Chapter 1 : Psychological Perspectives in Education: Behavioural & Cognitive | Science of education blog

Hello! So, we have come to the first of the topic blogs! I first want to tell you a little about my chosen www.nxgvision.com are many theories who's assumptions can be applied and used in education.

Early years[edit] Educational psychology is a fairly new and growing field of study. Though it can date back as early as the days of Plato and Aristotle, it was not identified as a specific practice. It was unknown that everyday teaching and learning in which individuals had to think about individual differences, assessment, development, the nature of a subject being taught, problem solving, and transfer of learning was the beginning to the field of educational psychology. These topics are important to education and as a result it is important to understanding human cognition, learning, and social perception. Plato and Aristotle researched individual differences in the field of education , training of the body and the cultivation of psycho-motor skills, the formation of good character, the possibilities and limits of moral education. Some other educational topics they spoke about were the effects of music, poetry, and the other arts on the development of individual, role of teacher, and the relations between teacher and student. Such a statement has evolved into a continuing argument of nature vs. Aristotle observed the phenomenon of "association. His studies examined recall and facilitated learning processes. Locke was called "Father of English Psychology". In this essay, he introduced the term "tabula rasa" meaning "blank slate. Locke believed the mind was formed by experiences, not innate ideas. Locke introduced this idea as "empiricism," or the understanding that knowledge is only built on knowledge and experience. In the late s, John Locke advanced the hypothesis that people learn primarily from external forces. He believed that the mind was like a blank tablet tabula rasa , and that successions of simple impressions give rise to complex ideas through association and reflection. Locke is credited with establishing " empiricism " as a criterion for testing the validity of knowledge, thus providing a conceptual framework for later development of experimental methodology in the natural and social sciences. Juan Vives[edit] Juan Vives â€" proposed induction as the method of study and believed in the direct observation and investigation of the study of nature. His studies focus of humanistic learning , which opposed scholasticism and was influenced by a variety of sources including philosophy , psychology , politics , religion , and history. The first book covers the different "souls": The second book involves functions of the rational soul: Lastly, the third book explains the analysis of emotions. Eventually, this experience with early education would lead to a "wholesome person characterized by morality. In his later years, he published teaching manuals and methods of teaching. Horlacher describes the most prominent example of this during The Enlightenment to be "improving agricultural production methods. The 5 steps that teachers should use are: Review material that has already been learned by the student [13] Prepare the student for new material by giving them an overview of what they are learning next [13] Present the new material. Stanley Hall, and John Dewey. These three men distinguished themselves in general psychology and educational psychology, which overlapped significantly at the end of the 19th century. From to 37 million people immigrated to the United States. The increase in immigration also provided educational psychologists the opportunity to use intelligence testing to screen immigrants at Ellis Island. The pioneering American psychologist William James commented that: Psychology is a science, and teaching is an art; and sciences never generate arts directly out of themselves. An intermediate inventive mind must make that application, by using its originality". In his famous series of lectures Talks to Teachers on Psychology, published in , James defines education as "the organization of acquired habits of conduct and tendencies to behavior". Teachers should also realize the importance of habit and instinct. They should present information that is clear and interesting and relate this new information and material to things the student already knows about. Alfred Binet[edit] Alfred Binet published Mental Fatigue in , in which he attempted to apply the experimental method to educational psychology. In he was appointed the Minister of Public Education. In Lewis Terman revised the Binet-Simon so that the average score was always Terman, unlike Binet, was interested in using intelligence test to identify gifted children who had high intelligence. He based teaching practices on empirical evidence and measurement. The law of effect states that associations are strengthened when it is followed by something pleasing and associations are weakened when

followed by something not pleasing. He also found that learning is done a little at a time or in increments, learning is an automatic process and all the principles of learning apply to all mammals. He made all the problems more realistic and relevant to what was being studied, not just to improve the general intelligence. If, by a miracle of mechanical ingenuity, a book could be so arranged that only to him who had done what was directed on page one would page two become visible, and so on, much that now requires personal instruction could be managed by print. He believed that the classroom should prepare children to be good citizens and facilitate creative intelligence. For Dewey, education was a social experience that helped bring together generations of people. He stated that students learn by doing. He believed in an active mind that was able to be educated through observation, problem solving and enquiry. In his book How We Think, he emphasizes that material should be provided in a way that is stimulating and interesting to the student since it encourages original thought and problem solving. He developed the theory of cognitive development. The stages are the sensorimotor stage from birth to 2 years old, the preoperational state from 2 years old to 7 years old, the concrete operational stage from 7 years old to 10 years old, and formal operational stage from 11 years old and up. Piaget influenced educational psychology because he was the first to believe that cognitive development was important and something that should be paid attention to in education. John Flanagan, an educational psychologist, developed tests for combat trainees and instructions in combat training. Bruner was also influential in the development of MACOS, Man a Course of Study, which was an educational program that combined anthropology and science. He also helped with the development of the head start program. He was interested in the influence of culture on education and looked at the impact of poverty on educational development. He developed taxonomy of educational objectives. The cognitive domain deals with how we think. Internationally, the taxonomy is used in every aspect of education from training of the teachers to the development of testing material. He thought that teachers should provide feedback to the students on their strengths and weaknesses. He found that they differ in understanding the basis of the problem and the ideas in the problem. He also found that students differ in process of problem solving in their approach and attitude toward the problem. There is evidence that tangible rewards decrease intrinsic motivation in specific situations, such as when the student already has a high level of intrinsic motivation to perform the goal behavior. Cognitive[edit] Among current educational psychologists, the cognitive perspective is more widely held than the behavioral perspective, perhaps because it admits causally related mental constructs such as traits , beliefs , memories , motivations and emotions. Educational psychologists have used dual coding theory and cognitive load theory to explain how people learn from multimedia presentations. The spaced learning effect, a cognitive phenomenon strongly supported by psychological research, has broad applicability within education. It resides as an important research topic in educational psychology. A student is thought to interpret a problem by assigning it to a schema retrieved from long-term memory. A problem students run into while reading is called "activation. This causes the student to read through the material without absorbing the information and being able to retain it. If deactivation occurs during the first reading, the reader does not need to undergo deactivation in the second reading. The reader will only need to reread to get a "gist" of the text to spark their memory. Cognitive view of intelligence[edit] An example of an item from a cognitive abilities test Each person has an individual profile of characteristics, abilities and challenges that result from predisposition, learning and development. These manifest as individual differences in intelligence , creativity , cognitive style , motivation and the capacity to process information, communicate, and relate to others. The most prevalent disabilities found among school age children are attention deficit hyperactivity disorder ADHD , learning disability , dyslexia , and speech disorder. Less common disabilities include intellectual disability , hearing impairment , cerebral palsy , epilepsy , and blindness. Continuing debates about the nature of intelligence revolve on whether intelligence can be characterized by a single factor known as general intelligence , [31] multiple factors e. In practice, standardized instruments such as the Stanford-Binet IQ test and the WISC [33] are widely used in economically developed countries to identify children in need of individualized educational treatment. Children classified as gifted are often provided with accelerated or enriched programs. Children with identified deficits may be provided with enhanced education in specific skills such as phonological awareness. Neo-Piagetian theories of cognitive development Developmental psychology, and especially the

psychology of cognitive development, opens a special perspective for educational psychology. This is so because education and the psychology of cognitive development converge on a number of crucial assumptions. First, the psychology of cognitive development defines human cognitive competence at successive phases of development. Education aims to help students acquire knowledge and develop skills which are compatible with their understanding and problem-solving capabilities at different ages. Education also capitalizes on cognitive change, because the construction of knowledge presupposes effective teaching methods that would move the student from a lower to a higher level of understanding. The principles underlying intra- and inter-individual differences could be educationally useful, because knowing how students differ in regard to the various dimensions of cognitive development, such as processing and representational capacity, self-understanding and self-regulation, and the various domains of understanding, such as mathematical, scientific, or verbal abilities, would enable the teacher to cater for the needs of the different students so that no one is left behind. Constructivism Constructivism is a category of learning theory in which emphasis is placed on the agency and prior "knowing" and experience of the learner, and often on the social and cultural determinants of the learning process. Piaget hypothesized that infants are born with a schema operating at birth that he called "reflexes". Piaget identified four stages in cognitive development. The four stages are sensorimotor stage, pre-operational stage, concrete operational stage and formal operational stage. To understand the characteristics of learners in childhood , adolescence , adulthood , and old age , educational psychology develops and applies theories of human development. Piaget hypothesized that children are not capable of abstract logical thought until they are older than about 11 years, and therefore younger children need to be taught using concrete objects and examples. Researchers have found that transitions, such as from concrete to abstract logical thought, do not occur at the same time in all domains. A child may be able to think abstractly about mathematics, but remain limited to concrete thought when reasoning about human relationships. There is evidence that the moral reasoning described in stage theories is not sufficient to account for moral behavior. For example, other factors such as modeling as described by the social cognitive theory of morality are required to explain bullying. People develop more sophisticated beliefs about knowledge as they gain in education and maturity. Motivation can have several impacting effects on how students learn and how they behave towards subject matter:

Chapter 2 : Learning Theories and Models summaries - Educational Psychology

Humanistic psychology is a psychological perspective that emphasizes the study of the whole person (know as holism). Humanistic psychologists look at human behavior, not only through the eyes of the observer, but through the eyes of the person doing the behaving.

These week really need to stop going so fast!! So, second to last week on my topic. Last week I discussed how the developmental perspective fits in to education. While I have already gone into Cognitive and Behavioural a couple of times in my blog, most recently for the first topic blog https: It was found that the children who observed the aggressive model displayed more aggressive behaviours, showing that children seem to learn social behaviours through observational learning. This says a lot about how we children at least learn. However, this was of course learning social behaviour and not really about education. The Bobo doll study shows how we can learn behaviour from modelsâ€¦so could this not have the same implications in the classroom? Instead of changing behaviours through rewards and punishments, could it be done through social learning? Social Cognitive Theory outlines factors that determine whether observing a model will cause a cognitive or behavioural change in a person. In the experiment, one group observed a teacher doing a demonstration of subtraction while another group observed other children their age performing subtraction procedures. The second group, who observed peers, scored higher in a subtraction test and also reported greater confidence with subtraction than the first group. So, if the model is more like the learner then the learner believes they can perform the behaviour. Recently, research has looked at self-regulated learning and metacognition: Research suggests that self regulated learners show high levels of self-efficiency Pintrich, Metacognition involves thinking processes involving study skills, memory capabilities and the ability to monitor your own learning. Zimmerman found that learners who self goals and are skilled at self-monitoring tend to have greater self-efficiency and so have confidence about performing tasks. I feel that all this has big implications on how teachers can help students to be effective learners and be successful in the future. Next week, my final topic blog will be on the Constructivist perspective. Constructivism is a category of learning theory, and so will carry on from this blog in a way. Thank you again for reading. Please feel free to comment. Journal of Abnormal and Social Psychology, 63, Metacognition and cognitive monitoring. A new area of cognitive-development inquiry. Effects of learning skills interventions on student learning: Review of Educational Research, 66, Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. Journal of Educational Psychology, 92, Journal of Educational Psychology, 77, Developing self-fulfilling cycles of academic regulation: An analysis of exemplary instructional models.

Chapter 3 : Sociological Perspectives on Education

The next perspective of educational psychology is the cognitive perspective. Cognitive psychology is the theoretical perspective that focuses on learning based on how people perceive, remember.

Social Cognitive Constructivist I want to look at each of these perspectives and how they can be applied to education. The pros and the cons of using them, and research into how well they work when helping students to learn. I wrote about how conditioning can be used in a classroom, mostly focusing on positive reinforcement. This touches on the Behavioural Perspective being used in education. The Cognitive Perspective being used in education was shortly discussed in my first blog: Beahvioural perspective in education. We all know of the students who like to be noisy, disrupt, make people laugh, shout out the answers instead of putting their hand up etc. The aim of token economy is giving students tokens when they display a target desirable behaviour to make this behaviour more likely to be repeated. For example, if a student places their hand up rather than shouting out, they get a token and are more likely to put their hand up again in the future. Tokens can be exchanged for rewards, such as sweets. However, Filcheck and McNeil suggest that more research needs to be done into the effectiveness of Token economy. Theodore, Bray, Kehle and Jenson showed the positive effect that systematic praise can have on changing student behaviour. However, the use of Behavioural applications in education has been criticised. Intrinsic motivation is motivation that is driven from the enjoyment a person gets from doing the task, without needing the pressures of striving towards a reward. So, this suggests the opposite. Not only for the individual, but for all their class mates who can learn in a nice environment! This suggests that information is more easily remembered and learned when they are revised a few times, but over a long period of time. This effect can be applied a lot to education Dempster, For example, this theory suggests that cramming before an exam is not as effective a way of learning and remembering information as revising it in intervals over a long period of time. I think it also has huge implications on teaching methods. Krug, Davis and Glover found that students who were tested on a passage of text performed better when their second reading of the passage was delayed, when compared to students whose second reading was immediate. This shows that when information is revised over a long period of time, rather than a shorter one, information retention is greater. Something I think is important to note here is that this effect seems to be present in a variety of age groups. I think that this shows how important this effect can be to learning and remembering from when a person first starts school all the way throughout their life! Sorry it was a little long, but I do have 2 perspectives and my little introduction to my topic in there! As always, comments are more than welcome for further information or anything you may disagree with. Educational Psychology Review, 1, The use of token economies in preschool classrooms: Journal of Early and Intensive Behaviour Intervention, 1, Non-uniform effects of reinstatement within the time window. Learning and Motivation, 37, Spacing as the friend of both memory and induction in younger and older adults. Psychology and Aging, 25, A case of forgetting helping recall? Journal of Educational Psychology, 82, Enhancing intrinsic motivation through the use of token economy. Essays in Education, 11, Journal of Personality and Social Psychology, 28, School Psychology Quarterly, 15, â€" Journal of School Psychology, 39, Bulletin of the Psychonomic Society, 31, Domain specificity and instructional influences. Journal of Educational Research, 97, Token economy plus self-monitoring to reduce disruptive classroom behaviours. The Behavious Analyst Today, 4,

The Psychodynamic Perspective. Psychodynamic theory is an approach to psychology that studies the psychological forces underlying human behavior, feelings, and emotions, and how they may relate to early childhood experience.

Saul McLeod , updated There are various approaches in contemporary psychology. An approach is a perspective i. There may be several different theories within an approach, but they all share these common assumptions. You may wonder why there are so many different psychology perspectives and whether one approach is correct and others wrong. Most psychologists would agree that no one perspective is correct, although in the past, in the early days of psychology, the behaviorist would have said their perspective was the only truly scientific one. Each perspective has its strengths and weaknesses, and brings something different to our understanding of human behavior. For this reason, it is important that psychology does have different perspectives on the understanding and study of human and animal behavior. Below is a summary of the six main psychological approaches sometimes called perspectives in psychology. Behaviorism is different from most other approaches because they view people and animals as controlled by their environment and specifically that we are the result of what we have learned from our environment. Behaviorism is concerned with how environmental factors called stimuli affect observable behavior called the response. The behaviorist approach proposes two main processes whereby people learn from their environment: Classical conditioning involves learning by association, and operant conditioning involves learning from the consequences of behavior. Though looking into natural reflexes and neutral stimuli he managed to condition dogs to salivate to the sound of a bell through repeated associated with the sound of the bell and food. The principles of CC have been applied in many therapies. These include systematic desensitization for phobias step-by-step exposed to a feared stimulus at once and aversion therapy. Skinner investigated operant conditioning of voluntary and involuntary behavior. Therefore behavior occurs for a reason, and the three main behavior shaping techniques are positive reinforcement, negative reinforcement, and punishment. Behaviorism also believes in scientific methodology e. Behaviorism rejects the idea that people have free will, and believes that the environment determines all behavior. Behaviorism is the scientific study of observable behavior working on the basis that behavior can be reduced to learned S-R Stimulus-Response units. Behaviorism has been criticized in the way it under-estimates the complexity of human behavior. Many studies used animals which are hard to generalize to humans, and it cannot explain, for example, the speed in which we pick up language. There must be biological factors involved. Freud believes that events in our childhood can have a significant impact on our behavior as adults. He also believed that people have little free will to make choices in life. Instead, our behavior is determined by the unconscious mind and childhood experiences. It is the original psychodynamic theory and inspired psychologists such as Jung and Erikson to develop their own psychodynamic theories. Freud, the founder of psychoanalysis , explained the human mind as like an iceberg, with only a small amount of it being visible, that is our observable behavior, but it is the unconscious, submerged mind that has the most, underlying influence on our behavior. Freud used three main methods of accessing the unconscious mind: He believed that the unconscious mind consisted of three components: If this conflict is not resolved, we tend to use defense mechanisms to reduce our anxiety. Psychoanalysis attempts to help patients resolve their inner conflicts. It shows how early experiences affect adult personality. Stimulation of different areas of the body is important as the child progresses through the important developmental stages. Too much or too little can have bad consequences later. The most important stage is the phallic stage where the focus of the libido is on the genitals. However, it has been criticized in the way that it over emphasizes the importance of sexuality and under emphasized of the role of social relationships. Nevertheless, psychoanalysis has been greatly contributory to psychology in that it has encouraged many modern theorists to modify it for the better, using its basic principles, but eliminating its major flaws. Humanism Humanistic psychology is a psychological perspective that emphasizes the study of the whole person know as holism. Humanistic psychologists look at human behavior, not only through the eyes of the observer, but through the eyes of the person doing the behaving. The humanistic perspective centers on the view that each person is unique and

individual, and has the free will to change at any time in his or her lives. The humanistic perspective suggests that we are each responsible for our own happiness and well-being as humans. We have the innate i. Because of this focus on the person and his or her personal experiences and subjective perception of the world the humanists regarded scientific methods as inappropriate for studying behavior. Two of the most influential and enduring theories in humanistic psychology that emerged in the s and s are those of Carl Rogers and Abraham Maslow. Cognitive Psychology Psychology was institutionalized as a science in by Wilhelm Wundt , who found the first psychological laboratory. His initiative was soon followed by other European and American Universities. These early laboratories, through experiments, explored areas such as memory and sensory perception, both of which Wundt believed to be closely related to physiological processes in the brain. The whole movement had evolved from the early philosophers, such as Aristotle and Plato. Today this approach is known as cognitive psychology. Cognitive Psychology revolves around the notion that if we want to know what makes people tick then the way to do it is to figure out what processes are actually going on in their minds. It views people as being similar to computers in the way we process information e. For example, both human brains and computers process information, store data and have input an output procedure. This had led cognitive psychologists to explain that memory comprises of three stages: It is an extremely scientific approach and typically uses lab experiments to study human behavior. The cognitive approach has many applications including cognitive therapy and eyewitness testimony. Biological Psychology We can thank Charles Darwin for demonstrating the idea that genetics and evolution play a role in influencing human behavior through natural selection. Theorists in the biological perspective who study behavioral genomics consider how genes affect behavior. Now that the human genome is mapped, perhaps, we will someday understand more precisely how behavior is affected by the DNA we inherit. Biological factors such as chromosomes, hormones and the brain all have a significant influence on human behavior, for example, gender. The biological approach believes that most behavior is inherited and has an adaptive or evolutionary function. For example, in the weeks immediately after the birth of a child, levels of testosterone in fathers drop by more than 30 per cent. This has an evolutionary function. Testosterone-deprived men are less likely to wander off in search of new mates to inseminate. They are also less aggressive, which is useful when there is a baby around. Biological psychologists explain behaviors in neurological terms, i. Many biological psychologists have concentrated on abnormal behavior and have tried to explain it. For example, biological psychologists believe that schizophrenia is affected by levels of dopamine a neurotransmitter. These findings have helped psychiatry take off and help relieve the symptoms of the mental illness through drugs. However, Freud and other disciplines would argue that this just treats the symptoms and not the cause. This is where health psychologists take the finding that biological psychologists produce and look at the environmental factors that are involved to get a better picture. Evolutionary Psychology A central claim of evolutionary psychology is that the brain and therefore the mind evolved to solve problems encountered by our hunter-gatherer ancestors during the upper Pleistocene period over 10, years ago. The Evolutionary approach explains behavior in terms of the selective pressures that shape behavior. Observed behavior is likely to have developed because it is adaptive. It has been naturally selected, i. Behaviors may even be sexually selected, i. A strength of this approach is that it can explain behaviors that appear dysfunctional, such as anorexia, or behaviors that make little sense in a modern context, such as our biological stress response when finding out we are overdrawn at the bank. Perspectives Conclusion Therefore, in conclusion, there are so many different perspectives in psychology to explain the different types of behavior and give different angles. No one perspective has explanatory powers over the rest. Only with all the different types of psychology, which sometimes contradict one another nature-nurture debate , overlap with each other e. The fact that there are different perspectives represents the complexity and richness of human and animal behavior. A scientific approach, such as behaviorism or cognitive psychology, tends to ignore the subjective i. The humanistic perspective does recognize human experience, but largely at the expense of being non-scientific in its methods and ability to provide evidence. The psychodynamic perspective concentrates too much on the unconscious mind and childhood. As such, it tends to lose sight of the role of socialization which is different in each country and the possibility of free will. The biological perspective reduces humans to a set of mechanisms and

physical structures that are clearly essential and important e. However, it fails to account for consciousness and the influence of the environment on behavior. How to reference this article:

Chapter 5 : 5 Major Perspectives in Psychology - Mr. McNabb

Psychology is the scientific study of how we think, feel and behave. In this lesson, you'll get an overview of the five major perspectives that have guided modern psychological research.

Explain the problems that conflict theory sees in education. Describe how symbolic interactionism understands education. The sociology of education: A systematic analysis 7th ed. Upper Saddle River, NJ: These include a socialization, b social integration, c social placement, and d social and cultural innovation. Latent functions include child care, the establishment of peer relationships, and lowering unemployment by keeping high school students out of the full-time labor force. Problems in the educational institution harm society because all these functions cannot be completely fulfilled. Symbolic interactionism This perspective focuses on social interaction in the classroom, on the playground, and in other school venues. Certain educational problems have their basis in social interaction and expectations. Perhaps the most important function of education is socialization. If children are to learn the norms, values, and skills they need to function in society, then education is a primary vehicle for such learning. In the United States, these norms and values include respect for authority, patriotism remember the Pledge of Allegiance? A second function of education is social integration. For a society to work, functionalists say, people must subscribe to a common set of beliefs and values. As we saw, the development of such common views was a goal of the system of free, compulsory education that developed in the nineteenth century. Thousands of immigrant children in the United States today are learning English, US history, and other subjects that help prepare them for the workforce and integrate them into American life. A third function of education is social placement. Beginning in grade school, students are identified by teachers and other school officials either as bright and motivated or as less bright and even educationally challenged. Depending on how they are identified, children are taught at the level that is thought to suit them best. In this way, they are presumably prepared for their later station in life. Whether this process works as well as it should is an important issue, and we explore it further when we discuss school tracking later in this chapter. Social and cultural innovation is a fourth function of education. Our scientists cannot make important scientific discoveries and our artists and thinkers cannot come up with great works of art, poetry, and prose unless they have first been educated in the many subjects they need to know for their chosen path. These include socialization, social integration, social placement, and social and cultural innovation. Education also involves several latent functions, functions that are by-products of going to school and receiving an education rather than a direct effect of the education itself. One of these is child care: Once a child starts kindergarten and then first grade, for several hours a day the child is taken care of for free. The establishment of peer relationships is another latent function of schooling. Most of us met many of our friends while we were in school at whatever grade level, and some of those friendships endure the rest of our lives. A final latent function of education is that it keeps millions of high school students out of the full-time labor force. This fact keeps the unemployment rate lower than it would be if they were in the labor force. Because education serves so many manifest and latent functions for society, problems in schooling ultimately harm society. For education to serve its many functions, various kinds of reforms are needed to make our schools and the process of education as effective as possible. Education and Inequality Conflict theory does not dispute the functions just described. One example of this process involves the function of social placement. When most schools begin tracking their students in grade school, the students thought by their teachers to be bright are placed in the faster tracks especially in reading and arithmetic , while the slower students are placed in the slower tracks; in high school, three common tracks are the college track, vocational track, and general track. Such tracking does have its advantages; it helps ensure that bright students learn as much as their abilities allow them, and it helps ensure that slower students are not taught over their heads. But conflict theorists say that tracking also helps perpetuate social inequality by locking students into faster and lower tracks. The latter tend to lose self-esteem and begin to think they have little academic ability and thus do worse in school because they were tracked down. In this way, tracking is thought to be good for those tracked up and bad for those tracked down. Conflict theorists thus say that tracking perpetuates social inequality based

on social class and race and ethnicity Ansalone, Educational differentiation or defective strategy. Educational Research Quarterly, 34 2 , 3â€" Testing and social stratification in American education. Annual Review of Sociology, 34 1 , â€" According to this criticism, these tests favor white, middle-class students whose socioeconomic status and other aspects of their backgrounds have afforded them various experiences that help them answer questions on the tests. A third critique of conflict theory involves the quality of schools. As we will see later in this chapter, US schools differ mightily in their resources, learning conditions, and other aspects, all of which affect how much students can learn in them. Simply put, schools are unequal, and their very inequality helps perpetuate inequality in the larger society. Children going to the worst schools in urban areas face many more obstacles to their learning than those going to well-funded schools in suburban areas. Their lack of learning helps ensure they remain trapped in poverty and its related problems. In a fourth critique, conflict theorists say that schooling teaches a hidden curriculum A set of values and beliefs learned in school that support the status quo, including the existing social hierarchy. Socialisation, gender, and the hidden curriculum of high-stakes testing. British Journal of Sociology of Education, 29, â€" Although no one plots this behind closed doors, our schoolchildren learn patriotic values and respect for authority from the books they read and from various classroom activities. A final critique is historical and concerns the rise of free, compulsory education during the nineteenth century Cole, Marxism and educational theory: They also criticize its intention to teach workers the skills they needed for the new industrial economy. Symbolic Interactionism and School Behavior Symbolic interactionist studies of education examine social interaction in the classroom, on the playground, and in other school venues. These studies help us understand what happens in the schools themselves, but they also help us understand how what occurs in school is relevant for the larger society. Girls tend to play more cooperative games, while boys play more competitive sports Thorne, Thorne, B. Girls and boys in school. Applying Social Research Assessing the Impact of Small Class Size Do elementary school students fare better if their classes have fewer students rather than more students? It is not easy to answer this important question, because any differences found between students in small classes and those in larger classes might not necessarily reflect class size. Rather, they may reflect other factors. For example, perhaps the most motivated, educated parents ask that their child be placed in a smaller class and that their school goes along with this request. Perhaps teachers with more experience favor smaller classes and are able to have their principals assign them to these classes, while new teachers are assigned larger classes. For this reason, the ideal study of class size would involve random assignment of both students and teachers to classes of different size. Recall that Chapter 1 "Understanding Social Problems" discusses the benefits of random assignment. Fortunately, a notable study of this type exists. The random assignment began when the students entered kindergarten and lasted through third grade; in fourth grade, the experiment ended, and all the students were placed into the larger class size. The students are now in their early thirties, and many aspects of their educational and personal lives have been followed since the study began. Some of the more notable findings of this multiyear study include the following: While in grades Kâ€"3, students in the smaller classes had higher average scores on standardized tests. Students who had been in the smaller classes continued to have higher average test scores in grades 4â€"7. Students who had been in the smaller classes were more likely to complete high school and also to attend college. Students who had been in the smaller classes were less likely to be arrested during adolescence. Students who had been in the smaller classes were more likely in their twenties to be married and to live in wealthier neighborhoods. White girls who had been in the smaller classes were less likely to have a teenage birth than white girls who had been in the larger classes. Why did small class size have these benefits? Two reasons seem likely. More learning can thus occur in smaller classes. Second, kindergarten teachers are better able to teach noncognitive skills cooperating, listening, sitting still in smaller classes, and these skills can have an impact many years later. Regardless of the reasons, it was the experimental design of Project STAR that enabled its findings to be attributed to class size rather than to other factors. Because small class size does seem to help in many ways, the United States should try to reduce class size in order to improve student performance and later life outcomes. How does your kindergarten classroom affect your earnings? Quarterly Journal of Economics, , â€"; Schanzenbach, D. Harris School Working Paperâ€"Series When teachers expect little of their students, their students tend to learn less. When teachers

think students are smart, they tend to spend more time with these students, to call on them, and to praise them when they give the right answer. But when teachers think students are less bright, they tend to spend less time with these students and to act in a way that leads them to learn less. Pygmalion in the classroom. They tested a group of students at the beginning of the school year and told their teachers which students were bright and which were not. They then tested the students again at the end of the school year. Not surprisingly, the bright students had learned more during the year than the less bright ones. But it turned out that the researchers had randomly decided which students would be designated bright and less bright. This process helps us understand why tracking is bad for the students tracked down. Other research in the symbolic interactionist tradition focuses on how teachers treat girls and boys.

Chapter 6 : Psychology Perspectives | Simply Psychology

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Why do you act the way you do? Have you ever wondered why some people are the life of the party and others prefer to curl up with a good book? Or why you remember certain events but not others? Since Wilhelm Wundt opened the first psychology lab in , psychologists have studied various aspects of human behavior, such as personality, brain functions and socio-cultural influences. As psychology progressed, it began to tackle the question of why we do what we do from different angles, including: Biological Approach Biopsychologists look at how your nervous system, hormones and genetic makeup affect your behavior. So what does that mean? It means that for the biological approach, you are the sum of your parts. All of your choices are based on your physical body. The biological approach attempts to understand the healthy brain, but it also examines the mind and body to figure out how disorders like schizophrenia develop from genetic roots. Psychologists in this school of thought believe that unconscious drives and experiences from early childhood are at the root of your behaviors and that conflict arises when societal restrictions are placed on these urges. There are a lot of jokes about Freud and his now mostly outdated theories. But have you ever thought that something about who you are today comes from your experiences as a child? Say, you blame your smoking habit on an oral fixation that stems from being weaned from breastfeeding too early as a baby. They believe that you learn through a system of reinforcements and punishment. The influence of these theories affects us every day and throughout our lives, impacting everything from why we follow the rules of the road when driving to how advertising companies build campaigns to get us to buy their products. You also solve problems based on your memory of past experiences. So, with this approach, we turn away from people as machines without free will and delve back into thoughts and feelings. How you act is based upon internal processes, and there is much more stress upon individuals. Psychologists from this camp focus on how you can feel good about yourself by fulfilling your needs and goals. In contrast to the behavioral approach, the humanistic approach works on individual empowerment. Whether you are right or not, in a larger sense, you are motivated to be the best person you can be. All your choices come from trying to improve your life. Psychology is the scientific study of human thought, feelings and behavior. The five major perspectives in psychology are biological, psychodynamic, behavioral, cognitive and humanistic. Each perspective provides its own view on the roots of why you do what you do. Powered by Create your own unique website with customizable templates.

Chapter 7 : Educational psychology - Wikipedia

In this assignment I will be explaining the principal psychological perspectives. I will explain the different psychological approaches to health and social practice and assessing the different psychological approaches to study.

Chapter 8 : PSYCHOLOGICAL PERSPECTIVES IN EDUCATION - FOX,M - Research Database, The Uni

Major Perspectives in Modern Psychology The early years of psychology were marked by the domination of a succession of different schools of thought. If you have ever taken a psychology course in school, you probably remember learning about these different schools which included structuralism, functionalism, psychoanalysis, behaviorism, and.

Chapter 9 : Psychological Perspectives in Education: Social Cognitive | Science of education blog

Article in Psychology of Education Review From the same journal The development of student teachers' views on pupil misbehaviour during an initial teacher training programme in England and Norway.