Definitions

Educational psychology	"study of learning in all its aspects" (Caroll,1965) "study of education" (Peel, 1956) specializes in understanding teaching and learning in educational settings knowledge of learners, their abilities, devel stages and envi influence

Historic background

Roots	west greek philosophers democritus - 1st to emphasize influence of home on devel personality of child
4th century BC	plato & aristotle - system of edu to psych principles (diff types for diff ppl) aristotle - presented psych views more comprehen-sively - believed in faculty theory of mind (mind is made of diff 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 power/cap-acities - 1) reasoning, understanding 2) feelings, desires, emotions, appetites 3) will
John Locke	empirist (tabula rasa: blank slate - learning only from nurture) - learning abt external world through senses (argued that faculties are mot from soul)
Pestalozzi	believed in and used the faculty theory 1st to psychologize edu (edu is process of drawing out the indiv) - evoloved learning and teaching programmes

Historic background (cont)

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

Scope of edu psych

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

1. learner	most imp bcz w/o learner, there is no learning, variables - indiv differences, devel char, mental health, intelligence, personality, psych issues
2. learning process	what ppl do (direct - writing, answering, computing etc, indirect obs - perceiving, thinking, remembering) - includes psych 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, emo 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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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, knifes)
separate students

Proponents of edu psych

William James	to teach children effectively: observation in classrooms >> lab psych exps. his reccomendation: 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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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 motivat & 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 (hangle misbehavior + establish rules + monitor activites + 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 (imrpove, support learning), developmental appropriate teaching practices

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

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 Cruichshank

Types:

1. intellectually exceptional	gifted, slow, educable mentally retarded, severelly 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 dont benefit from regular classes 2. for making mental and physical handicapped properly trained - assests of society 3. insight to problems of exceptional children + solve them
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
physical char of gifted child	fall ill less, overall faster (proximo, cephalo) devel
mental char of gifted child	360 superiority, better reasoning, generalization, comphrension, seeing bigger pic, interest in abstract subs, more socialable, emotional, independence, maturity, well-adjusted

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