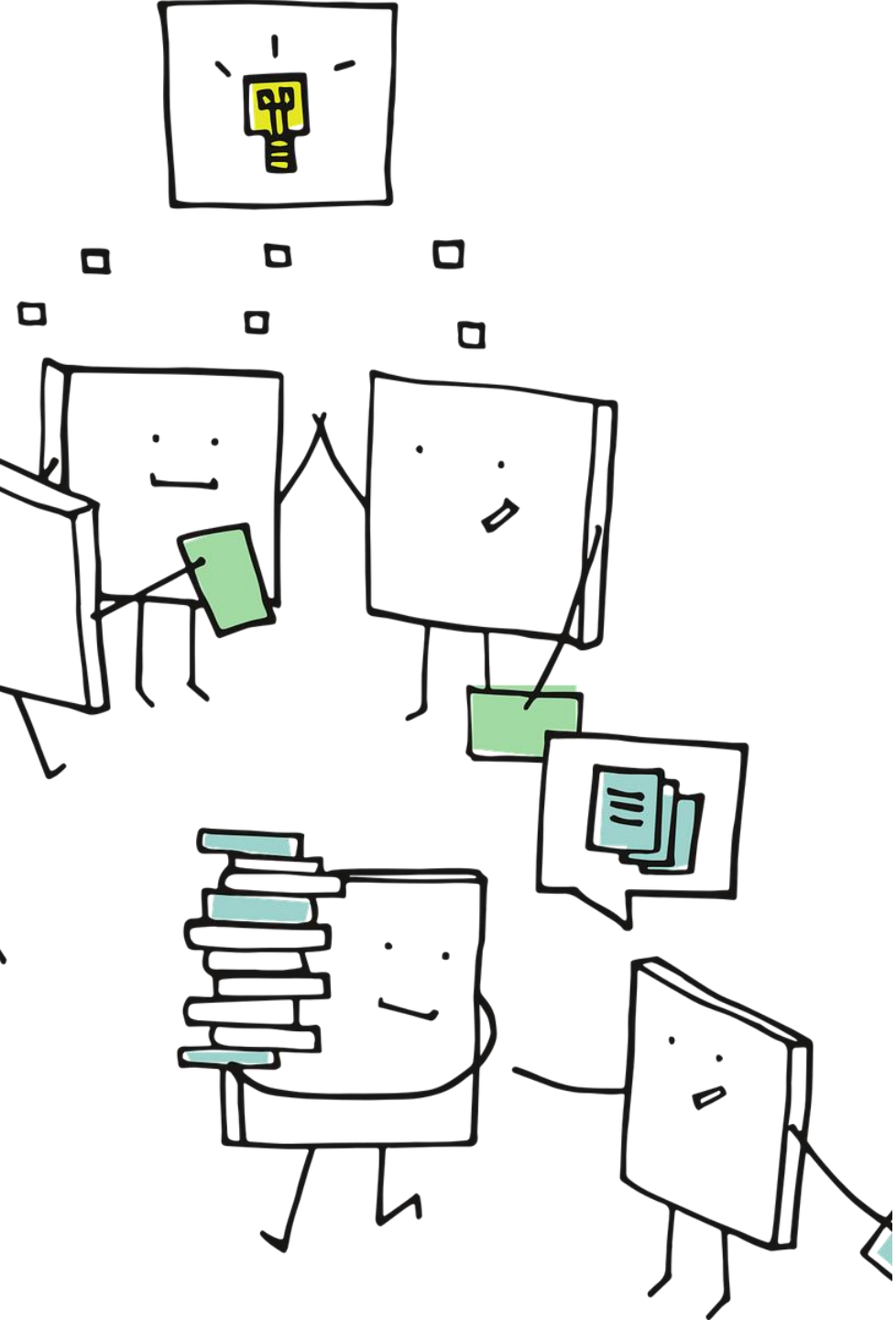
Re-think Active Learning



**Structure
collaboration**

The background features a large, dark brown inverted triangle pointing downwards, set against a lighter tan background. Silhouettes of people are scattered across the scene, some walking towards the viewer and others away. A central white circle with a thin black border contains the text. The overall aesthetic is clean and modern.

**Provide
Choice**



Temperament-inclusive pedagogy strategies (T.I.P.S.)

- Re-define participation
- Include auditory learning
- Re-think Active Learning
- Structure collaboration
- Provide Choice



EVALUATION

Lebin, L.G., Riddle, M., Chang, S., & Soeprono, T. (2019). Continuing the Quiet Revolution: Developing Introverted Leaders in Academic Psychiatry. *Academic Psychiatry, 43*, 516-520.



Additional ideas/strategies

- Blended Learning
- Narrative writing | Reflective Journaling
- Create content connections
- Compassion & Support
- Build awareness

"...appreciating diversity represents an important concept in education. Diversity takes many forms, including personality variables such as extroversion-introversion. Introverted students do not need to be 'cured' by being changed into extroverts. Instead, teachers and students, including the introverted students themselves, need to appreciate the strengths of introverts, such as being careful listeners, detailed observers and reflective thinkers. "

*“Medical educators are increasingly concerned with the **challenges introverts may face in medicine** and advocate for a greater recognition of the strengths they bring to the profession.”*

“There is an evident need for a balanced cadre of effective leaders from across the temperament continuum who can address the complex challenges facing the nursing discipline and health care in general. Nurse educators are integral to preparation of more resilient and diverse leaders who can address the multifaceted issues in the complex health care field.”

Colley, S.L. (2018). Equitable Education for Introverts: Providing learning opportunities that prepare nursing students to be leaders. *Nurse Educator*, 43(5), 224-226.

“Educators who are mindful of the complexity of nursing students’ temperaments across the continuum of introversion to extroversion may have greater success in inspiring all students to recognize their innate qualities and use them in ways that will ultimately enhance future workplace success.”

Colley, S.L. (2018). Equitable Education for Introverts: Providing learning opportunities that prepare nursing students to be leaders. *Nurse Educator*, 43(5), 224-226.

*" Extraverted behaviors will continue to be an important part of medical training and practice, but **the merits of introverted behaviors warrant further consideration as both medical training and practice evolve.** Educators who make manageable adjustments to current teaching practices can improve the learning for both introverted and extraverted styles of academic engagement. "*



Thank you



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