

## Foundation of Psychology: Carl Jung History Lesson

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## Introduction:

Carl Jung was a founder of Analytical Psychology. He introduced two different personality styles, extroverted and introverted. The Foundation of Psychology: Carl Jung History Lesson engages students in learning how Analytical Psychology was founded and the details of its foundation. It uses the VARK learning styles to engage all types of learners. The visual learner who requires visual cues such as graphs, charts, diagrams, designs and highlighted messages, the aural learner who relies on discussion posts, face-to-face conversation, and lectures, the read learner who relies on essays, reports, and powerpoint to learn new information and the Kinesthetic learner who needs to practice and use a hands on approach. Each learning style will be addressed within the learning of the Foundation of Psychology: Carl Jung.

## Learning Styles:

Visual Learner- Visual learners learn best by using visual cues such as, graphs, charts, diagrams, designs, maps, and highlighted messages. These learners are able to visualize details, plans, and pictures in their mind. A visual learner is able to grasp and learn different ideas once they have seen the information formatted on a diagram, graph, or map.

## Resources:

[Introvert and Extrovert Personalities](#) provides visuals including cartoon pictures, a graph, and a video explaining the introvert and extrovert personality types. It encompasses the visuals needed for a visual learner to retain and process the information clearly.

[YouTube](#) is an excellent tool for visual learners because it gives the learners something to visualize. This youtube video provides pictures to explain the concept of introvert vs extrovert so that the visual learner is able to gather and retain the information.

[Timeline](#) This timeline provides a visual que that will be easier for visual learner to follow. It allows them to point their mouse to either of the arrows and receive information on what was happening in Psychology during that time period.

Learning Activity: The visual learner will be required to develop an electronic timeline, no longer than 5 minutes, detailing the timeframe in which Carl Jung was born and became one of the founders of Psychology. This timeline will allow them to visually see

the accomplishments made by Carl Jung while also offering the details of when they happened in his life.

Aural / Auditory Learner- These learners rely on discussions posts or face-to-face conversation, phone conversations, lectures, and email messages to learn.

Resources:

[Audiobooks](#) provide information for the aural learner by conveying the messages through sound. These types of books provide good information that will be useful to aural learners for years to come.

[YouTube Videos](#) allow aural learners to listen to lectures on the foundation of Psychology. Although they may provide video, the aural learner has the option of moving away from the computer and just listening.

[A Dangerous Method Movie](#) - Aural learners would also benefit from watching movies because it provides so many sounds that would arouse the learning senses of an aural learner. This link provides a description of the movie *A Dangerous Method* to give you a perspective of how an aural learner may use this to learn more about Carl Jung and the history of Psychology.

Learning Activity: The aural learner will be required to listen to an audiobook of the life of Carl Jung and the history of his development of introvert and extrovert personality. They will then complete a recorded interview of a friend or family member and ask questions to find out what type of personality that person is. They will record all of their findings and also an explanation.

Read / Write Learner- Read/write learners rely on powerpoint, essays, and reports in order to learn new information. Their focus is on what you are saying and how you are saying it. They prefer to read information in order to gain a better understanding of the material.

Resources:

[Carl Jung](#) is an example of something a read/write learner would be interested in reading in order to gain knowledge on the psychologist's career and what motivated him in his career. It will allow the learner to gain more information on Jung's theory and the theories that led to the creation of the Myers-Briggs type indicator.

[Psychological Foundation](#) - This powerpoint presentation engages read learners with a presentation that can easily be followed to become familiar with and gain knowledge about the foundation of psychology.

[Encyclopedia](#) offers a great deal of details on the history and work of Carl Jung. It provides the necessary information read learners need in order to process the information.

#### Learning Activity:

The student will be required to read a information on Carl Jung and how he developed the introvert and extrovert personalities. They will then be required to complete a two - three page paper conceptualizing the personality of themselves or a close friend and explaining the reasons they believe themselves to be that personality.

**Kinesthetic** - This learner needs to practice, practice, practice. He or she needs the reality of things. To understand by doing, touching, feeling, or tasting. They require a hands on approach.

#### *Personality*

Personality is defined in psychology as the unique characteristics (traits) of an individual in regards, to patterns of thought, feelings, and behavior that remain throughout life (Cherry, 2013). Psychologist Carl Jung looked at personality traits and how they applied to everyday life in 1920 (Wall, 2008). Jung reported on the values of identifying and understanding human personality that governs everyday life (Northhouse, 2007). Students may choose whether or not to take an Online course and it may be related to their personality and learning style. The VARK guide to learning styles are Visual (V), Auditory (A) Read (R) and Kinesthetic (K).

There are many types of personality test and most are self-reported by the test taker. One way to assess the personality type and learning preferences of the student is use one of the Meyers-Briggs Type Indicator (MBTI) 16 personality type assessment quizzes. The quiz will provide a quick look at the student's personality type and it takes less than 20 seconds, per statement (Young, 2001). The MBTI is based on Jungian psychology that interprets the personality into 16 types based on four divisions. The four divisions are:

1. Extroversion vs. introversion
2. Sensing vs. intuitive
3. Thinking vs. feeling
4. Judging vs. perceiving (Wall, 2008)

#### **Web Resources:**

[http:// www.answers.ask..com/psychology](http://www.answers.ask.com/psychology).  
[docs.lib.purdue/cgi/viewcontent.cgi?article](http://docs.lib.purdue/cgi/viewcontent.cgi?article)  
[www.psychological/science.org/index.php/news/releases/learning](http://www.psychological/science.org/index.php/news/releases/learning)

[www.instructionaldesign.org/concepts/cognitive](http://www.instructionaldesign.org/concepts/cognitive)

### **Learning Activity**

All of the students regardless to their VARK Learning Style should take one of the MBTI personality test so they can identify their personality type. Knowledge about the student's personality type can assist with how to teach them. The personality should be done first.

### **The Kinesthetic Learner:**

Kinesthetic learners are students who learn more utilizing “hands-on” activities. Students who favor this style of learning can easily grasp the information presented by making the most of all of their senses and actually practicing and or simulating the material. Overall, kinesthetic learners prefer tangible demonstrations of the lessons. However, beware that learners who learn in this manner, do not like sitting for long periods of time, if the lesson involves sitting; give students little short break so that they are not easily distracted.

[https://www.southwesterncc.edu/sites/default/files/Tutor\\_Program/Learning%20Styles%20-%20VARK.pdf](https://www.southwesterncc.edu/sites/default/files/Tutor_Program/Learning%20Styles%20-%20VARK.pdf)

### **Learning activity:**

In this activity, students will be provided with an opportunity to “think of someone that they know of who they do not particularly care for or someone who they really hate. While having that person in mind, they must then write a description of that person. They will then be instructed to write down the specific one about this individual's personality that they do not like. For purposes of the activity they must be very specific. After the class has written down their reasons, they will then be instructed to draw a box around what they have written and at the top of the box they must write “My Shadow.”

The teacher will then inform the class to consider that what they have written down about the other person is actually some hidden part of themselves; a hidden part that they have suppressed or hidden.

### **Why is Resource appropriate to Kinesthetic & History Lesson?**

This activity is most appropriate for the kinesthetic learning style because it provides students with a hands-on understanding of Jung's definition of “shadow”. Students will be able to develop a direct connection between the reasons for hating or disliking that person to having issues within themselves. This exercise will lead

to interesting discussions about how people project suppressed parts of themselves onto others, and about why we sometimes choose these "hated" people for our close relationships. .

### **Web Resource: The Shadow Exercise**

<http://users.rider.edu/~suler/shadow.html>

### **Learning activity:**

In this activity, students will be able to utilize the I Ching, or "Book of Changes." Text of Chinese Taoism to pose a question about an issue or situation in their lives, toss a coin or randomly sort short sticks with the resulting formation pointing to the corresponding hexagram in the I Ching. The hexagram will make sense of the situation and state of mind. In some cases it will also predict the future and offer advice.

### **Why is Resource appropriate to Kinesthetic & History Lesson?**

This activity is most appropriate for the kinesthetic learning style because it gives them a tangible understanding of the big picture of self-insight and change utilizing the I Ching; of which was very interesting to Carl Jung himself. In fact he even suggested "synchronicity" as the mechanism by which one's mind, the coins or sticks, and the hexagrams become interconnected.

### **Web Resource: I Ching**

<http://users.rider.edu/~suler/iching.html>

### **Learning activity:**

In this activity students will be lead through a mental imagery scene in which they explore a house in their imagination. Afterwards, the class will discuss how the various characteristics of the house may say something about our own personality - similar to dream interpretation. As we communicate students are able to pay close attention to such details as how the house appears on the inside as opposed to the outside, what can and cannot be found inside the house, how one gets into the house, what's inside the "secret" room, colors, textures, how space is experienced,

etc. All of these details may have symbolic significance. Students often are amazed at what the imagined house says about them.

### **Why is Resource appropriate to Kinesthetic & History Lesson?**

This activity is most appropriate for the kinesthetic learning style because it allows students to use all of their senses to grasp the understanding of personality. This exercise works well for exploring the identity/personality of a small group. After someone leads the group through this imagery scene, the group members discuss what they each visualized. Based on that discussion, the group together then visually "constructs" one house that seems to capture the personality of the group and all of its members. Comparing the houses created by different groups can result in some fascinating insights into the unique personality of each group. All of which Jung's theories and ideas support.

### **Web Resource: The Imagined House Exercise**

<http://users.rider.edu/~suler/house.html>

### **Myers Briggs Personality Test- Gradable Assignment(Kinesthetic)**

Each student will have to take the Myers Briggs Personality Test. Upon completion of the test, the students will get into groups of four to collectively come up with a creative way to present their personality types to the class. The students may present via video recording, live play or any other method that will illustrate to the other students the results of the Myers Briggs Test.

<b>Creativeness (5 points)</b>	<b>Length 3 min (5 points)</b>	<b>Personality Illustrated (5 points)</b>	<b>Presentation Quality (5 points)</b>	<b>Copy of Test Submitted on time (5 points)</b>
<b>Students presented in a manner that was original and creative.</b>	<b>Student presented within time allotted.</b>	<b>Student illustrated all personality results</b>	<b>Students submitted video, performed play etc. and it was of good quality.</b>	<b>Student turned in copy of test before deadline.</b>

			<b>Free of outside distractions.</b>	
				<b>Total=25</b>

### References

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