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# THE INTRODUCTION INTO EDUCATION AND PSYCHOLOGY

(NOVEMBER 16)

DAVID HAVELKA

# Literature

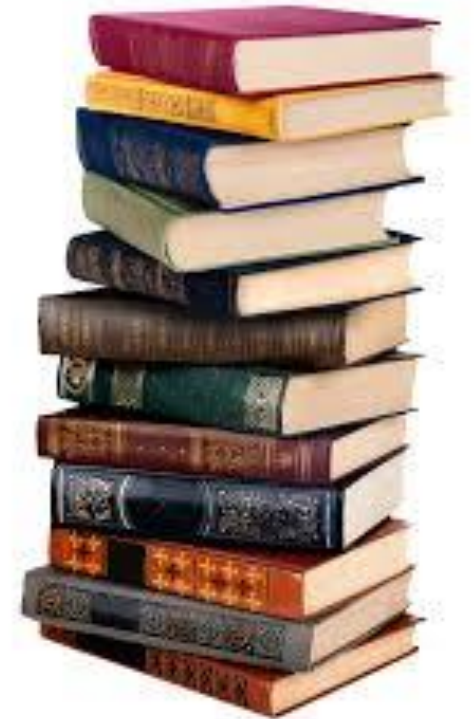
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***Hilgard's introduction to psychology.* Edited by Carolyn D. Smith. 15th ed.**

ATKINSON, Rita L. 2000.

***Introduction to psychology***

KALAT, J.W.



# FINAL EXAM

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The final grade consists from:

- written examination (70% of the assessment)
  - Psychological part (50 % of the test – 20 questions)
  - Questions are based on Hilgard's introduction to psychology
- essay on topic good teacher
  - Discussion in seminar



# Reading for the written examination

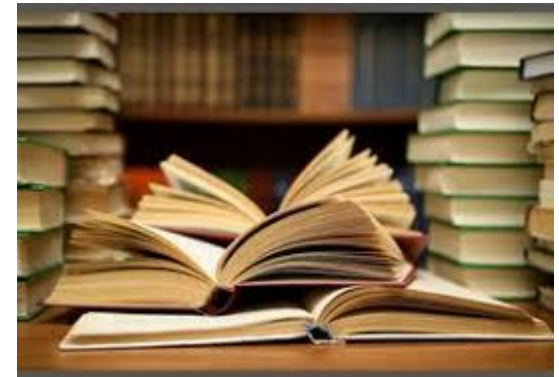
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## **For this meeting:**

- **Chapter 1:** The nature of psychology
- **Chapter 7:** Learning and conditioning
- **Chapter 10:** Motivation
- **Chapter 12:** Intelligence

## **+ For the test**

- **Chapter 9:** Language and thought
- **Chapter 14:** Stress



# CONTENTS OF THE LECTURE

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- 1) Object + purpose of psychology
- 2) Learning and motivation
- 3) Psychology and teaching practice
- 4) Psychology and stress
- 5) Case history/cooperation with specialists and families



# Substitute assignment for students who have not been at meeting

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**More information in IS – study materials**

In case of any further questions write on

[havelka@ped.muni.cz](mailto:havelka@ped.muni.cz)

**Deadline for essay: December 7**

*(any essay sent after this date will be marked as failed)*

# The object of psychology

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# PSYCHOLOGY

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= the study of soul

**Contemporary definition:**

The science of behavior and mental processes



# HISTORICAL EXCURSION

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**Humans have always been curious what is going on in our heads and minds....**

Aristotle (4th century B.C.): Human consciousness is not in the brain, it is in the heart

Rhazes (9th century): described mental illness and treated patients in Baghdad hospital

Wilhelm Wundt: 1st scientific psychology lab - University of Leipzig (Germany) **1879**

# PURPOSE OF PSYCHOLOGY

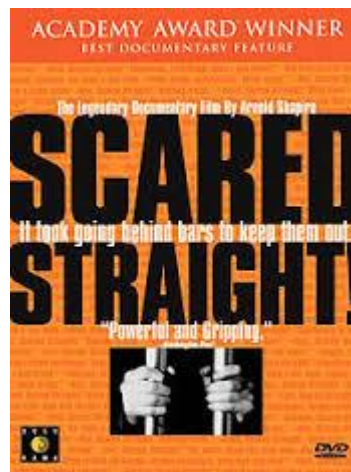
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# Documentary film

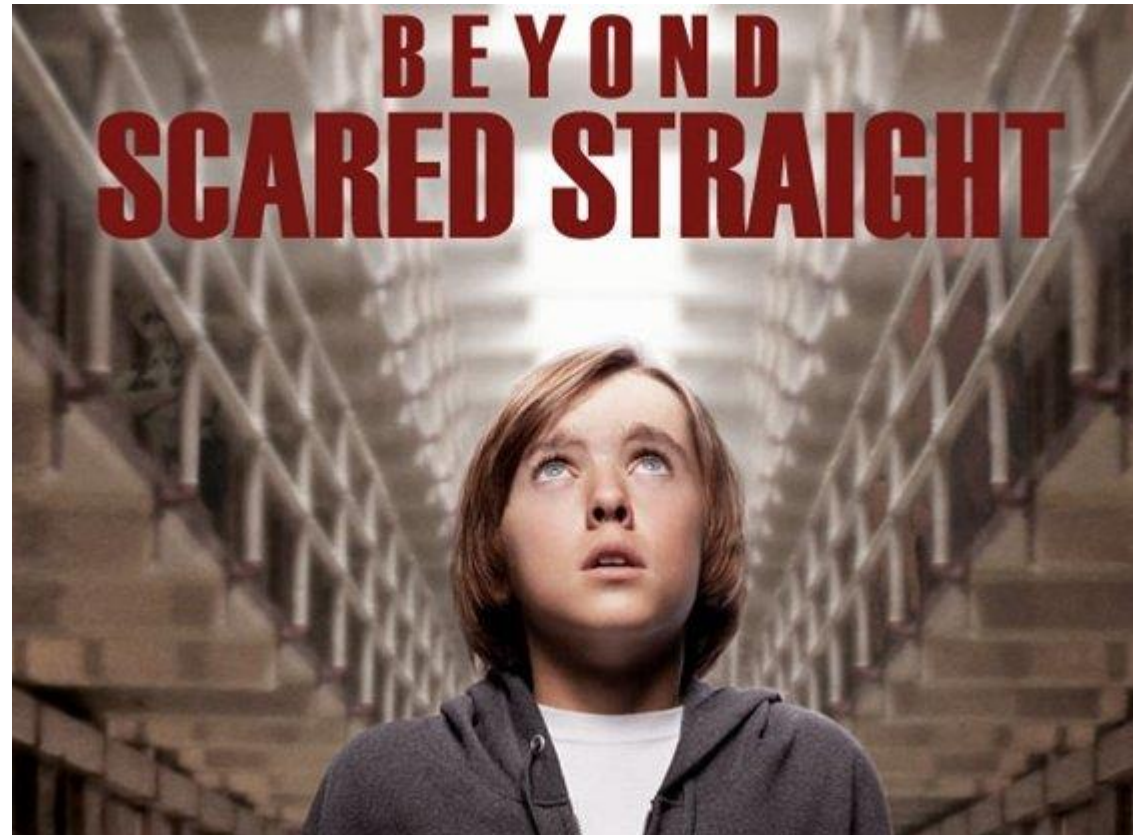
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- 1978: Arnold Shapiro
- Until the end of 1979 – spread into 30 USA jurisdictions<sup>1</sup>

# A little taste

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The purpose of psychology is to give us a completely different idea of the things we know best.

(Paul Valéry)

# Program effectivity

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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>

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<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?

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- **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**



# The purpose of psychology

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## **TEACHING, EDUCATING, DECISION MAKING:**

1) **MUST BE THEORY DRIVEN** – NOT BASED ON COMMON SENSE AND INTUITION

2) **MUST** build on the life story and development stage of the child

3) **MUST BE SOLUTION-FOCUSED** – not just good-looking and popular

4) **SHOULD BE** not only problem minimizing but also **COMPETENCY DEVELOPMENT** based

# LEARNING

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# LEARNING

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= RELATIVELY PERMANENT CHANGE IN BEHAVIOR THAT IS THE RESULT OF EXPERIENCE

Whether through association, observation, or just plain thinking, learning is what allows us to adapt to our environment and to survive



# HABITUATION

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= form of learning in which an organism decreases or ceases its responses to a stimulus after repeated or prolonged presentations



Crows present in corn field



Introduction of scarecrow

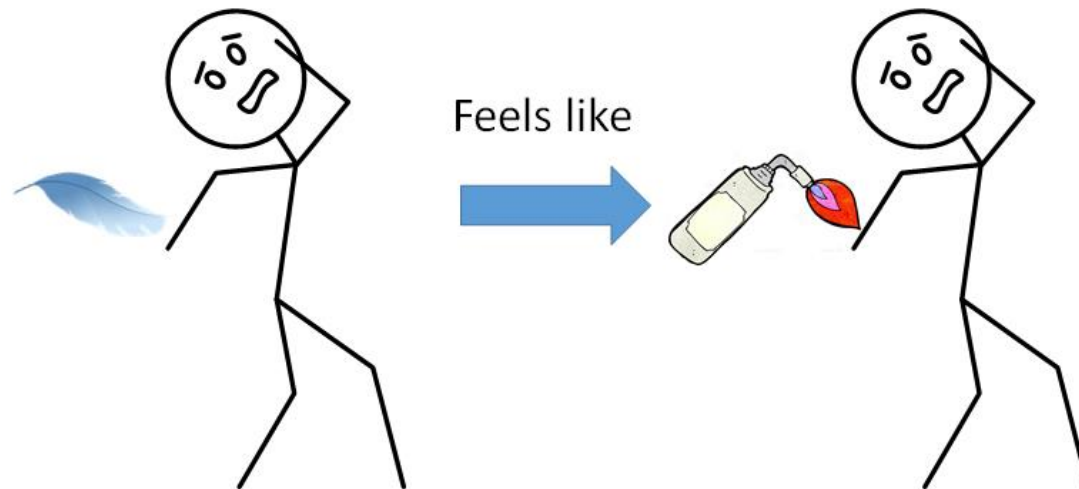


Prolonged exposure to scarecrow

# SENZITIZATION

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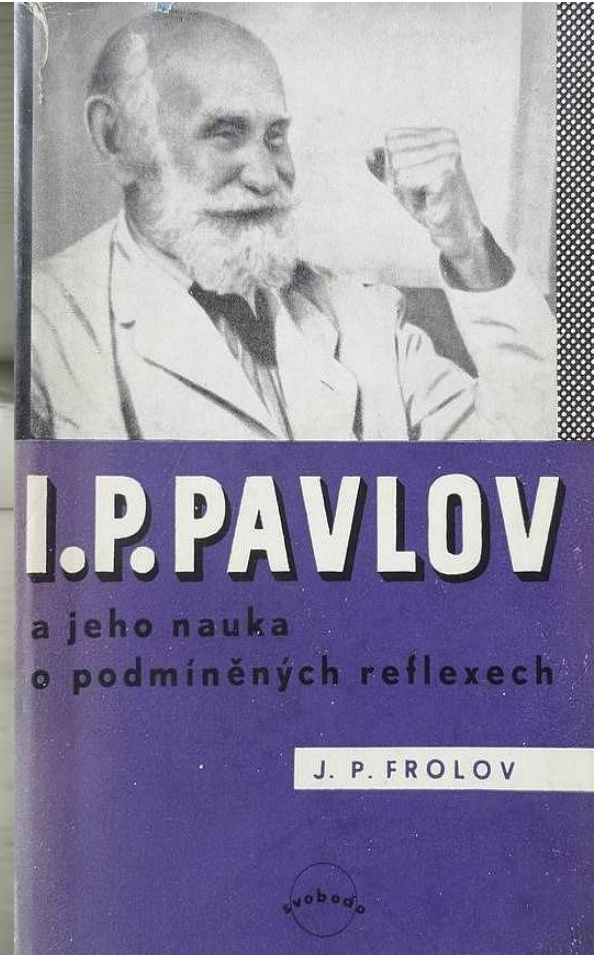
= non-associative learning process in which repeated administration of a stimulus results in the progressive amplification of a response.



For example, repetition of a painful stimulus may make one more responsive to a loud noise.

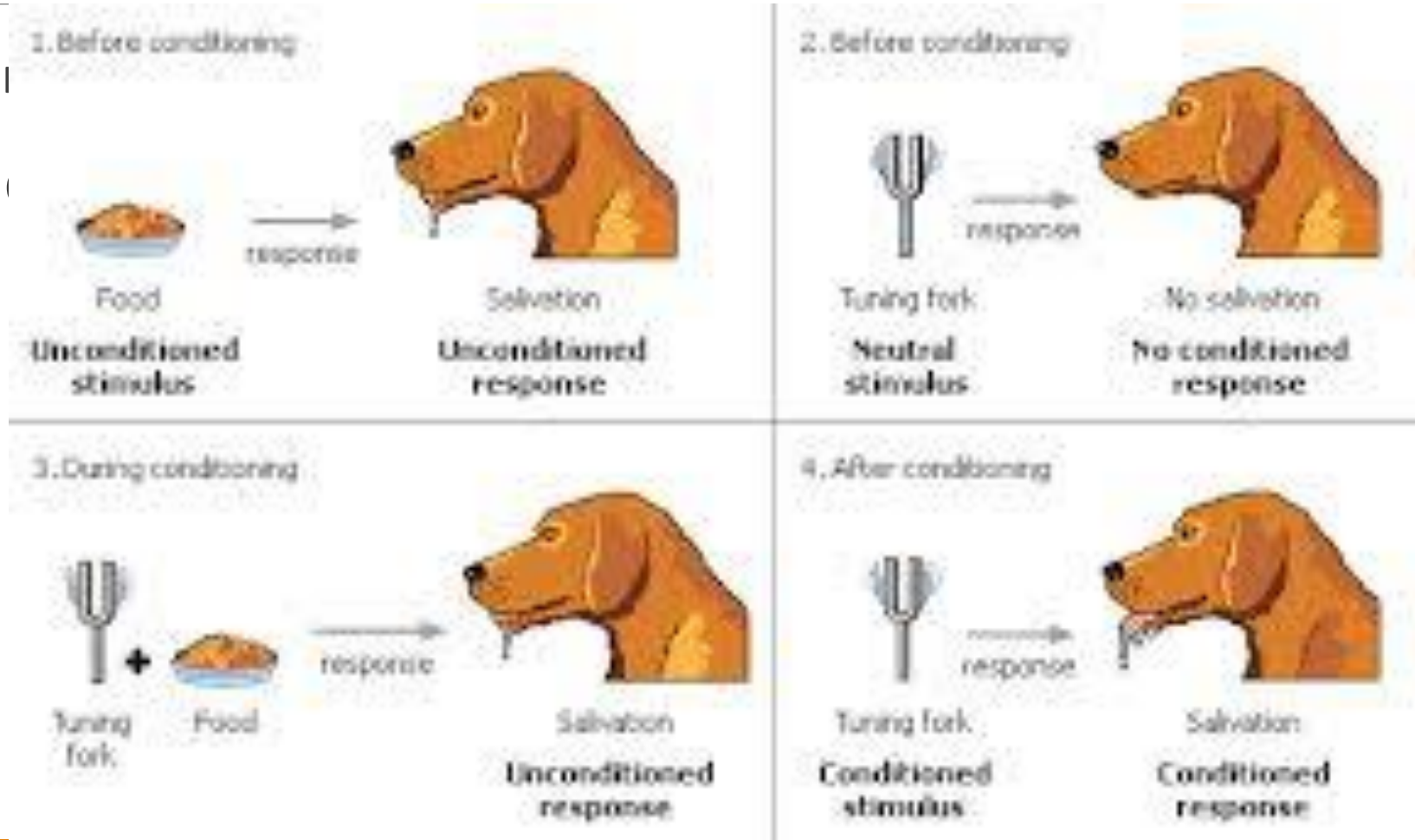
# CONDITIONING

Conditioning helped shape the psychology from a subjective somehow science into a more rigorous discipline we know today



# CLASSICAL CONDITIONING

Based on  
= subject



whether

# CLASSICAL CONDITIONING

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= adaptive form of learning in which one learns to link two or more stimuli and anticipate event.

Adaptive form of learning, that helps animal survive and changing it's behavior to better suit it's environment



# OPERANT CONDITIONING

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= type of learning in which behavior is strengthened if followed by a reinforcer or diminished if followed by a punisher

## Shaping

An operant conditioning procedure in which reinforcers guide behavior towards closer approximations of the desired behavior

## Positive reinforcement

Positive reinforcer is a stimulus that, when presented after a response strengthens the response

## Negative reinforcement

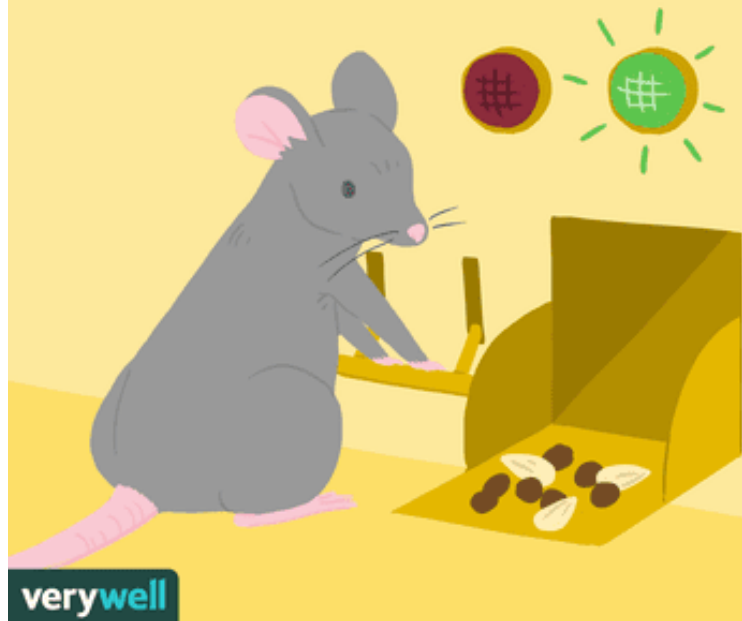
A negative reinforcer is any stimulus that, when removed after a response strengthens the response (not the same as punishment)

Extinction

# Operant Conditioning

Specific consequences are associated with a voluntary behavior

Rewards introduced to  
increase a behavior



Punishment introduced to  
decrease a behavior



# Operant Conditioning



## Positive Reinforcement

-the effect of increasing the frequency of behaviour by using consequences that are pleasant when they happen



- Strengthens Behaviour
- Giving rewards for desired behaviour.

- Strengthens behaviour.
- Taking away something unpleasant for desired behaviour.



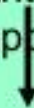
## Negative Reinforcement

- The effect of increasing the frequency of a behaviour by using consequences that are



## Punishment

- The effect of decreasing the frequency of a behaviour by using consequences that are unpleasant when they happen.



- Weakens Behaviour
- Taking away of something pleasant, giving something unpleasant for undesired behaviour.

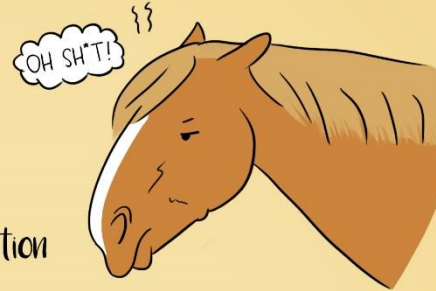
# Positive Reinforcement

FREDDY IS HAPPY TO HAVE GOT SOMETHING NICE



# Negative Punishment

FREDDY IS DISAPPOINTED TO HAVE LOST SOMETHING HE LIKES



FREDDY IS UPSET TO HAVE EXPERIENCED SOMETHING NASTY

# Positive Punishment

FREDDY IS RELIEVED TO HAVE ESCAPED OR AVOIDED SOMETHING NASTY

# Negative Reinforcement

# Social Learning Theory

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**Albert Bandura**

<https://www.youtube.com/watch?v=128Ts5r9NRE&t=297s>

<https://www.youtube.com/watch?v=dmBqwWlJg8U&t=1s>

# Social Learning Theory

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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

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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.



# BEFORE BREAK INSPIRATION

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







# A little exercise

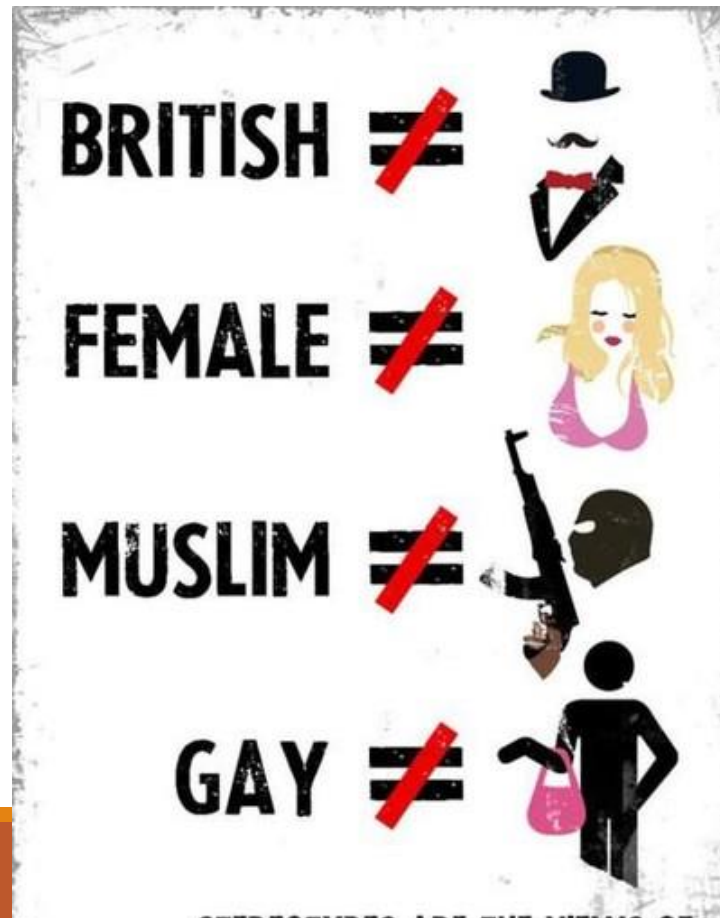
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# Stereotypes and biases

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...and their impact on children - students



# Psychology in teaching practice

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# Psychological professions and education

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- School psychologist
- Counseling psychologist
- Clinical psychologist
- Child psychiatrist
- Therapist



# School psychologist

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Psychology programme graduate

## **SPECIALIZATION:**

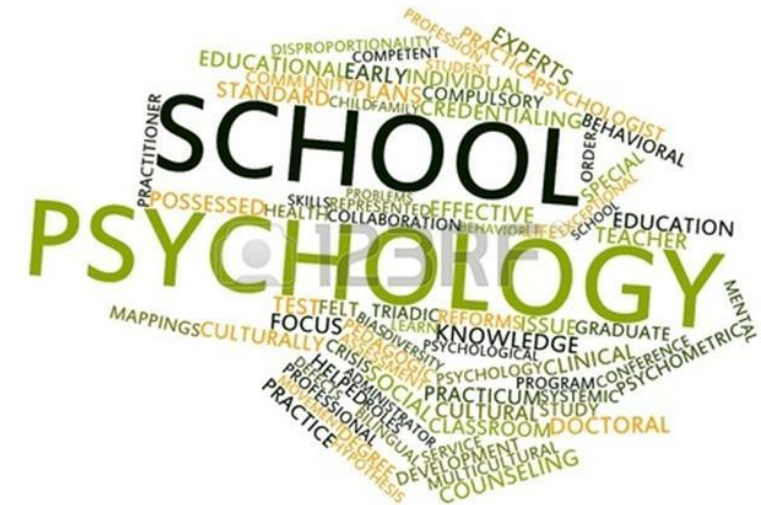
prevention of school, learning and educational difficulties

## **JOB DESCRIPTION:**

counseling, school diagnostics, caring for pupils with special needs, working with school counseling facilities

## **OTHER**

- Key role in mental difficulties detection
- working with class



# Counseling psychologist

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Psychology programme graduate

## **SPECIALIZATION:**

prevention of school, learning and educational difficulties

## **JOB DESCRIPTION:**

consultancy in the field of school, educational and professional counseling, in these areas also performs the appropriate psychological diagnostics

## **OTHER**

Work in school counseling system, diagnostic institutes, educational care centers or special pedagogical centers.



# Clinical psychologist

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- Psychology programme graduate
- 5 yrs attestation – adult clinical psychologist
- 2 yrs attestation – child clinical psychologist

*(64 pieces)*

- **ATTESTATION MEANS:** *5yrs of practice + supervision, courses, exams*

**SPECIALIZATION:**

Mental health and mental disorders





# Child psychiatrist

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Medicine programme graduate

- 5 yrs attestation – adult psychiatrist
- 2 yrs attestation – child psychiatrist

*(76 pieces)*

## **SPECIALIZATION:**

Mental health and mental disorders

## **JOB DESCRIPTION:**

psychiatric examination (physical examination, interview with child and parent, questionnaires and other psychodiagnostic methods)

*MEDICATION PRESCRIPTION*



# Blue eyes / brown eyes experiment

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*"When our leader J.F. Kennedy was killed several years ago, his widow held us together. Who's going to control your people?"*



*"Oh Great Spirit, keep me from ever judging a man until I have walked a mile in his moccasins."*

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## Children were divided on blue eyes (superior) and brown eyes (inferior)

### **BROWN EYES**

- Had to wear a blue collar
- Could not drink from own cups
- Could not drink from same fountain as blue eyes
- Teacher saw only negatives and failures



### **BLUE EYES:**

- Could have more meal during the lunch
- Could go to gym during break
- Sat in front of the classroom
- Teacher saw only positives and successes

Children could not play together

# Consequences

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**Superior students:** arrogant, unfriendly to inferior

**Inferior students:** silent, frustrated, passive

## Performance

### Documentary:

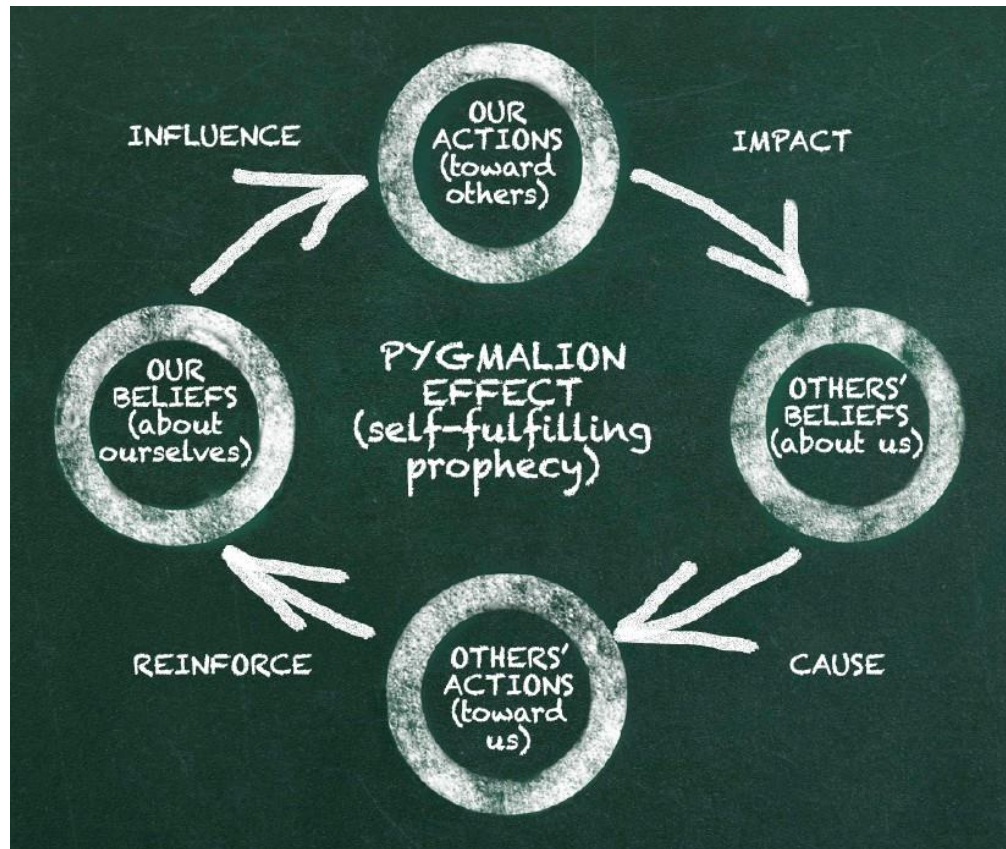
A class divided

	1st day	2nd day
<b>Brown eyes</b>	5:18	2:34
<b>Blue eyes</b>	3:15	4:40

<https://www.youtube.com/watch?v=nmXr-rC5F-4>

See also: <https://www.youtube.com/watch?v=TYIh4MkcfJA>

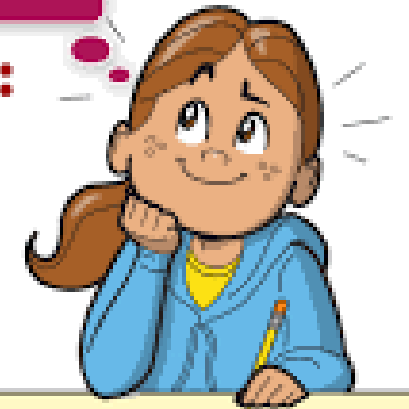
# Pygmalion effect



My teacher says,  
I'll pass.

## Pygmalion Effect:

People are influenced by the expectations built upon them.



# Golem effect

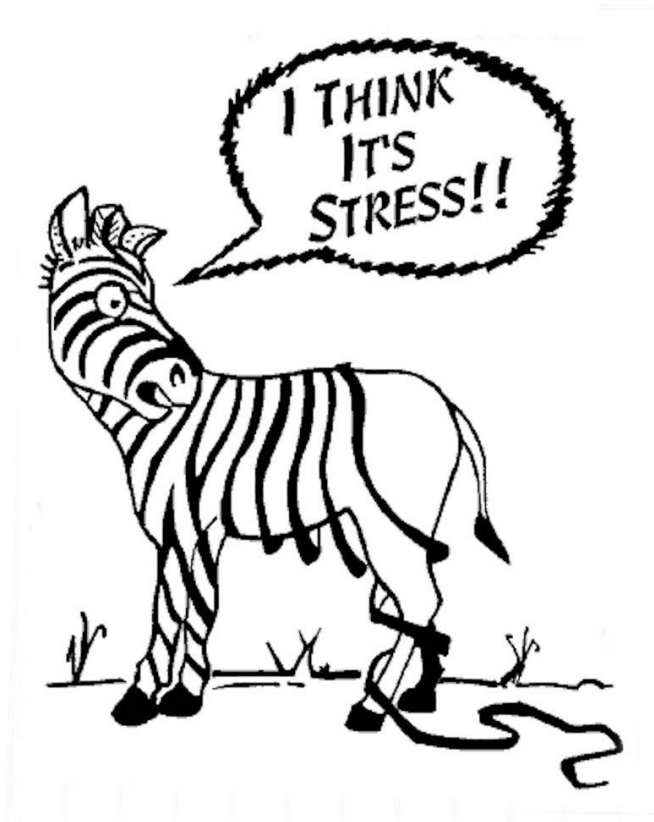


I always knew you were going to fail.



# STRESS and BURN OUT SYNDROME

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# STRESS

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= state of mental or emotional strain or tension resulting from adverse or demanding circumstances.

# BURN OUT SYNDROME

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„Burned-out worker "looks, acts, and seems depressed,,

- Prolonged exposure to stress at work
  - Excessive workload
  - Too little recognition
  - Personal characteristics
    - Perfekcionism
    - Excessive conscientiousness
    - Workaholism
- emotional exhaustion
- physical fatigue
- cognitive weariness
- depersonalization (treating students and colleagues in a cynical way)
- reduced feelings of work-related personal accomplishment

**ICD under problems related to life-management difficulty**

# Symptoms of burn-out

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- No interest in work
- Feeling constantly restless and tense
- Quickness to anger
- Concentration problems + forgetfulness
- Little time and energy for oneself and his family
- Suffering physical symptoms
  - Headaches
  - Sleeplessness
  - High blood pressure
  - Heart attacks/ stroke
- Increased drug use

# BURN-OUT IN CZECH TEACHERS

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How many teachers are in CZE?

**Approx. 150 000**

How many of them are burned-out

**Approx. 30 000**



**1/5 of czech teachers are burned out....**

2 500 teachers survey

# BURN-OUT EXERCISE

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# BURN-OUT EXERCISE

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**Group 1:** Which factors can lead to burn-out

**Group 2:** How burn out can be manifested

**Group 3:** How to prevent a burn-out

# Problems leading to burn-out

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- insufficient support (institutions, family, society)
- bad working relationships
- Too much byrocracy
- Problems with students, parents
- Low prestige
- Low sallary
- Bad life-style
- Inability to realize oneself in an environment other than school
- Lack of psychohygiene
- Insuficcient introspection
- Refusing to talk about problems out loud

# Impacts and manifestations

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- anxiety and reluctance associated with work
  - No interest in work or students
  - Mechanical teaching
- decrease in sensitivity to student's needs
- rapid decline in patience with children



# Prevention

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- further self- education
- variability (change the teaching subject)

Get rid off being a class teacher

Support from school

Good workplace relationships

Good family relationships

Hobbies

Physical activity

**Life is a marathon, not a short track....**

# Case history

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= student as an individuality...

# How to be a good teacher?

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## **Be like mr. Jensen.....**

[https://www.youtube.com/watch?v=4p5286T\\_kn0](https://www.youtube.com/watch?v=4p5286T_kn0)