How will Introducing personality theory in the classroom change the way students perceive group work, and each other?

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I. Introduction

I currently teach in an affluent district in Essex County. I teach in one of six elementary schools, all of which are K-5 buildings. In the fifth grade we operate like a middle school. There are three fifth grade teachers and students cycle through the different subject areas. There is a math teacher, a social studies teacher, and myself, the science teacher. Each teacher also teaches reading and writing to her own homeroom. So I have seventy-five students for science, and twenty-five each for reading and writing. I have been teaching for five years, and this is my fourth year in fifth grade. Previously, I was teaching any combination of social studies, reading and writing. This year is my first year teaching science, and the entire reading and writing program is also different. This has caused me much stress, as the entire curriculum is new to me, and I am feeling like a first year teacher again!

In social studies I utilized a lot of group work and cooperative learning. I have always had much success in this area. This year, I am struggling with keeping my students from arguing during group work or labs, keeping them on task, and overall with the classroom dynamics of this group. There is a lot of tension in my classroom, and much of group work is wasted time due to personal conflicts arising during class. The peak of my frustration with these issues came on a day when a light bulb went off in my head, and I realized my students are not seeing the best sides of their classmates. We were working on a lab to create different kinds of earthquake waves with Slinkys. Students were

arguing, Slinkys were flying, along with unkind words. It was as if I paused the

room and I could hear every conversation that was going on, and I clearly saw

that they are only seeing the disagreeable, annoying, and or stubborn sides of

their classmates. I began to think of all of the good qualities that each of these

students have and not only why they were not showing in this context, but also,

how I could get classmates to actually realize that for example, a certain

student that aggravates others, really has great ideas, but sometimes can't put

them into words.

      This led me to think about what would happen if they had a way to

organize their thinking about one another. If they could see some of the

similarities they have with one another, and learn to appreciate each others

differences, in learning, in personality, and in interests, then perhaps they could

capitalize on each other's strengths. Seems like a tall order. Then I took the

Personalities in the Classroom class, and my mind was made up. This is what I

am going to do in my classroom. I would like to research "What are the social

effects of cooperative learning (with an emphasis on personality types theory) in

my classroom?" A couple of my subquestions are: "Will the way my students

perceive each other change?" and "Will the way they perceive group work

change?"

      When I took the personality class. My entire view of myself and other

people changed. It made me more empathetic towards others, and it allowed

me to see myself in a way that made me feel like I was a part of something

bigger than myself. It allowed me to feel like I wasn't the only person who feels a

certain way, and it allowed me to accept parts of myself that I previously was

struggling with. It also, obviously, changed the way I viewed my family and

friends. It made me a little more patient, lenient, and understanding of their

traits and the way they handle certain situations. It completely revamped my

personal relationships, as well as relationships with my colleagues and students.

Now I understand that the impact this course had on me was partly

(maybe mostly) because I am a true-blue personality, and partly because I am

an adult, but if I could instill just a little bit of this knowledge into my students, if

they could feel half of the effects that I felt, perhaps they will be able to apply

some of this to their own lives. I am hoping that this will give them a concrete

way to view one another, and to structure their thinking about social situations.

As a ten year old, life is confusing! If I could aide in giving them a little bit of

structure in how they view others and themselves, then perhaps they might be

willing to allow for other's not so positive traits as well.

As a true blue, I am at peace the most when others are in harmonious

relationships. This is not the case in my classroom right now. This is very

important to me for a couple of reasons. For starters, it stresses me out! When

my students are arguing all the time, it takes a lot of mental energy from me to

rectify the situation. Second of all, it wastes a lot of instructional time that could

be utilized more effectively. Lastly, my heart breaks for certain students who are

not feeling their best in my classroom. Every student should have an

environment where they feel safe and accepted, and unfortunately, my

classroom is not always that place at this point.

I am hoping that this will change the way my students perceive each

other, how they perceive group work, and how they operate in my classroom. I

am also hoping that this might change how they view working with certain

students in my classroom, who have a reputation that's not so great right now. If

we could see everyone's strengths, then perhaps, we can appreciate each

student in our group and use them to help us in reaching our final objective.

II. Literature Review

Article 1: Group formation based on learning styles: can it improve students' teamwork? Maria Kyprianidou et. al

This article analyzed the effects of heterogeneous learning groups, and

their positive effects. Kyprianidou et al, mainly focused on how these groups

effected self concept and students' views of themselves and others. Theorizing

that with regular interventions, students could see their own strengths as well as

those of their group members to create a more harmonious, effective, and

successful group. "In our study we tried to monitor what happened during the

course and record the benefits, shortcomings, drawbacks that students faced

during their collaboration with unknown people, based also to styles awareness,

using qualitative methodology." (Kyprianidou et. al, 2012, p. 91-92) First they

gave each student a learning styles inventory and created groups based on a

computer algorithm. Then they gave a pre (and post) liekert scale

questionnaire regarding their attitude about their own personality and group

work in general. They also interviewed students about group formation

procedure, their experience with working with different learning styles and how it

was affected by others in their group.

Kyprianidou et al found that once students overcame "their initial

reservations for the ...group formation method, were content to collaborate

with each other productively within their group setting." (Kyprianidou et. al,

2012, p. 106) At first, students did not pay much attention to the learning styles

of the members in their group. After working together for quite some time, the

learning styles of their teammates became evident. Also, being aware of their

own strengths and weaknesses allowed them to appreciate the other people in

their group more. Students also reported being more proud of their work,

because they felt "a clear awareness of their own contribution to

collaboration." (Kyprianidou et. al, 2012, p. 104) So to answer the question in the

title of the article, yes, group formation based on learning styles *can* improve

student's teamwork if there is a facilitator present, with regular meetings for

each group.

I found this article very helpful due to the lack of teamwork in my

classroom when trying to implement collaborative learning. By facilitating

groups regularly, I hope to create a similar environment where each student

can see each other's strengths or weaknesses regardless of whether one student

is having an "off" day or a great day. I believe that constantly showing and explicitly stating the strengths of each student, that others will begin to see that student for those traits as well. If I can facilitate learning style groups in my classroom, this can give my students a concrete way to look at each other's strengths or weaknesses, and either use them for the group's benefit, or support them if they need help.

Article 2: Social effects of collaborative learning in primary schools Andrew Kenneth Tolmie et. al

This article tries to pinpoint the relationship between collaboration and positive relationships with peers. There are three possibilities that Tolmie et al pose. One possibility is that positive relationships are a precondition for group achievement. The second possibility is that positive relationships are a directly related consequence of collaborative learning. The third possibility is that the positive relationships with others are a completely separate outcome from collaboration. This study was done in elementary schools in eight out of thirty-two schools in a district in Scotland. Each teacher got trained in group-work skills to get prepared for facilitating student groups. Students filled out a "people in your class" document to see where their current relationships stood before the research started. (They also did a post document after the study was over). Then for the actual data collection during the study, observation of on task and off task student dialogue and interaction was recorded. Teacher's perception on the impact of the class was collected via a liekert scale.

The results of this study were mixed, as the differences in implementation may have effected social outcomes. "There was a general tendency for the number of classmates regarded as desirable work partners to increase pre- to post- intervention, though there were fluctuations in both the actual proportion and degree of the change depending on the area and type." (Tolmie et al, 2010, p.185) There were similar findings for play relations, although it seemed that play relations were less effected by the intervention. Older students were more affected by the intervention than younger ones were. "The implication is that where group skills were better, work relations improved more, and the impact on pupils was rated more positive. This in turn moderated the benefits of age, and reduced tensions in work relations produced by greater incidence of transactive dialogue." (Tolmie et al, 2010, 187) Overall, it seems that collaborative work increased social gains and understanding.

This article gave me a lot of great ideas on how to pre and post assess my students in order to gain a better understanding of how they perceive each other, their existing relationships and how they perceive group work. Although there were no conclusive findings, it does seem that when students have a regular intervention pointing out strengths of group members and facilitating positive group interactions, at the very least it leads to a better understanding of material and a better use of class time. So for this reason alone, this is worth it. If it improves my students social situations, then that would be even better! All students want to feel like they belong and that they are in a n emotionally safe

environment at school. By facilitating group work, I hope to take the anxiety away from many students about how they are supposed to interact with their group, and give them opportunities to show their strengths to their group members.

Article 3: *Chapter 7: Teams* from the book **Kagan Cooperative Learning** Dr. Spencer Kagan and Miguel Kagan

This chapter talked all about the different types of teams that can be used in the classroom. Kagan recommends changing your groups every 6 weeks, which for me is perfect for this research timeline. He explains how each group should be a small microcosm of the classroom. Kagan also outlines which groups are good for short term or quick projects, and which groups should be used for sustained periods. The heterogeneous team is the most successful of the bunch for longer periods. In a heterogeneous group, one would have a High student, a high/medium student, a medium/low student, and a low student. This kind of team can also be broken down into partnerships for more individualized instruction.

The other three teams could be used as well for shorter periods or projects. Random groups are exciting, fun, and can be dangerous in the classroom. There are many different ways to make random groups but these groups should only be used for a maximum of one class period, and even that seems like a long time for this grouping. Student selected groups are recommended occasionally. These groups provide familiar dynamics, and are typically more

bonded than any of the other groups, but they have the propensity to be off

task and leave some students the last to be picked. Homogenous groups are

another occasional grouping. These groups rarely challenge students as they

stay within their zone of proximal development and because of this their

academic growth is limited. Also, if all the leaders are together, than other

groups will be lost in their direction of succeeding at the objectives. One way to

avoid these pitfalls is to use interest groups so students are grouped by interest,

and not ability. This mixes the characteristics that could cause problems, but still

keeps a commonality within the group.

This chapter opened my eyes to reasons why certain groups work and

don't work. Also it gave me some good ground rules to use with my class. I

hope to have groups where there is one of each color represented but also

have a varied academic ability present. This seems like a challenge, a big

puzzle to fit together, but hopefully, in the end it will provide my science class

with a bit more structure, and on task behavior during group work. I can use

random groups for the daily do now, student selected groups for some health

activities and carefully selected heterogeneous groups for science work and

labs. Hopefully this will create a different atmosphere around group work in my

classroom.

Article 4: A Teacher Fosters Social Competence with Cooperative Learning

Stacey Magnesio and Barbara Davis

This article was a case study of a fourth grade classroom. This case study

revealed that not only particular attention to grouping is necessary, but also

how the teacher uses interventions with each group to keep them on task, and

working as a team is crucial. This teacher followed six students who consistently

showed negative or lack of social skills through a 12 week period at the start of

the school year. Then she started a six week study to see the effects of

cooperative learning in her classroom. She implemented three main structures

form the Kagan program: RoundRobin, RallyCoach, and Quiz-Quiz-Trade. She

had her students fill out the top three students they liked to work with and

plotted them on a sociogram to find outliers and stars in her room. She also

used tally charts to mark particular behaviors of those six students she chose to

follow. Student reflections were used after each new cooperative learning

structure was introduced.

She found that the frequency of disruptive behaviors went down

significantly as students became used to the cooperative learning structures.

The number of isolates on her sociogram went down, and the number of stars

also went down, proving that students were willing and feeling positive about

working with a wider range of their peers. Reflection forms proved that students

wanted to make efforts to improve their collaborative skills in the classroom.

This article was inspiring to me, but it also revealed that there are many

things that I hadn't thought of before. As I read it, I thought to myself, "boy, this

might actually work!" In reading her case study, I know I have a slightly more

complicated structure in my research, as I have the element of personality

influencing my groupings. Knowing that there are so many variables is also

slightly nerve wracking. This case study happened to be successful, but I feel like

changing such an integral part of the science classroom could result in chaos as

well. I will use some of her ideas for my data as a way to compare pre and post

intervention to see how and if things change socially in my classroom over time.

**Article 5: Cooperative Learning: An excerpt from <u>Psychology Applied to</u>
<u>Teaching</u> Chapters 4 and 11** Biehler/Snowman

This article summarizes the three major cooperative learning models, as

well as the effects of cooperative learning, and why it works. This article

references the viewpoints of Johnson and Johnson, Robert Slavin, and Shlomo

and Yael Sharan to analyze the different elements of cooperative learning

through three different lenses. Of the elements mentioned in this article, group

heterogeneity was the first and most important. Group goals and positive

interdependence ranked a close second and individual accountability came

third.   A less detailed explanation of what cooperative learning entails, but

more of an overview for beginners of what cooperative learning is all about.

These chapters went through what interpersonal skills are gained or

needed to begin this work and how equal opportunities for success are a crucial

part of this process. Team competition can be useful as well, provided it is

lighthearted and that the teams are well matched. The second half of the

article reviewed the effects of cooperative learning. Motivation, achievement,

and social relationships ranked the top three positive effects of cooperative

learning. Students spend more time on task when these structures are

implemented. Students achievement is most related to group goals and

individual accountability. This structure requires each student to succeed in

order for the group to succeed. Finally, social relationships are more positive as

students have an increase in self esteem, and greater on-task behavior, making

their groups function more smoothly, and changing the perception of students
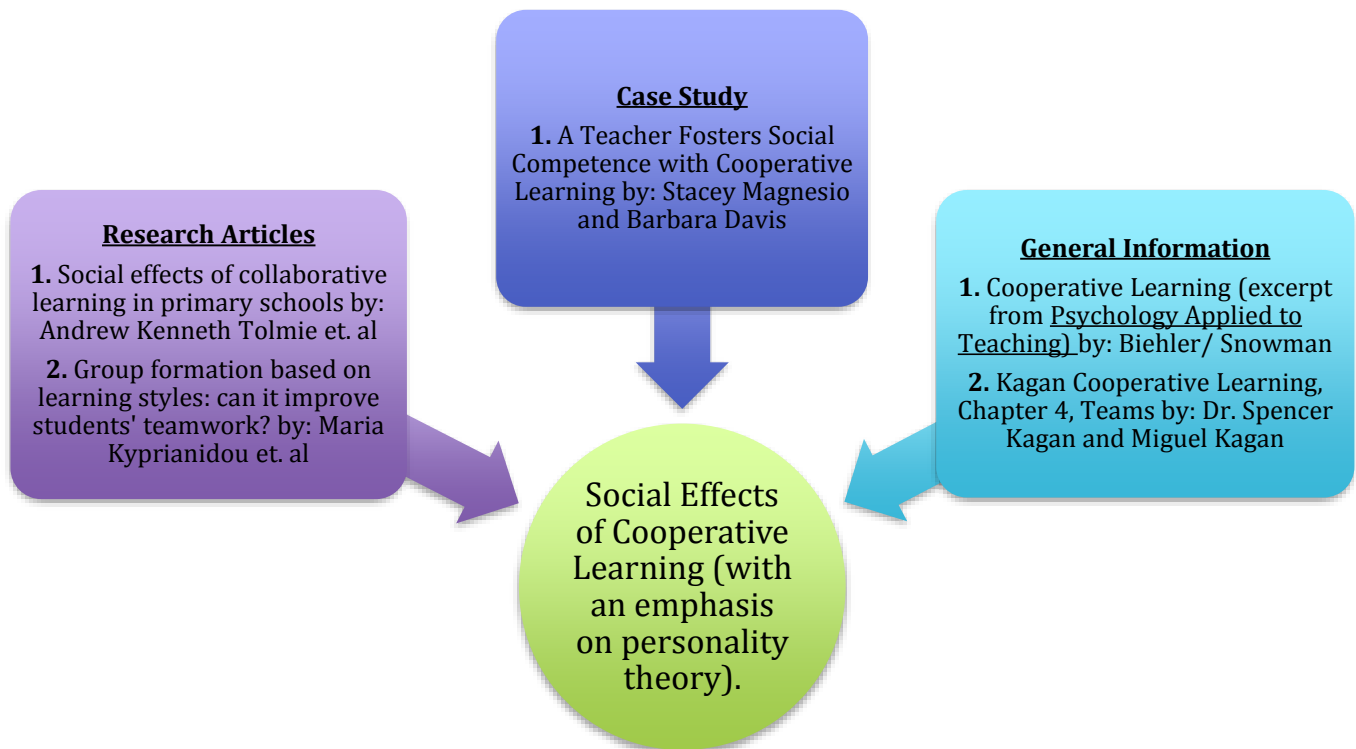
by their group mates.

In spending time with my class learning about the different colors in the

personality spectrum, we also took some time to realize what each color can

bring to group work. In order to recognize what someone else is good at, or can

be successful at, we explicitly talked about how each color can add something

positive to his or her group. This is the first step in giving each person in the room

equal opportunities for success both socially and academically. Gaining

knowledge about each member's strengths and weakness is an integral part of

giving each student an opportunity to succeed. Hopefully this system will

change the perceptions of at least some of the students in my classroom, and

lead to better social relationships as a whole.

Most of the literature I found was specific for the effects of collaborative

learning, and didn't mention incorporating personality styles into the classroom.

With this added element, I hope to change student's perceptions of each other

by reminding them of their strengths based on their personality type. Hoping

that this will provide a concrete way for them to look at themselves and each

other, I would like them to become fluent in recognizing traits of each color and

utilizing them in their groups to make their projects more successful. I would like

to see if choosing to introduce this idea of personality types into my classroom

results in students being more understanding of each other, and being more

willing to work with those previously thought to be troublesome partners.

Research Question: What are the social effects of cooperative learning (with an

emphasis on personality types theory) in my classroom?

Subquestions: Will the way my students perceive each other change? and Will

the way they perceive group work change? Will the efficiency of group work

change?

Case Study

1. A Teacher Fosters Social Competence with Cooperative Learning by: Stacey Magnesio and Barbara Davis

Research Articles

1. Social effects of collaborative learning in primary schools by: Andrew Kenneth Tolmie et. al

2. Group formation based on learning styles: can it improve students' teamwork? by: Maria Kyprianidou et. al

General Information

1. Cooperative Learning (excerpt from Psychology Applied to Teaching) by: Biehler/ Snowman

2. Kagan Cooperative Learning, Chapter 4, Teams by: Dr. Spencer Kagan and Miguel Kagan

Social Effects of Cooperative Learning (with an emphasis on personality theory).

III. Methodology/ My Research Plan

Types of Data/Analysis Plan:

The types of data I used were an inventory of the personality colors, ,
student reflections, sociograms, attitude questionnaires, and group/partner work
surveys.

Personality Inventory

This was done pre research only. I taught an introduction about
personalities, then walked students through taking their own student friendly
inventory. I analyzed this data, and put students into color groups based on
their personalities. I then grouped them with same-color students and gave
them a few team-building activities to help them learn about their strengths and
weaknesses. Students then spent time learning about their color and making a
presentation to the class to teach about their own color. Then we had a class
conversation about each color: how each color can benefit the group in group
work, and how each color may frustrate others during group work. After that,
students spent some time analyzing which of these qualities they have, and
which of these qualities their group members have. I posted these charts up in
the room for reference during group work.

I created a classroom matrix of each child's color and overall academic
performance in order to create heterogeneous groups to use during science. I

tried to spread out each color, and keep a high, medium, low mixture for

academic and reading level as well.

Observations

This happened during the six-week research project. I chose sample

students (one from each color) to follow throughout the research. Either the

teacher's aide or myself jotted notes about these four students in order to gain

data for a representation of each color.

I took these observations and tracked how on task or off task students

were in their new groups. Then I looked to see if there was an overall pattern of

behaviors changing for the good, for the bad, or remaining stable.

Student Reflections

These happened during and after the research period. I had my students

fill out a short answer survey.   This asked about general feelings towards working

in groups, if they were able to apply their knowledge of the colors to situations in

class, and their general thoughts about this personality theory unit.

Science Group/Partner Surveys

I made these surveys to ask questions about the specific group that

students worked with during this project, and was only given after the personality

project implementation. I administered an identical survey for their partners.

Questions like: would I choose this group (partner) on my own?, would I choose

to work with them again after this project? Did this group (partnership) stay

focused?, Did this group create a quality product?, Did this group (partnership)

cooperate well and solve problems?. These questions were on a liekert scale

with a space for explanations/short answers on the bottom.

Sociogram/Attitude Questionnaire

This sociogram was given both pre- and post- research. Students filled out

a series of checkmarks for each student in the class, only marking a column if

the answer was yes. The categories I looked at are; I am happy when I find out

that this person is in my group, I feel frustrated with this person in my group, I feel

like I work well with this person, This person can add a lot to group work, I hang

out with this person outside of school, I feel anxious when I find out this person is

in my group. With this sociogram, I was trying to get a feel for who my students

prefer to work with who may not be their "friend" and who they may get along

with, but not necessarily choose on their own.

I tallied the total number of responses applied to each student in each

category so that I have a view of what the class thinks as a whole about each

student pre- and post- research. For example if 3 students said they enjoy

working with this student before the research, and 6 say they enjoy working with

them after, I will be able to see that this student is now looked at in a more

positive light. I also made a pre/post list for who each student marked for each

column to see where the changes were, and if the changes happened to be

someone in their current science group.

The attitude questionnaire was a leikert scale given pre- and post-

research. I was able to find out their attitudes towards group work and their

group work preferences. Statements like: "I love working in groups", "I feel anxious when the teacher says we will be working in groups", "I prefer to make my own groups", and "I prefer when the teacher makes groups", "I can get along with teacher made groups", "I can get along with groups I choose". I was able to get a feel of the overall perception of the class as a whole towards group work, and for each student as well.

I compiled this data onto a class chart to use to compare pre and post research. I will be able to see how student's perceptions have changed (or not) over time.

Journal

I kept a journal throughout this whole process for any reflections, thoughts, or new ideas. This proved to be a valuable tool in remembering certain moments, which I was able to see differently after the whole project is over.

Timeline:

January:

First half: I administered the inventory of the colors to group students homogenously. Students filled out the sociogram and attitude questionnaire. Students also presented their color to their class, and we discussed positive traits that can benefit group work, and things that can frustrate others in our groups.

Second half: I began my observations of sample students.

February:

First part of February: I continued observations journal writing.

Second part of February: I finished data collections.

 March:

I administered the last of my surveys, and gave the student reflection short

answer sheets. I analyzed my data and began my preliminary conclusions of

what I found.

 April:

I wrote my paper and got ready to present at the end of April.

Before I started this project, I hoped that conducting this study would give

me a better understanding of how my students view the world, and how to

facilitate positive relationships in my classroom. I also hoped to learn more

about my students themselves, and perhaps be a little more empathetic

towards them as well. I wanted to understand what motivates my students

during group work, and also how to keep that motivation going. I hoped that

this would allow for more time to be spent on instructional activities, and for

things to run more smoothly in my classroom. I think I have succeeded in

learning what I set out to learn, but was surprised in the ways that I gained some

of this knowledge- and what this new knowledge was.

IV. FINDINGS

The overall findings were not what I expected, based on the observations I

collected during group work. Groups seemed to work more productively and

on task, even though they may not have gotten along or been friends with all of their group members. There were a few outliers here, of course, which were made clear by the sociogram, so we'll start there.

Finding # 1: Sociogram

Students perceptions of each other did not really change. There was a variance of plus or minus two for each category on the matrix. This shows me that their perceptions of each other, and their feelings about working with certain students did not change. Students who answered that certain students made them anxious or frustrated, reported the same before and after this personality work. This work was not enough to change their willingness to work with certain students. One surprising element of this sociogram was that it really highlighted the "outliers" in my classroom. Certain students had tallies of almost the entire class saying they felt anxious when they found out this person was in their group, felt frustrated when trying to work with this person, and had almost no tallies when looking at the criteria of "this student has a lot to offer" in a group.   It was also very clear that two students transcended the boundaries of boy vs. girl 5th grade mentality. Most students chose only their own gender for people they felt happy about working with, but also chose the other gender for people I can get along with. Two students were chosen by opposite genders for feeling happy that they are in the group and had the highest scores for this category, as well as all of the other positive categories.

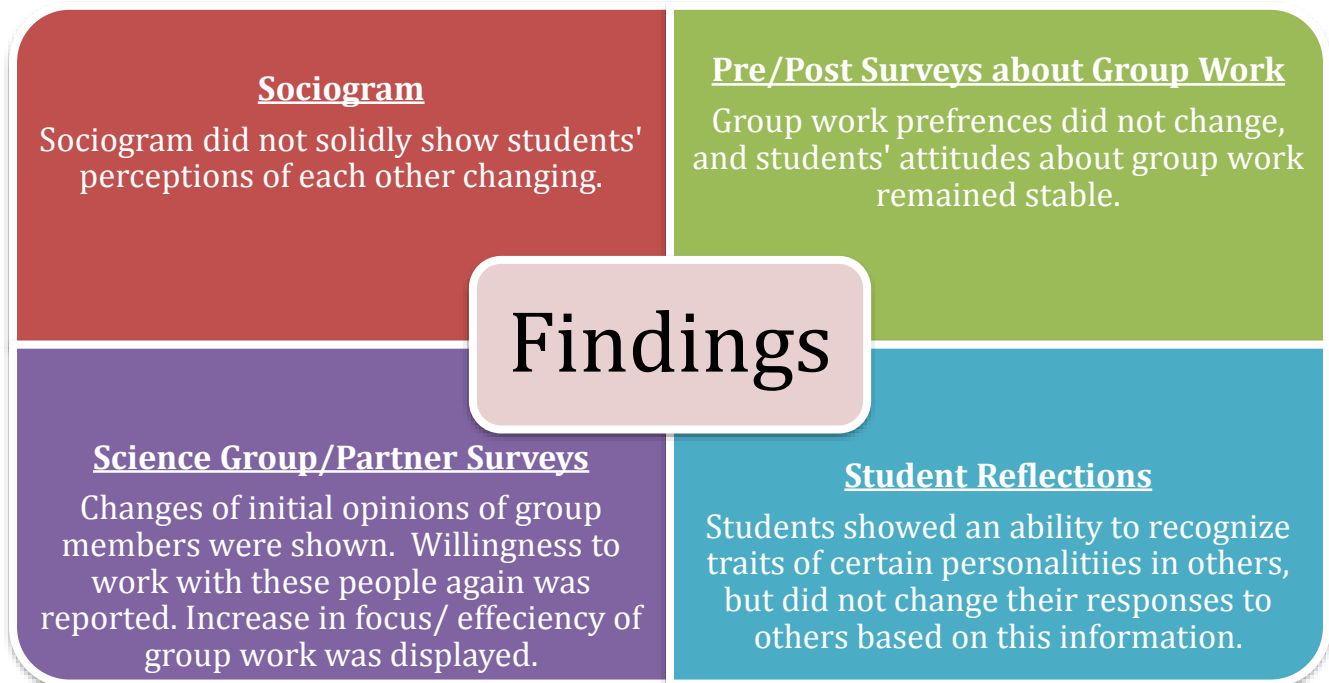**Finding # 2: Pre/Post Surveys About Group Work**

When comparing the same survey given before and after introducing this personality work and before and after new science groups, student's attitudes towards group work did not really change. Students who disliked group work still disliked it, and students who did like it still did. Students also reported on both surveys that their preference for choosing their own groups was high, while their preference for teacher assigned groups was low, both before and after this project.

Finding #3: Science Group/Partner Surveys

About one-third of the class reported a change in opinion about their group members. Eight students, who reported that they would not have chosen these students on their own, said that they would work with these same students again. Eleven students in total said they would have worked with the same group again. This is the only time where I saw any leniency in student's thinking about others. Although they reported that they would work with these people again, on the sociogram it was not consistent as to whether they had any strong feelings (positive or negative) about these same people. Two-thirds or more of the students reported that they worked well with their groups, created quality products, and stayed focused during group work. So the effectiveness of the groups remained positive, although whether students changed their perceptions of other students is still somewhat inconclusive.

Finding # 4: Student Reflections

Even though students reported that their preferences for who they work

with did not change, nor did their group work preferences change, this set of

data explains the increase in the ability of students to cooperate, work out their

problems, and use the personality theory to their advantage. Two-thirds of the

class saw working in groups advantageous and were able to list specific benefits

of working in groups based on personality. Eleven out of twenty-five students

were able to see other students differently, but only four out of those eleven

altered the way they acted due to this new knowledge of what "color" a

person is. Thirteen out of twenty-five students were able to give specific

examples of a behavior another student exhibited which they were able to

assign to a particular color group. This demonstrates student's understanding of

the colors and how it can impact daily life.

Sociogram Sociogram did not solidly show students' perceptions of each other changing.	**Pre/Post Surveys about Group Work** Group work prefrences did not change, and students' attitudes about group work remained stable.
Science Group/Partner Surveys Changes of initial opinions of group members were shown. Willingness to work with these people again was reported. Increase in focus/ effeciency of group work was displayed.	**Student Reflections** Students showed an ability to recognize traits of certain personalitiies in others, but did not change their responses to others based on this information.

Findings

V. Implications

My findings told me that my students may not be ready to fully metacognitively analyze how new knowledge of a person's personality can change their opinion about someone. My findings do tell me, though, that this personality theory as a way of grouping students, can keep them more focused, less inclined to have conflicts that need to be resolved by the teacher, and also that they are able to recognize personality traits in others that they can relate to this work.

My students did not change the way they perceived their classmates, and the desirable and undesirable group members remained the same. I would absolutely do this project again next year as it gives students insight to themselves as well as others. Although some of them may not be ready for all the nuances of that information, I believe that anything that can be taken from this work that helps you learn who you are and to validate what you feel can be beneficial to students at this age. The groundwork for their personalities are being shaped and this is a pivotal time for them to think about who they are and the choices they make before they go to middle school and face the social challenges that always arise in that setting.

VI. Limitations/ Subjectivity

In this study, I had many limitations, time being the most challenging of them all. Snow days this winter wreaked havoc on my research schedule. Getting into a groove with my students and allowing them the time to work in

their new science groups seemed like it was never going to happen. Two days

off here, a day off there, February break, three day weekends, it all added up to

a very disjointed winter for my students and I. When we finally began working

with our science groups on a regular basis, my research and data collection

could really take hold.

Another substantial problem I faced was absenteeism. It is standard

practice in my district for parents to take their families on vacations that don't

comply with the weeks the school schedules vacation. For this reason, I have

some holes in my data collection from students who were not present at the

time of the survey. At times I would give them the survey when they cam back,

but at other times, the lapse of time, or just the timing in relation to the survey

questions would have swayed the results of their survey one way or another.

I was so enthralled by the idea of personality work in my classroom, and so

I presented it to my students as such. They were all seemingly excited to learn

about themselves and their classmates they have known for six years now.

Because of this, I wanted so baldy for my students to have the positive

experience I had when learning about personality theory. I would constantly

walk around the room and announce to a group of students working, "oh I see

we have a green here because of the accurateness of the lab measurements",

or "which one of you in this group is orange, I see your random creativity really

coming out in this project!" I would reinforce student's colors to get them to see

themselves in a way they or their peers may have not before. I am not sure this

was self fulfilling to certain colors, or if it changed the way students did things in order to get a "color call out" from me.

As I was going though my data, I so badly wanted to see that students minds may have changed about group work, both teacher chosen groups, and who they would choose as their group members, but to no avail. Believe me, I tried to find a pattern that might show even a little bit of change based on the work I presented in class, but I did not and could not find anything of consequence.

I learned that although some students really grasped and embraced this personality theory in relation to how they see or react to others, many only saw the benefit in learning about themselves. I am beginning to think that perhaps ten year olds are not sophisticated enough, or developmentally ready to grasp all the nuances of this personality work. This is not to say that they did not benefit from this work at all, it is just noting that the idealistic expectation that I had about what they would take from it were not really represented when I looked at the data.

VII. Emerging Questions

Now that I have done this research, I am thinking about how I might change this personality project to better prepare students for interacting with other colors. They seem to have grasped the concept of their own personality and being able to pick out others of the same color, but still seem to be in the dark

about other colors traits, and how to best react to them to keep group work

going smoothly.

I am wondering what would have happened if I had students wear colored

dots and at the beginning of each group meeting to have them announce their

color and have others say something about that color's personality and how

one might react to that person. I am thinking they might have needed more

explicit practice on what each of the other colors strengths and weaknesses are

in order to really use this theory to it's fullest potential.

I am also thinking about how this might change staff members perceptions of

each other. As I was taking this class I thought a lot about my teammates who

teach fifth grade with me, and I realized a lot about them, and about myself

interacting with them. I since have changed certain things about the way we

interact based on personality theory, and have seen more smooth team

planning and collaboration. I am wondering if we could implement this on a

faculty level, and what implications that might have for staff peer relationships,

but also for how staff members view their students.

VIII. Conclusion

My findings although not what I had hoped to see, still remain positive in my

eyes based on student reflection. Students reacted very positively to this project

and had fun thinking of "times when" that fit with the criteria for each color. My

findings tell me that this project, although it didn't get to the level I had hoped, is still very useful for this age group as far as awareness, and group efficiency.

This study could be useful to many others in my building. Inadvertently this study unearthed quite clearly which students are not desirable to work with (for various reasons). I could use this data to give to our staff member who works in social groups or to share with our guidance counselor in order to teach these students strategies for working with others.

I could share the findings of my study with the other fifth grade teachers, and to any teacher who interacts with my students to help them be more aware of the nuances of certain dynamics in my classroom when planning group work. These findings could also be useful to their sixth grade teachers for the same reasons.

This study asked children to be reflective of their own attitudes and their peer relationships. Our first health unit (which is quite lengthy) requires students to think about mental wellness, social wellness, and physical wellness. This work around personality can encompass all three. We discussed how this connects to their social wellness due to their ability to interact with all different types of personalities, their mental wellness in their ability to know themselves and their own triggers of stress and frustration, as well as their needs as people, their physical wellness by managing stress based on what color they are. This added a new dynamic to our health unit, which is usually taught through textbook and workbook sheets chapter by

chapter. Students seemed to make the connections to each type of health, but next year I would like to make them even more explicit to align with our curriculum standards.

IX. Implementation Plan

I will use this study to continue to make effective groupings in my classroom. Based on my findings I will implement this program next year with a few changes. Students have suggested having a "cheat sheet" of the colors to keep in their pencil case to use when cycling through other classrooms. Also students suggested spending more time in homogenous groups to really learn more about each color. Some students noted that they would like to start each group meeting off with a review of the colors, what they mean, and challenges they may face while working with each color.

Next year I will start this "personality unit" earlier in the year, right before holiday break. This way, students will have a chance to gel with each other, I will have a chance to learn about each student in order to help them assign themselves the appropriate color.

As outlined in the conclusion, I can share this survey with many collegues in the building for the goal of benefiting each student socially and academically. If we can target certain students for a social group, to teach them social skills, they can be more successful in group work. This will change a couple of things over time, one being the way their classmates view them, and another being their grades on cooperative projects. If we can teach them how

to insert themselves into a normally functioning group and call on their strengths

based on personality, then maybe, this can have an effect on their classroom

reputation and ultimately their grades.

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XI. Appendixes

Group Work Survey post	No Way N	Probably Not PN	Total Negative Tallies	Probably Yes PY	Yes Y	Total Positive Tallies
I would choose this group on my own.	N=6 24%	N=14 56%	N=**20** **80%**	N=2 8%	N=3 12%	N=**5** **20%**
I would choose this group again.	N=4 16%	N=8 32%	N=**12** **48%**	N=11 44%	N=2 8%	N=**13** **52%**
Our group stayed focused.	N=3 12%	N=5 20%	N=**8** **32%**	N=11 44%	N=6 24%	N=**17** **68%**
Our group created a quality product	N=1 4%	N=3 12%	N=**4** **16%**	N=12 48%	N=9 36%	N=**21** **84%**
Our group cooperated and solved problems.	N=3 12%	N=3 12%	N=**6** **24%**	N=7 28%	N=12 48%	N=**19** **76%**

Partner Work Survey post	No Way N	Probably Not PN	Total Negative Tallies	Probably Yes PY	Yes Y	Total Positive Tallies
I would choose this partner on my own.	N=7 28%	N=13 52%	**N=20 80%**	N=3 12%	N=2 8%	**N=5 20%**
I would choose this partner again.	N=2 8%	N=9 36%	**N=11 44%**	N=10 40%	N=4 16%	**N=14 56%**
Our partnership stayed focused.	N=0 0%	N=3 12%	**N=3 12 5**	N=13 52%	N=9 36%	**N=21 84%**
Our partnership created a quality product	N=1 4%	N=2 8%	**N=3 12%**	N=4 16%	N=18 72%	**N=22 88%**
Our partnership cooperated and solved problems.	N=0 0%	N=2 8%	**N=2 8%**	N=8 32%	N=15 60%	**N=23 92%**

Pre post group work survey	Strongly Agree		Agree		**Total Positive Tallies Pre**	**Total Positive Tallies Post**	Disagree		Strongly Disagree		**Total Negative Tallies Pre**	**Total Negative Tallies Post**
	Pre	Post	Pre	Post	**Pre**	**Post**	Pre	Post	Pre	Post	**Pre**	**Post**
I Love working in groups	N=11 44%	N=7 28%	N=11 44%	N=13 52%	**N= 22 88%**	**N=20 80%**	N=3 12%	N=4 16%	N=0 0%	N=1 4%	**N=3 12%**	**N=5 20%**
Working in groups makes me anxious	N=1 4%	N=0 0%	N=8 32%	N=6 24%	**N=9 36%**	**N=6 24%**	N=7 28%	N=8 32%	N=9 36%	N=10 40%	**N=16 64%**	**N=18 72%**
I prefer to make my own groups	N=12 48%	N=15 60%	N=10 40%	N=9 36%	**N=22 88%**	**N=24 96%**	N=2 8%	N=1 4%	N=1 4%	N=0 0%	**N=3 12%**	**N=1 4%**
I prefer when the teacher makes the groups	N=2 8%	N=0 0%	N=5 20%	N=7 28%	**N=7 28%**	**N=7 28%**	N=11 44%	N=9 36%	N=7 28%	N=9 36%	**N=18 72%**	**N=18 72%**
I get along with assigned groups	N=9 36%	N=8 32%	N=13 52%	N=13 52%	**N=22 88%**	**N=21 84%**	N=2 8%	N=3 12%	N=0 0%	N=1 4%	**N=2 8%**	**N=4 16%**
I get along with groups I choose	N=19 76%	N=24 96%	N=5 20%	N=2 8%	**N=24 96%**	**N=25 100%**	N=0 0%	N=0 0%	N=0 0%	N=0 0%	**N=0 0%**	**N=0 0%**
I don't get along with assigned groups	N=1 4%	N=1 4%	N=5 20%	N=2 8%	**N=6 24%**	**N=3 12%**	N=9 36%	N=15 60%	N=8 32%	N=7 28%	**N=17 68%**	**N=22 88%**

I don't get along with groups I choose	N=0 0%	N=1 4%	N=3 12%	N=1 4%	**N=3 12%**	**N=1 4%**	N=3 12%	N=1 4%	N=19 76%	N=23 92%	**N=22 88%**	**N=24 96%**