

Definitions

Educational psychology	"study of learning in all its aspects" (Carroll, 1965) "study of education" (Peel, 1956) specializes in understanding teaching and learning in educational settings knowledge of learners, their abilities, developmental stages and environmental influence
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Historic background

Roots	west greek philosophers democritus - 1st to emphasize influence of home on development of personality of child
4th century	plato & aristotle - system of education to psychological principles (different types for different people)
BC	aristotle - presented psychological views more comprehensively - believed in faculty theory of mind (mind is made of different faculties like reasoning, imagination etc) and emphasized intellectual process scholars modified from aristotle's doctrines
Doctrine of faculties	mind is considered as 3 independent sets of powers/capabilities - 1) reasoning, understanding 2) feelings, desires, emotions, appetites 3) will
John Locke	empirist (tabula rasa: blank slate - learning only from nurture) - learning about external world through senses (argued that faculties are not from soul)
Pestalozzi	believed in and used the faculty theory 1st to psychologize education (education is process of drawing out the individual) - evolved learning and teaching programmes

Historic background (cont)

Herbart and Froebel	german professors, rejected faculty theory herbert - importance of interest & assimilation of ideas froebel - 1st to establish kindergarten, emphasized importance of early experiences in learning
18th century	William James - book: principles of psychology (1890) J.M. Cattell - individual differences, mental testing Alfred Binet - 1st intelligence scale

Scope of educational psychology

Lindgren (1976) - 3 elements/focus areas in education -

1. learner
most important because without learner, there is no learning, variables - individual differences, developmental characteristics, mental health, intelligence, personality, psychological issues
2. learning process
what people do (direct - writing, answering, computing etc, indirect observations - perceiving, thinking, remembering) - includes psychology of learning, factors affecting it, diagnosis for learning difficulties
3. learning situation
teacher, classroom setting (ventilation, light, noise, seat arrangement), attitude of teacher, class morale, emotional climate of school

Strategies to reduce bullying

Olweus (1993), bullying is an aggressive, intentional act carried out by an individual or a group repeatedly over time, and involves the imbalance of power, with the bully wielding the power. The behaviour could be emotional or physical.



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Page 2 of 3.

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Strategies to reduce bullying (cont)

factors for not reporting : teachers' lack of interest, willingness and skill in managing bullying behaviour, as well as the ethos and culture the school upholds

victims stop talking about school, regularly arrive late, miss classes or make excuses to miss school

Conflict resolution, peer mediation strategies and group therapy focused on increasing self-esteem have proved ineffective with bullies

bullying results from a power imbalance, rather than from deficits in social skills

Strategies/interventions-

school level punishment
role play - to teach victims how to handle bullying situations
teach victims to identify verbal attacks

classroom level school code of conduct - modelling of desirable behavior
reinforce classroom rules + structure

individual level discussions with bullies, victims and parents
improve teacher knowledge about classroom-based bullying prevention activities
playground supervision

reporting bullying - to school management, parents, CRs
info disseminations (abt dangers + consequences of bullying behav - to both bully & victim)
focus group discussions (B,V)
keep them busy with CCA's
increase security & frisking (for guns, knives)
separate students

Proponents of edu psych

William James to teach children effectively: observation in classrooms >> lab psych exps.
his recommendation: know child's level of knowledge + start lessons at a point just above child's knowledge to expand understanding
assessment, analysis, interpretation

John Dewey established 1st major edu psych lab in US, Chicago, 1894.
his contribution:
1) children - active, learn best by doing >> passive, sit quietly in seats
2) edu should focus on whole child + emphasize adaptation to envi (child should learn to think, reason, adapt, be reflective problem solvers)
3) democratic edu - competent edu for all (irres of gender, SES etc)

E. L. Thorndike assessment, measurement and scientific ideas of teaching, learning
hone child's reasoning skills
edu psych must have scientific basis and focus strongly on measurement (tests, exams)

Principles of development: It is a

product of interaction

follows an orderly sequence either cephalocaudal (top to bottom) or proximal (horizontal)

continous process

goes from bilateral (learning to use parts of body) to unilateral (collective indiv)

different aspects of indiv are interrelated

individualised process

cumulative

proceeds from general to specific

rate of devel differs wrt gender



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Page 3 of 3.

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Effective teaching

teachers must have:

(1) professional knowledge and skills

Subject-Matter Competence - thoughtful, flexible, conceptual understanding of subject matter (knowledge about organizing ideas, connections among ideas, ways of thinking and arguing, patterns of change & beliefs about a discipline, ability to carry ideas from one discipline to another)

Instructional Strategies -

a) constructivist approach - learner-centered - actively constructing their knowledge and understanding with guidance from the teacher

b) direct instruction approach - structured, teacher-centered - teacher control & direction, maximise student learning time

(2) commitment, motivation (help students self motivate & take accountability + high expectations for their achievement), and caring

In commitment, skills- thinking (open-minded, curious, accurate interpretation), goal setting & instructional planning (high goals + specific criteria for success + organize lessons), classroom management (handle misbehavior + establish rules + monitor activities + organize groups), communication skills (verbal + tuning in to students' nonverbal communication, and constructively resolving conflicts + interaction with parents), assessment knowledge (choose type) and technological skills (improve, support learning), developmental appropriate teaching practices

[D-TACTIC = D-developmental appropriate teaching practices, T-thinking, A-assessment development, C-comm, T-technological, I-instructional planning and goal setting, C-classroom management]

Exceptional children

exceptional child - deviates from average/normal child (physical, intellect, emotional, social) that they cannot be benefitted from regular classroom programme and needs special treatment in school - W M Cruickshank

Types:

- | | |
|-------------------------------|--|
| 1. intellectually exceptional | gifted, slow, educable mentally retarded, severely mentally retarded |
| 2. physical | impaired - vision, hearing, speech, brain injured, crippled |
| 3. emotional | delinquents |
| 4. multihandicapped | |

Exceptional children (cont)

need for special edu	1. they don't benefit from regular classes 2. for making mental and physical handicapped properly trained - assesses of society 3. insight to problems of exceptional children + solve them
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how to identify gifted child	IQ 110-140+, high social potentiality (all rounders), 2-4% of population in IQ by doctors (behav char -early lang & walking, pinching at food, peer at strangers), group IQ or achievement tests, school marks, teachers obs
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physical char of gifted child	fall ill less, overall faster (proximo, cephalo) devel
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mental char of gifted child	360 superiority, better reasoning, generalization, comprehension, seeing bigger pic, interest in abstract subs, more socialable, emotional, independence, maturity, well-adjusted
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