

WHAT ARE PERSONAL VALUES...

...and how do we Explore them in the Classroom?

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WHAT ARE REASONS THAT YOUR STUDENTS DO THEIR WORK?

IMPORTANT QUESTION FOR EVERY STUDENT

- **What am I going to do?**
- **Today?**
- **In this class?**
- **In college?**
- **In life?**

- **Understanding values – 1st step to answering that “well”**

2 THINGS IN 20 MINUTES

1. What are values?
2. How can we help students explore their values?

WHAT DO WE MEAN WHEN WE SAY...

- I value _____.
- What we mean...
- I find _____ important.
- _____ is a standard that guides my behaviors & beliefs (i.e., what I do)

Learning & Scholarship

Individualized Attention

Diversity & Inclusion



Respect

Civic Engagement

Collaboration

Integrity

WHAT ARE VALUES?

- **Obvious Answer** – things we value (attribute worth to)
- **Better Answer** – things we find important
- **Academic Answer (i.e., best)** – preferences for *principles* that guide beliefs and behaviors—across situations

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VALUES...

- **ARE Standards**—evaluating
- **ARE Guides**—choose/decide
- **ARE** generally **Positive**
- **ARE** things we **Prioritize**
- **ARE** somewhat **Abstract**

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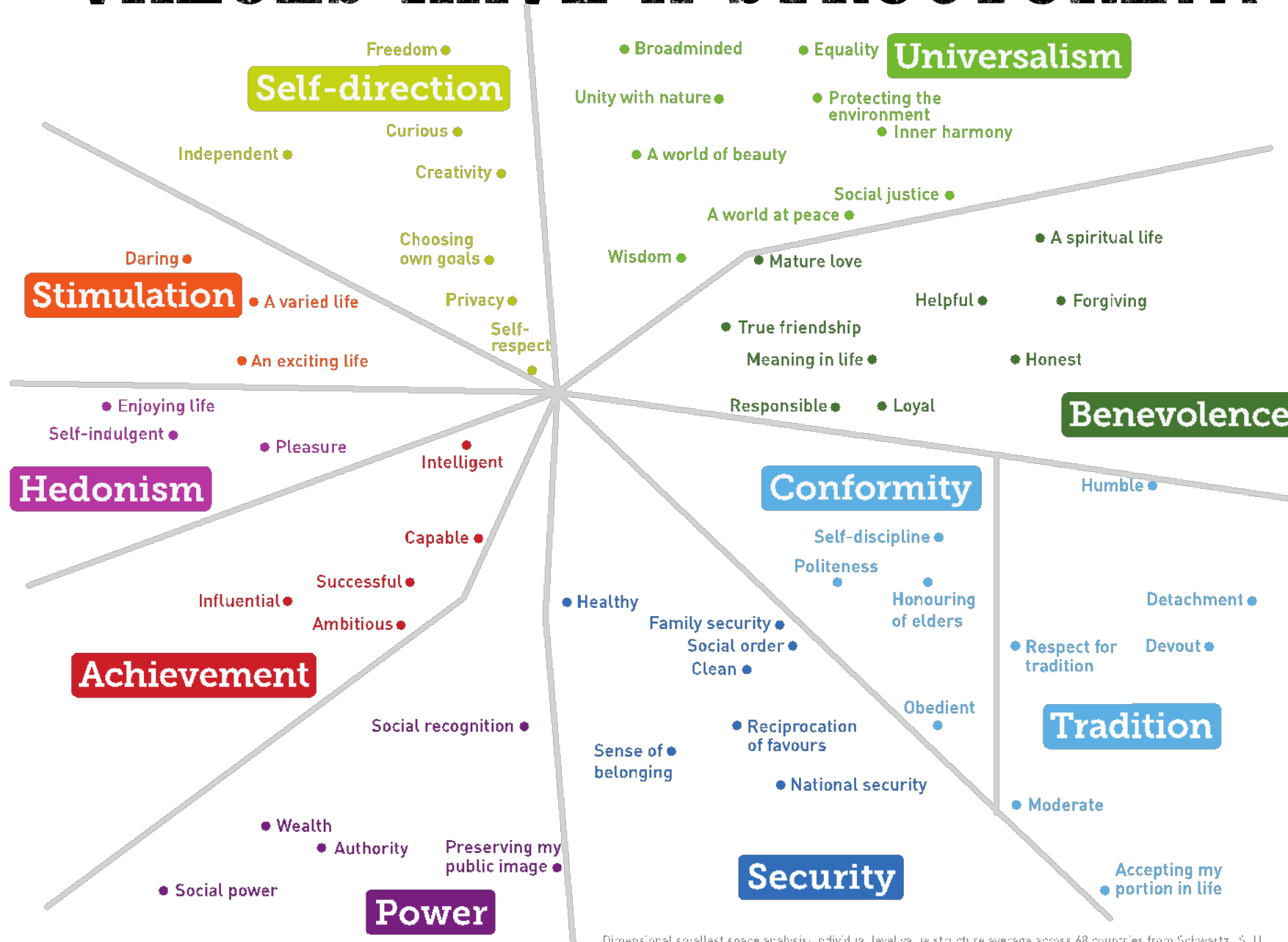
A COUPLE ASSUMPTIONS

- **Good to know your values – why?**
- *“The unexamined life is not worth living”* – Socrates
- **Better yet – to live them out – why?**
- *“Day by day, what you choose, what you think, and what you do is who you become.”* – Heraclitus

A VALUE ACTIVITY

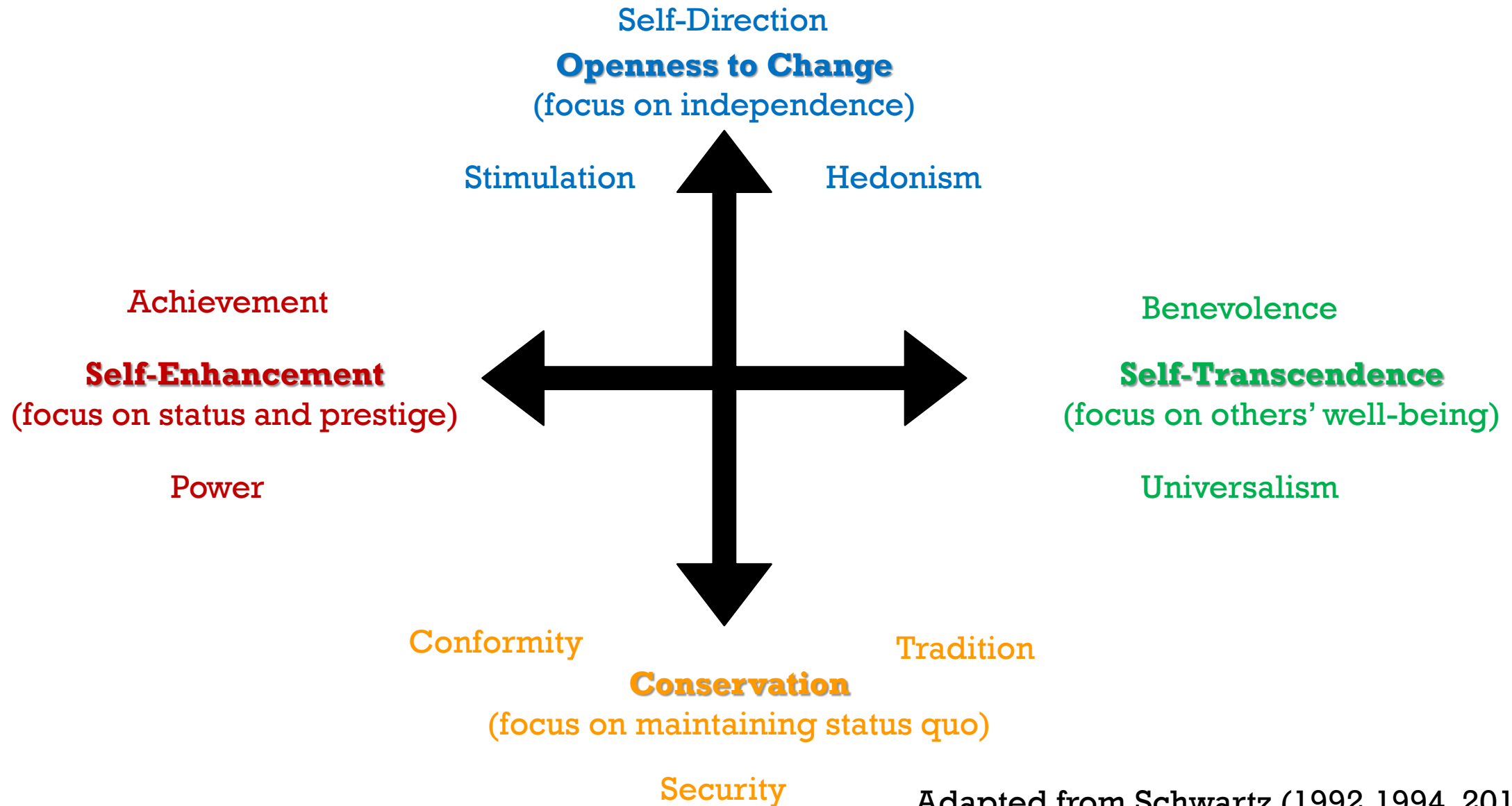
- Pick one value that is important to you – and talk to your neighbor about WHY that is important to you
- How does that value influence other things (beliefs, actions, where you work, where you live)
- List of 50+ values that have been examined in over 100 countries

VALUES HAVE A STRUCTURE...

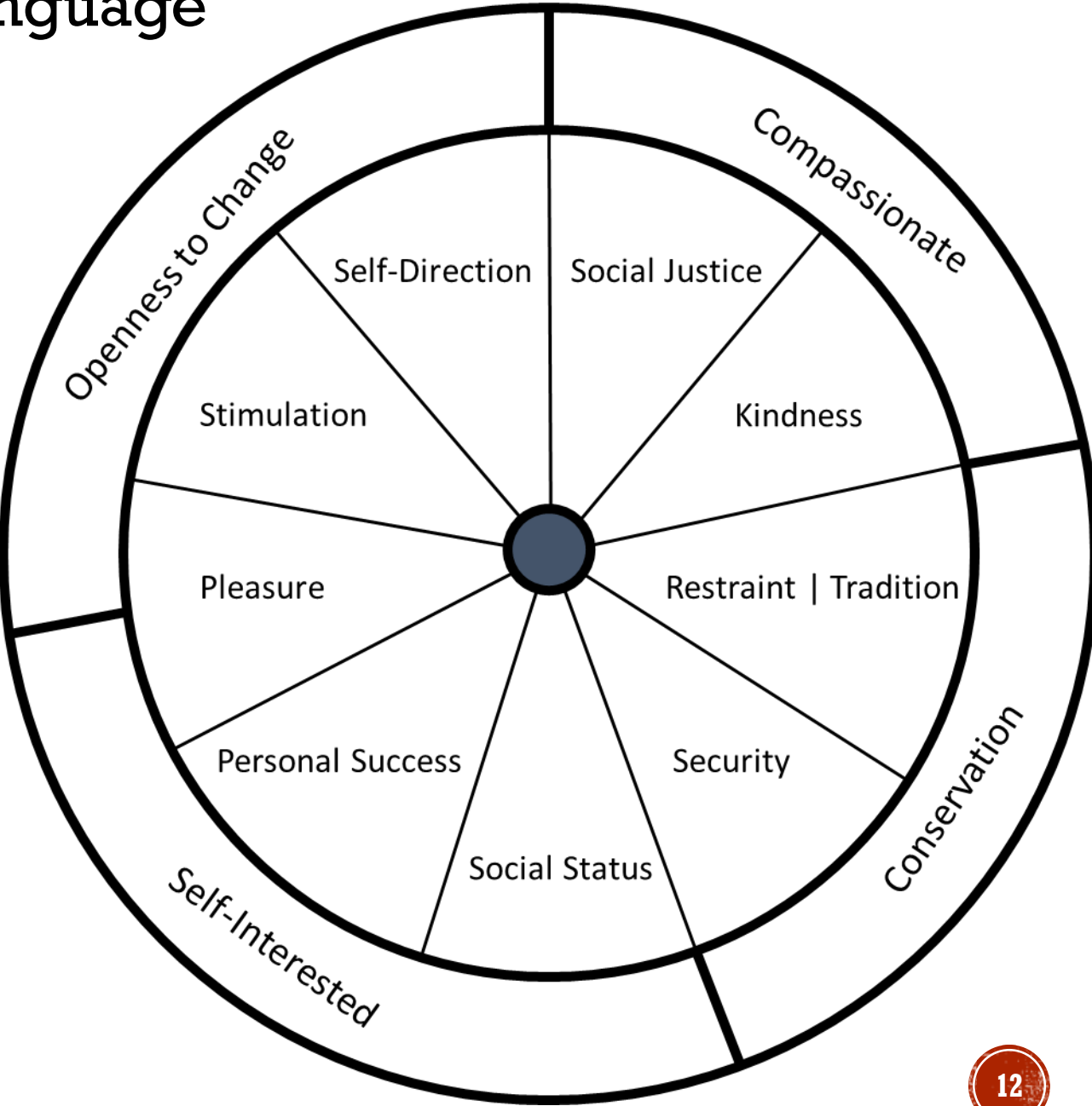
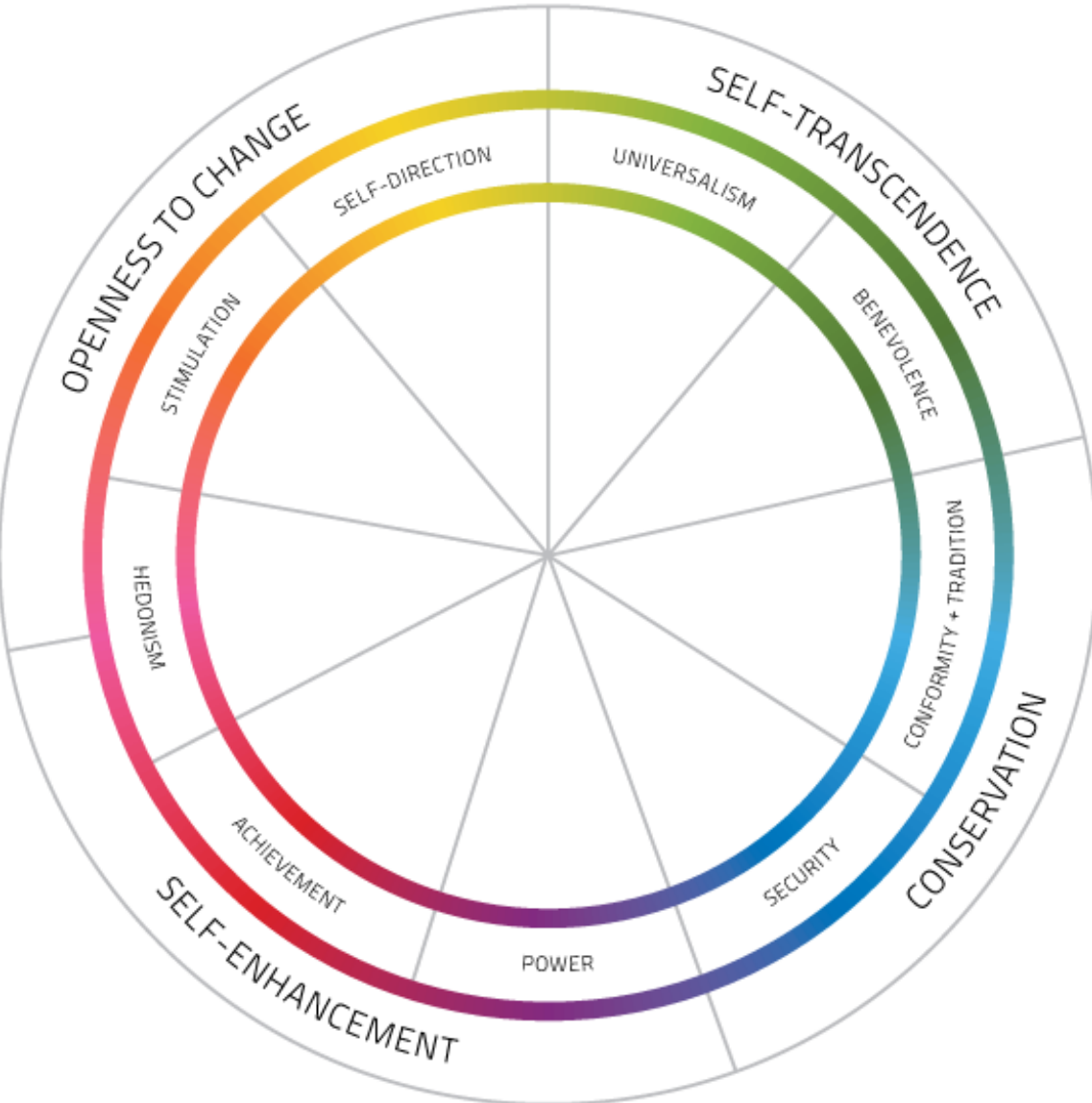


Dimensional smallest space analysis: individual level value structure average across 68 countries from Schwartz, S. H. (2006). Basic human values: Theory, measurement, and applications. *Revue française de sociologie*, 42, 249-288.

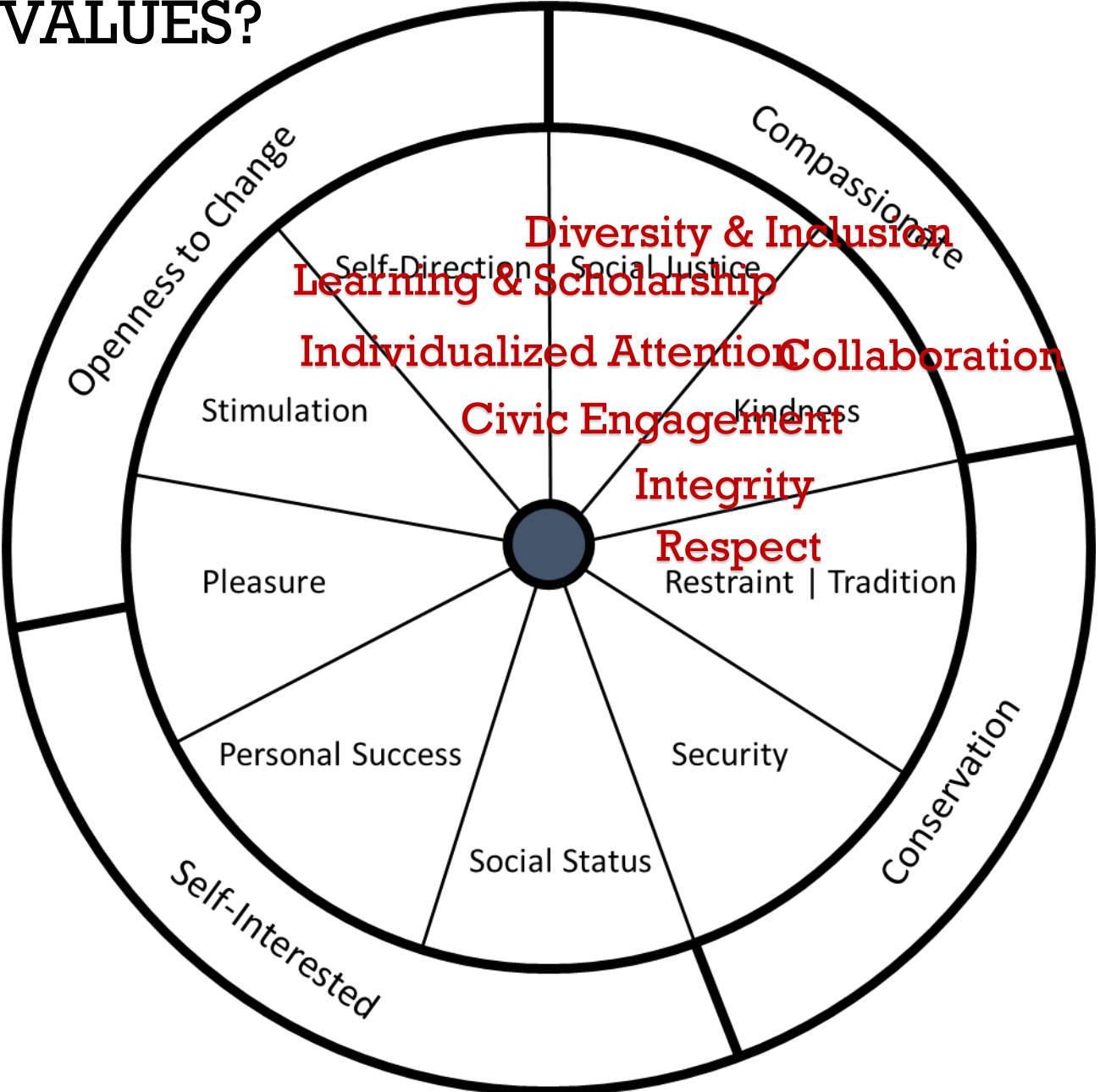
VALUES HAVE A STRUCTURE...



Translating Values into Students' Language



ISU'S CORE VALUES?



ACTIVITIES TO IDENTIFY MOST IMPORTANT VALUES

- **Surveys**
 - *Shortened Schwartz Value Survey (Lindeman & Verksalo, 2005)*
 - *Portrait Values Questionnaire (Schwartz et al., 2001)*
- **Card-Sorts**
 - Print values off on cards
 - *Rokeach Value Survey (1973)*
 - *Schwartz (1992)*
 - Activities with cards
 - Rank-order
 - Sort cards into columns (Q-sort)

Least Important -2	-1	0	+1	Most Important +2

ACTIVITIES TO PROMPT DISCUSSION

- **List of Values**
 - Identify important values
 - Discuss how the values relate to class topics
- **Card-Sorts**
 - Print values off on cards
 - Activities with cards
 - 3 piles – most important, neutral, least important
 - Rank-order
 - Pick 3 most important

WAYS TO BRING VALUES INTO THE CLASSROOM...

Help Students to...

1. Identify Values
2. Discuss Connections between Values and their Attitudes, Beliefs, & Behaviors
3. Understand why others people believe other things
4. Form Goals & Action Plans based on Values

WHAT ARE REASONS THAT YOUR STUDENTS DO THEIR WORK?

Not used to setting my own schedule

Tired

Spontaneous/
Automatic Processes

Not used to
working

I only do what
feels good



Deliberate/Thoughtful
Processes

Intentions

Values

Goals

(See Azjen & Fishbein, 2000)

THANK YOU!

Questions?