

Positive Psychology

Slide 1	Have you thought about how human beings might attain greater levels of happiness and wellbeing? Positive psychology addresses that issue and is the subject of this video. My name is Bill Huitt and I am Professor Emeritus at Valdosta State University and Adjunct Professor at Capella University. The presentation is narrated by Geoff Huitt who is assisting me with the production of these videos.
Slide 2	In 1998, as president of the American Psychological Association,
Slide 3	Martin Seligman advocated for psychology to become more positive in its approach. He was soon joined by such researchers as
Slide 4	Mihayi (Me-High) Csikszentmihalyi (Chick-sent-me-high) who developed the concept of flow and
Slide 5	Barbara Fredrickson who developed the broaden-and-build theory of positive emotions to develop the field of positive psychology. Over the years, positive psychology has increasingly incorporated the work of
Slide 6	humanists such as Carl Rogers,
Slide 7	developmental psychologists such as Urie Bronfenbrenner, and
Slide 8	those who studied wellbeing such as Ed Diener. There are 3 primary areas within positive psychology that are of most interest to educational psychologists.
Slide 9	The first is strengths theory that advocates paying attention to characteristics that people describe as their strong points rather than focusing on shoring up weaknesses.
Slide 10	Peterson and Seligman identified 24 signature strengths grouped into 6 virtues of
Slide 11	wisdom and knowledge,
Slide 12	courage,

Slide 13	humanity,
Slide 14	justice,
Slide 15	temperance or moderation,
Slide 16	and transcendence.
Slide 17	The free survey to identify the top character strengths is available at the viacharacter strengths website. In addition to the adult version, there is a youth survey designed for young people aged 10 to 17. This is an excellent way to have people begin to think about the strengths they already possess.
Slide 18	A second area of interest to educational psychologists is the importance of positive emotions.
Slide 13	Fredrickson's broaden-and-build theory demonstrated that educators need to look for positive thinking, positive attitudes, and positive behavior because these lead to positive emotions that, in turn, are connected to positive emotions. When people experience these positive emotions, they are more likely to be open and creative when addressing challenges. This increase in experiencing positive emotions then builds upon itself, creating reserves that lead to the development of resilience. Some school-based activities that educators can use to increase positive emotions include having learners
Slide 19	write down 3 good things that have happen to them,
Slide 20	write gratitude letters to parents,
Slide 21	engage in practicing kindness,
Slide 22	or engage in mindfulness activities before a test or an athletic event
Slide 23	A third area of interest to educational psychologists is Seligman's PERMA theory of flourishing and wellbeing. When Seligman first introduced the field of positive psychology, he focused on increasing happiness. However, after considerable research completed by himself and others, he reworked his approach to focus on flourishing and wellbeing.

Slide 24	Each of the letters in the PERMA theory represents an element that Seligman believes is essential for an individual to flourish and build resilience against anxiety, depression, or other mental health challenges.
Slide 25	The P stands for positive emotions which we have already discussed. This element has received considerable emphasis from positive psychology researchers.
Slide 26	The E stands for engagement which occurs when a person experiences what Csikszentmihalyi (Chick-sent-me-high) described
Slide 27	as flow—this happens when one
Slide 28	uses signature strengths to address
Slide 29	a challenging task
Slide 30	that one finds interesting. One way for educators to help learners to identify a strength is to have them remember times when they experienced flow, when it felt like time stood still while they were engaged in a task.
Slide 31	The R stands for positive relationships. Human beings are innately social and feel positive emotions when they make authentic connections with other people.
Slide 32	Sometimes this just means hanging out,
Slide 33	but educators can facilitate development of this activity by having learners engage in cooperative learning
Slide 34	or group-based project learning.
Slide 35	The M stands for meaning and purpose – by which Seligman means living a purposeful existence. One way to do this is to belong to, or support, something larger than oneself. Two earlier researchers emphasized this element. Eric Fromm emphasized that human beings search for meaning in their lives and Maslow described this as transcendence, which is one of the

	Peterson and Seligman virtues. Some activities that educators can use to develop this element might be to have
Slide 36	learners engage in email reflections with parents about what makes a meaningful life
Slide 37	or to have class discussions about ethics versus pleasure in literature classes.
Slide 38	Another activity might be to have a thought for the day activity that has learners consider quotations from famous people. The Brilliant Star framework has been used to develop just such a list of positive quotations used in a “Thought for the Day” activity.
Slide 39	The A stands for mastery Achievements – by which Seligman meant developing a sense of accomplishment or mastery in tasks or domains that are meaningful to the individual. One way to encourage this process is to have learners
Slide 40	set what Carol Dweck discusses as mastery learning goals rather than performance goals. Her work on helping children and youth develop a growth mindset supports this type of activity.

Slide 41	Another activity that educators can do is to help children and youth identify potentials or areas within which they can develop strengths. There are a number of frameworks such as the Search Institute's Developmental Assets or the International Baccalaureate's Learner Profile or the Brilliant Star Framework that provide learners with opportunities to identify domains of potentials.
Slide 42	Finally, it is important for educators to provide opportunities for learners to reflect on the knowledge and skills they have developed. This contributes to a development of self-efficacy that Bandura showed impacts future achievement.
Slide 43	Seligman's leadership in this endeavor has been quite remarkable as there are now enough
Slide 44	empirical studies
Slide 45	published in positive psychology journals as well as other referred journals to
Slide 46	support multiple meta-analyses investigating the effectiveness of positive psychology interventions. This is a notable achievement for a field that was formed only two decades ago.
Slide 47	<p>Bandura, A. (2001). Social cognitive theory: An agentic perspective. <i>Annual Review of Psychology</i>, 52(1), 1-26. doi:0066-4308/01/0201-0001</p> <p>Benson, P., Galbraith, J., & Espeland, P. (1994). <i>What kids need to succeed: Proven, practical ways to raise good kids</i>. Minneapolis, MN: Free Spirit Publishing</p> <p>Bolier, L., Haverman, M., Westerhof, G. J., Riper, H., Smit, F., & Bohlmeijer, E. (2013). Positive psychology interventions: A meta-analysis of randomized controlled studies. <i>BMC Public Health</i>, 13(1), 119. doi:10.1186/1471-2458-13-119</p> <p>Bronfenbrenner, U. (1979). <i>The ecology of human development</i>. Cambridge, MA: Harvard University Press.</p> <p>Cohen, J. (2006). Social, emotional, ethical, and academic education: Creating a climate for learning, participation in democracy, and wellbeing. <i>Harvard Educational Review</i>, 76(2), 201–237.</p>
Slide 48	<p>Collaborative for Academic, Social, and Emotional Learning (CASEL). (2007). <i>What is SEL? Skills and competencies</i>. Retrieved from https://casel.org/core-competencies/</p> <p>Csikszentmihalyi, M. (1998). <i>Finding flow: The psychology of engagement with everyday life</i>. New York, NY: Basic Books.</p> <p>Chodkiewicz, A., & Boyle, C. (2017). Positive psychology school-based interventions: A reflection on current success and future directions. <i>Review of Education</i>, 5(1), 60-86. doi:10.1002/rev3.3080</p>

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<p>Slide 50</p>	<p>Huitt, W. (2005). Becoming a Brilliant Star: “Thought for the Day” activity. Valdosta, GA: Valdosta State University. Retrieved from http://www.edpsycinteractive.org/brilstar/quotes/BrilStarThought.html</p> <p>Huitt, W. (2018). <i>Becoming a Brilliant Star: Twelve core ideas supporting holistic education</i>. La Vergne, TN: IngramSpark. Retrieved from http://www.edpsycinteractive.org/papers/2018-huitt-becoming-a-brilliant-star.pdf</p> <p>Jones, D. (2011). Mindfulness in schools. <i>Psychologist</i>, 24(10), 736-739</p> <p>Oppenheimer, M. F., Fialkov, C., Ecker, B., & Portnoy, S. (2014). Teaching to strengths: Character education for urban middle school students. <i>Journal of Character Education</i>, 10(2), 91-105.</p> <p>Peterson, C., & Seligman, M. (2004). <i>Character strengths and virtues: A handbook and classification</i>. Oxford and New York: Oxford University Press and American Psychological Association.</p>
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<p>Slide 53</p>	<p>Slide 2: https://www.sas.upenn.edu/lps/sites/www.sas.upenn.edu.lps/files/styles/profile/public/Profile_s_MAPP_Faculty_MartySeligman.jpg</p> <p>Slide 2: https://www.sas.upenn.edu/lps/sites/www.sas.upenn.edu.lps/files/styles/profile/public/Profile_s_MAPP_Faculty_MartySeligman.jpg?itok=VJ9ce41H</p> <p>Slide 3: https://www.authentic happiness.sas.upenn.edu/sites/default/files/styles/faculty_profiles/public/faculty_profiles/Miska.jpg?itok=TO9GWhA</p> <p>Slide 4: http://www.pursuit-of-happiness.org/wp-content/uploads/md.jpg</p> <p>Slide 6: http://img.youtube.com/vi/NUfvht7aJPQ/0.jpg</p> <p>Slide 7: https://news.cornell.edu/sites/chronicle.cornell/files/Bronfenbrenner_1.jpg</p> <p>Slide 8: https://commondatastorage.googleapis.com/eddiener/uploads/photo/image/3/diener4_2011.jpg</p>

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