



# **Social psychology**

**Meeting I**

**15.3. 2019**

# CONTENTS OF THE LECTURES

**What would you like to talk about/learn?**

- 1) Principles of social psychology
- 2) Social psychology in teaching practice
- 3) Class dynamics



# Meetings

- April 5: 16:00–17:50
- May 3: 15:00–16:50



# Literature

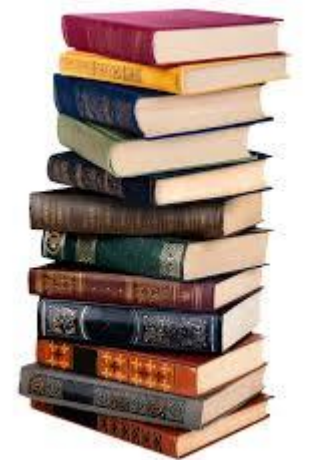
## *Social psychology*

ARONSON, Elliot & Robin M. AKERT.

- [http://www.academia.edu/34596742/Aronson - Social Psychology 8th Edition c2013.pdf](http://www.academia.edu/34596742/Aronson_-_Social_Psychology_8th_Edition_c2013.pdf)

- *LIBRARY*

- *Chapters (exam): 1,8,9,11,12,13*



# Assessment methods

Attendance (10 %)

Essay (40 %)

Written examination (50 %)

**To pass: 70 %**



# Essay

What are the lessons from Blue eyes/ brown eyes experiment for my teaching practice

Watch this movie: A Class divided

[https://www.youtube.com/watch?v=1mcCLm\\_LwpE&t=3s](https://www.youtube.com/watch?v=1mcCLm_LwpE&t=3s)

Write an reflective essay (2-3 pages) on the documentary and how it will affect your teaching practice – you can also use the articles about this experiment

**DEADLINE:** April 26

# Theory and practice



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# Why to study social psychology?

To understand the social dimension of the student

+

based on the social context, we can anticipate people's behavior  
(to some extent )



we can choose appropriate preventive strategies and behavior thus  
avoid unnecessary conflicts between students and strengthen the class  
climate

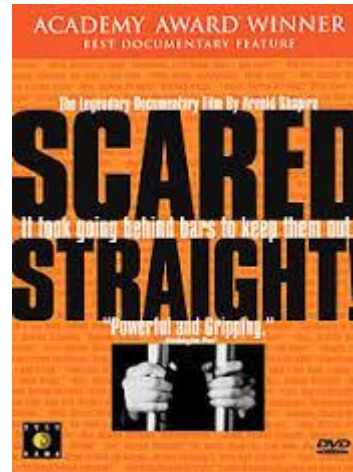




# About SCARED STRAIGHT

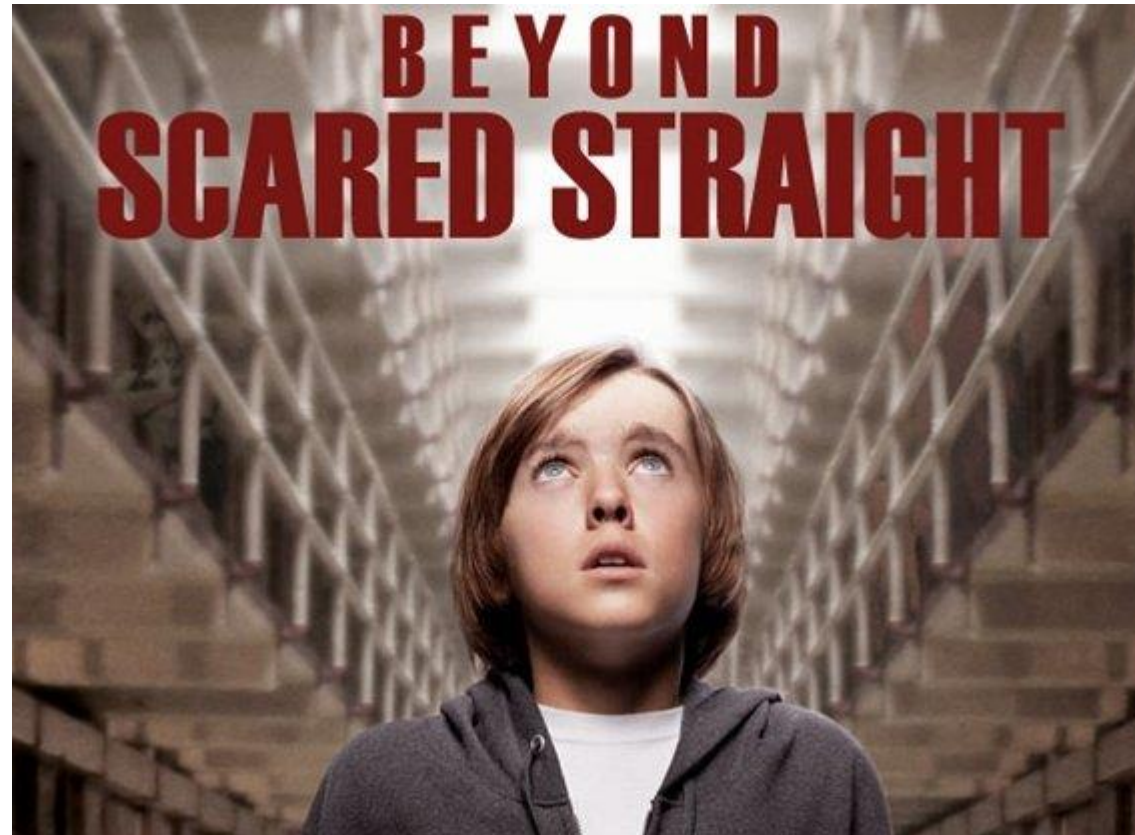
- **creation:** 1970's
- **authors:** inmates in long-term imprisonment (esp. Richard Rowe)
- **Goal:** prevention of juvenile delinquency
- **Application:** USA, UK, Norway, Australia, Germany, Canada
- **Media:** TV series Beyond scared straight (13. 1. 2011 – 3. 9. 2015)

# Documentary film



- 1978: Arnold Shapiro
- Until the end of 1979 – spread into 30 USA jurisdictions<sup>1</sup>

A little taste



# Program effectivity

12 statistically sound studies (1978 – 2010)<sup>2</sup>

Showed that Scared straight

**!DOES NOT WORK!**

No study proving opposite was published<sup>1</sup>

<sup>2</sup> - Klenowski, P. M., Bell, K. J., & Dodson, K. D. (2010). An Empirical Evaluation of Juvenile Awareness Programs in the United States: Can Juveniles be “Scared Straight”? *Journal of Offender Rehabilitation*, stránky 254–272.

<sup>1</sup>- Petrosino, A., Carolyn, T.-P., Holis-Peel, M. E., & Stern, A. (2014). Scared Straight and Other Juvenile Awareness Programs for Preventing Juvenile Delinquency. *Crime Prevention Research Review*.

# Why the program does not work?

- **Disproportionate DOSING**
- **CONFRONTIERING** nature of the program
- **TRUE** interest in juveniles
- **CRUELTY** of punishment is far less disparaging than **CERTAINTY** of punishment
- **Lack of REHABILITATION** components
- **The program is not based on an explicit theory**
- **Nondelinquent X delinquent individuals**

# Social psychology lessons for teaching practice

- **Teaching procedures and methods must :**
  - build on theory and knowledge, not simply on an intuition
  - be based on the life story and developmental stage of the child
  - simple solutions may not always be the best ones
  - education is a long-term process, not a one-time shot
  - child can be developed through supporting and developing its positive features, attributes & talent, not only by highlighting the points in which he is insufficient
  - consistent guidance is much more effective than hard punishment and restraints
  - what is effective for us does not have to be effective for others

# Social Learning Theory



- **Albert Bandura**



# Social Learning Theory

- People are not driven by either inner forces or environmental stimuli in isolation; instead behaviors are learned through continuous interaction of personal and environmental determinants and all learning from direct experience occurs by observing other people's behavior. (Burton, Moore, & Magliaro, 1996).



# Observational Learning

- A. Learn by watching: you don't have to do something in order to learn it
- B. Abstract, decide, engage: learners see something in the environment, abstract what they've seen, decide if it is important and then repeat the behavior.





**A Bobo Doll**

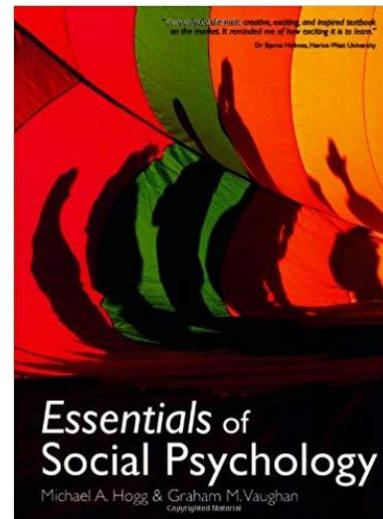


**Albert Bandura**

What are the lectures from this experiment for teaching practice?



Hogg & Vaughan:  
**ESSENTIALS OF SOCIAL PSYCHOLOGY**  
Chapter 2: Social thinking



# INSPIRATION

- **Teacher could be the second most influencing adult in the life of the child, therefore.....**

