

Praxis Paper

Michael Doyon, Lindsay Tranter, and Lexy Tulett

Dr. Susan Holloway

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This teaching tool consists of a board game that helps students understand their personality types by simulating what it is like to take a personality test in the form of a board game. Students answer questions relating to the four dichotomies of the Myers-Briggs Type Indicator: Thinking or Feeling, Sensing or Intuition, Judging or Perceiving, and Extroversion or Introversion. As students answer questions throughout the game, our multimodal teaching tool stimulates and enhances students' understanding of themselves as individual learners and members of society, and it enhances their understanding of themselves in relation to the other players.

Introducing the concepts of personality theories and tests through a board game is an effective teaching method because the design incorporates multiple learning styles, intelligences, and preferences. Vacca, Vacca & Mraz (2014) state that “whether you’re a novice or a veteran teacher, effective instruction requires the use of differentiated learning strategies and a willingness to move beyond assigning and telling when using texts in the classroom.” The board game incorporates and challenges students with: visual/spatial intelligence through the various colours on the board that correspond to specific dichotomy-related questions; bodily/kinesthetic intelligence through the movement of the game pieces; verbal/linguistic intelligence by requiring students to read and answer questions aloud; interpersonal intelligence through the multiplayer aspect of the game; and intrapersonal intelligence because each player must reflect on and consider their individual identity when answering the questions in the game.

The style of the board game and how the game is played is engaging for students because it engages the senses. The board is aesthetically pleasing, drawing students in with its simple design and bright colours. Students are also physically stimulated by the textile aspect of the

game through the movement of the pieces. The movement involved in playing adds a tangible link for physical learners to connect different concepts in a multimodal way. At the same time, the game is student centred in the way the students themselves are driven to discover results through playing. The students create their knowledge and it is only contextualized through supplementary lesson materials.

Our project was created with the consideration of Fisher & Frey's questions, "From the students' perspective, we hope they can answer three questions for each content area lesson: 1. What am I learning today? 2. Why am I learning this? 3. How will I know that I learned it?" (2016). Our game answers these questions in a multimodal way. The nature of the game describes what is being learned. The lesson explains why the game is important to psychology. The conclusion of the game and concluding activities naturally signals students that they have finished learning. Having students reflect on their experience playing the board game, and on whether or not they agree with the personality type, as well as the general effectiveness and history of personality tests, adds a layer of context and further depth to these questions.

This board game is most effective when used in conjunction with lesson materials that further explain the concept of personality tests as a psychological tool. It is a device to support student understanding and learning through engaging multiple literacies, but a lesson is required to provide context on what it means and how it is important to psychology as a whole.

References

Vacca, R., Vacca, J., & Mraz, M. (2014). *Content Area Reading: Literacy and Learning Across the Curriculum* (11th ed.). New York: Pearson.

Fisher, D., & Frey, N. (2016, March/April). Designing Quality Content Area Instruction. *The Reading Teacher*, 69(5), 525-529. Retrieved November 9, 2016, from

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