



THE INTRODUCTION INTO EDUCATION AND PSYCHOLOGY

(NOVEMBER 1)

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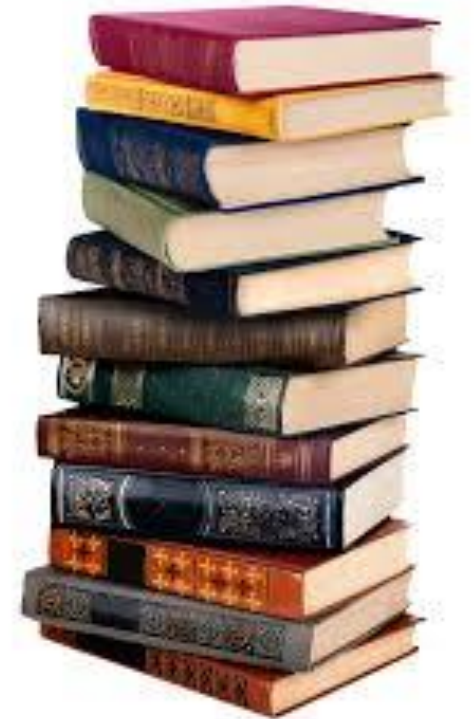
Literature

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

ATKINSON, Rita L. 2000.

Introduction to psychology

KALAT, J.W.



FINAL EXAM

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

- **Chapter 1:** The nature of psychology
- **Chapter 7:** Learning and conditioning
- **Chapter 10:** Motivation
- **Chapter 12:** Intelligence
- **Chapter 9:** Language and thought
- **Chapter 14:** Stress



CONTENTS OF THE LECTURE

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



The object of psychology



PSYCHOLOGY

= the study of soul

Contemporary definition:

The science of behavior and mental processes

HISTORICAL EXCURSION

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)

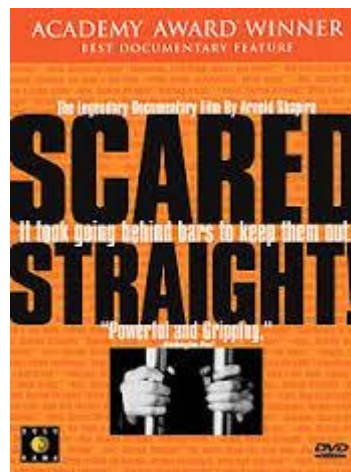
1879

PURPOSE OF PSYCHOLOGY



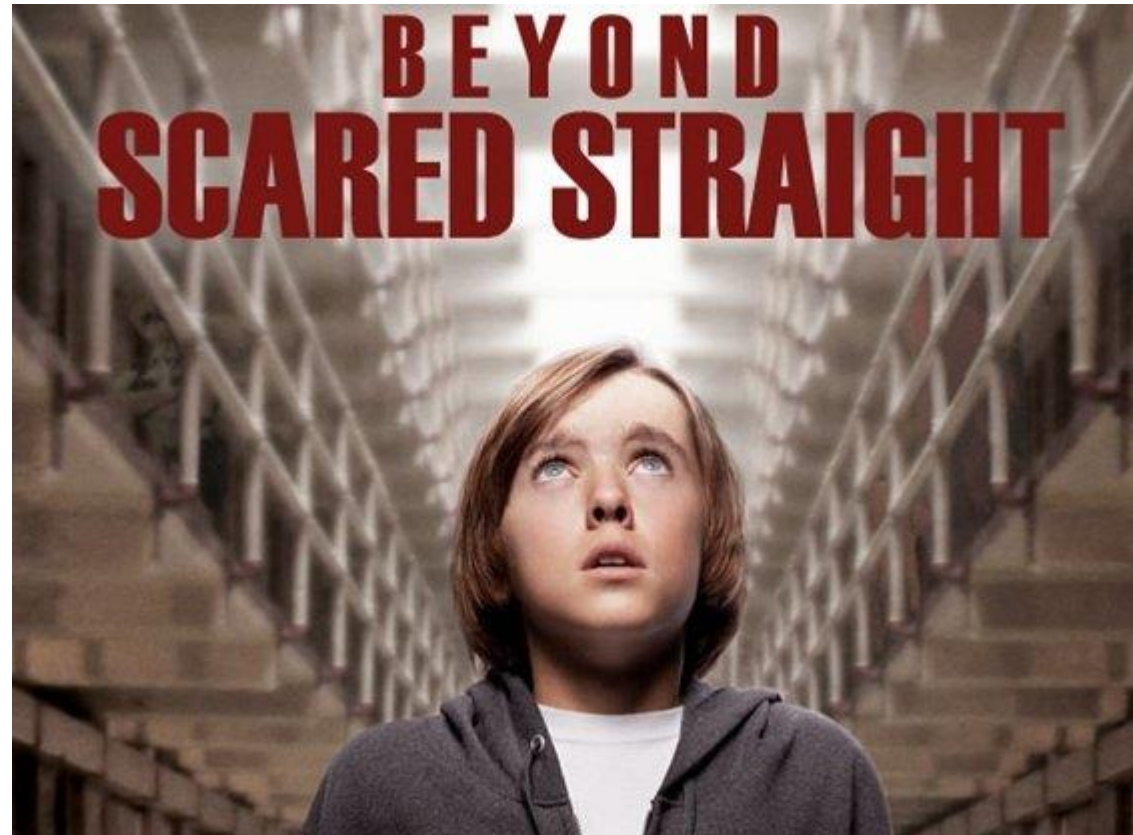


Documentary film



- 1978: Arnold Shapiro
- Until the end of 1979 – spread into 30 USA jurisdictions¹

A little taste





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

(Paul Valéry)

Program effectivity

12 statistically sound studies (1978 – 2010)²

Showed that Scared straight

!DOES NOT WORK!

No study proving opposite was published¹

² - 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.

¹- 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**

The purpose of psychology

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

= 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

= 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

Imprinting

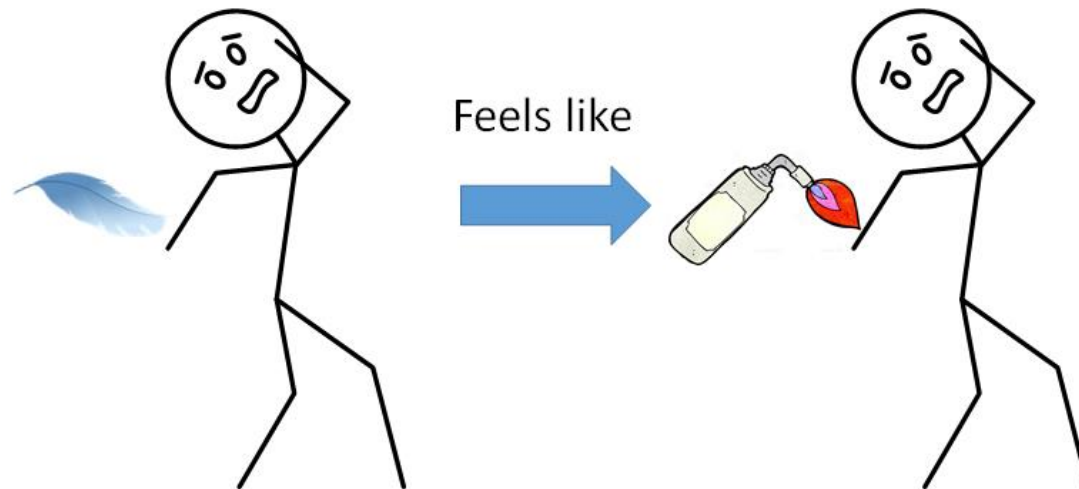
= in psychobiology, a form of **learning** in which a very young animal fixes its attention on the first object with which it has visual, auditory, or tactile experience and thereafter follows that object.



Goslings are programmed at birth to follow the first figure, that appear before them, mostly goose...but in this case they followed phylogenetically distant bipod - Konrad Lorenz ...
”

SENZITIZATION

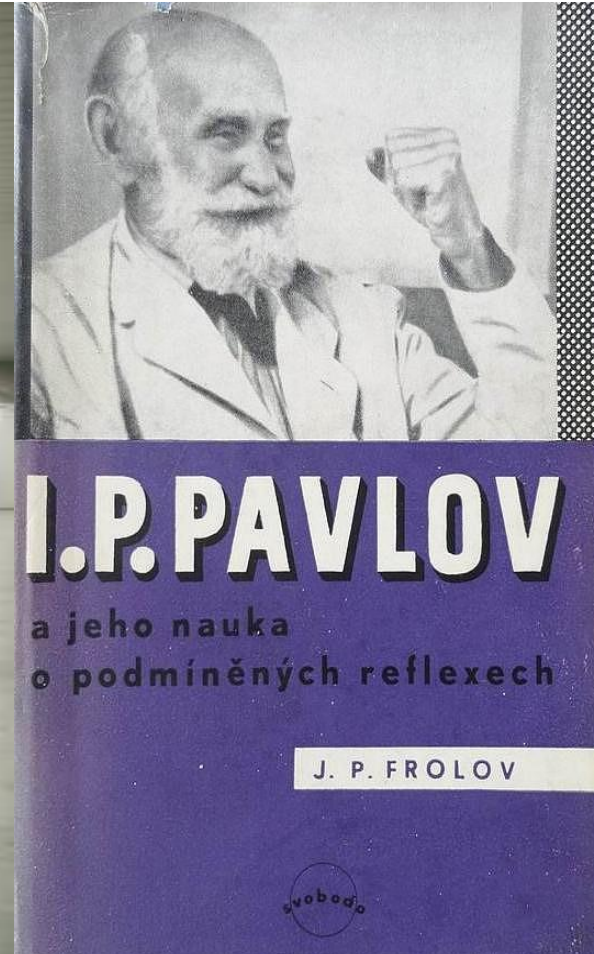
= non-associative learning process in which repeated administration of a stimulus results in the progressive amplification of a response.



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

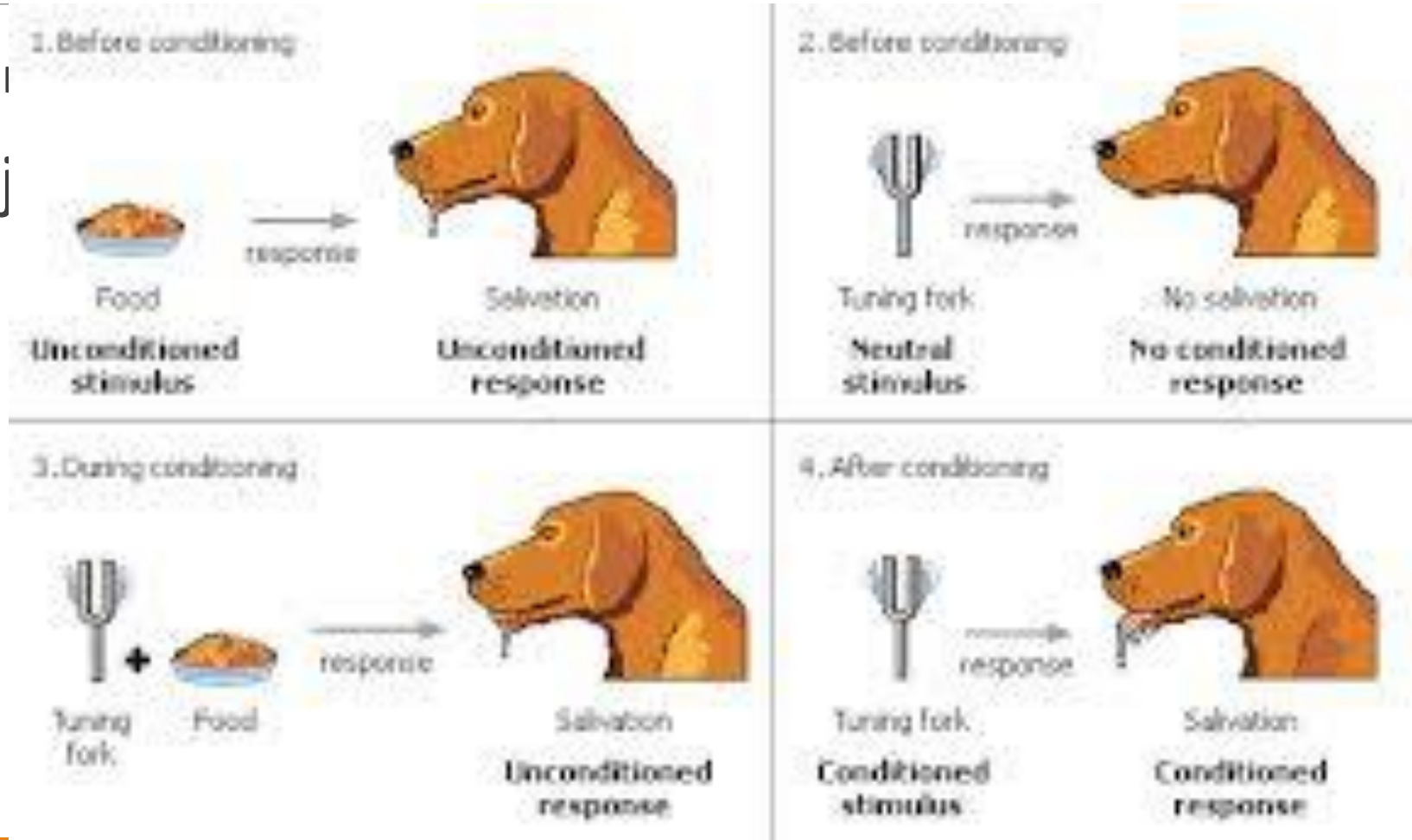
CONDITIONING

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



CLASSICAL CONDITIONING

Based on
= subj



gether

CLASSICAL CONDITIONING

= 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

Do not worry it will not hurt a bit



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OPERANT CONDITIONING

= type of learning in which behavior is strengthened if followed by a reinforcer or diminished if followed by a punisher (consequences leads to change in voluntary behavior)

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)

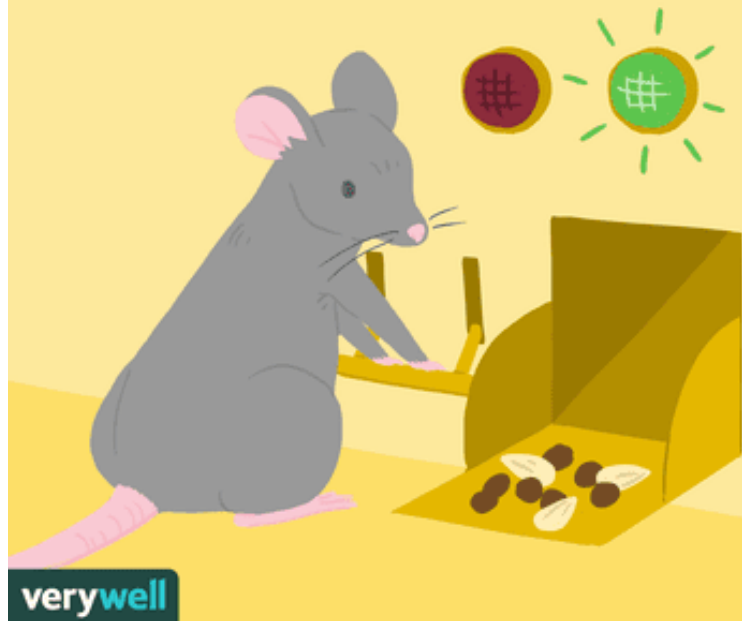
Extinction

EVERYWHERE IN DAILY LIVES

Operant Conditioning

Specific consequences are associated with a voluntary behavior

Rewards introduced to
increase a behavior



Punishment introduced to
decrease a behavior



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



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.



BEFORE BREAK INSPIRATION

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



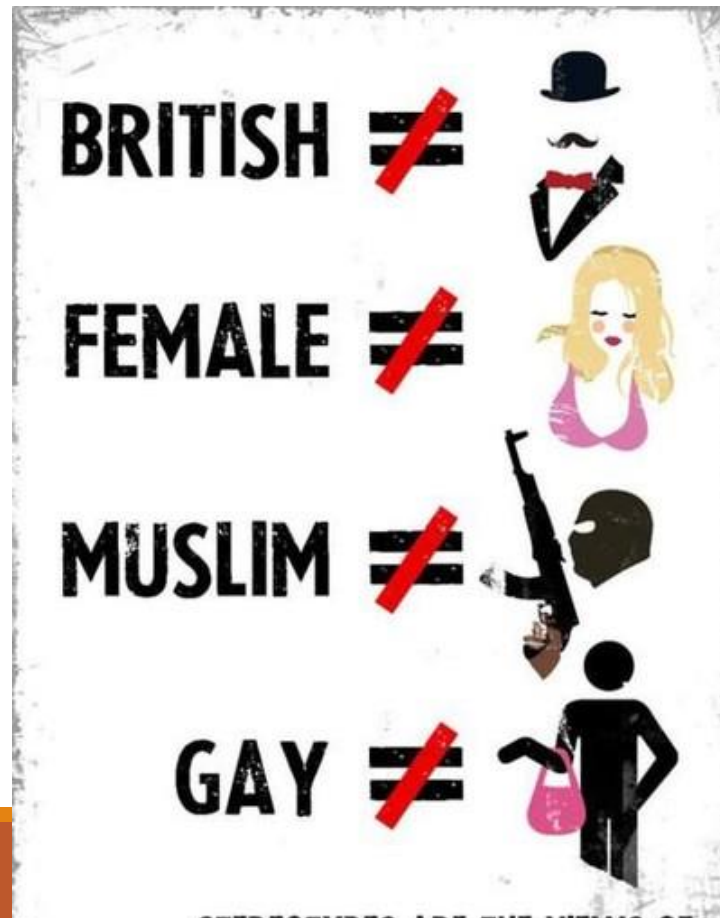


A little exercise



Stereotypes and biases

...and their impact on children - students



What is his diagnosis?

Tom is 8 yrs old, during the lecture he can not sit still, sometimes he is daydreaming, he forgets things, has trouble focusing. When teacher ask question he does not raise his hand, he simply shout answer out loud. He is also interrupting girls in front of him. When he is warned by teacher he acts emotionally very instable and impulsive. His self-confidence is very instable.

ADHD

What is the diagnosis?

Johnny is 9 years old, during the lecture, he walks around the class, when teacher tells him to sit down, he can sit maximally for five minutes. He is very hyperactive, talk very fast, he makes impression his thoughts are running. During the break he touches girl's bottoms and „breasts“ and laughing loudly. His mom says he has so much energy that he can sleep only four hours and he is still full of energy. He also has problems with focusing on what is taught.

BIPOLAR DISORDER (MANIC EPISODE)

OVERINTERPRETATION

Tom is 8 yrs old, during the lecture he can not sit still, sometimes he is daydreaming, he forgets things, has trouble focusing. When teacher ask question he does not raise his hand, he simply shout answer out loud. He is also interrupting girls in front of him. When he is warned by teacher he acts emotionally very instable and impulsive. His self-confidence is very instable.

Johny is 9 years old, during the lecture, he walks around the class, when teacher tells him to sit down, he can sit maximally for five minutes. He is very hyperactive, talk very fast, he makes impression his **thoughts are running (RACING THOUGHTS)**. During the break he **touches girl's bottoms and „breasts“** and laughs loudly (**SEXUAL DESINHIBITION**). His mom says he has so much energy that he can **sleep only four hours (DECREASE NEED FOR SLEEP)** and he is still full of energy. He also has problems with focusing on what is taught

Psychological professions and education

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



School psychologist

Psychology programme graduate

SPECIALIZATION:

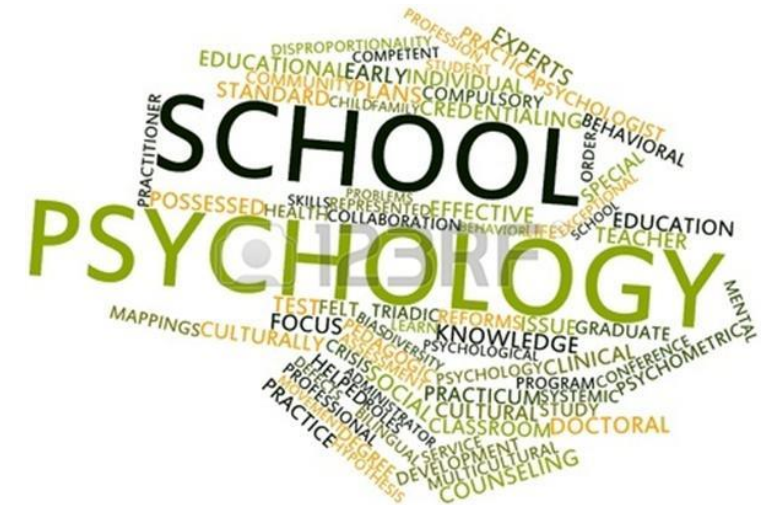
prevention of school, learning and educational difficulties

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

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



- Psychology programme graduate
- 5 yrs attestation – adult clinical psychologist
- 2 yrs attestation – child clinical psychologist
- **ATTESTATION MEANS:** *5yrs of practice + supervision, courses, exams*

SPECIALIZATION:

Mental health and mental disorders

Child psychiatrist

Medicine programme graduate

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

(110 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

"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."

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

Důsledky

Nadřazení žáci: arrogant, unfriendly to inferior

Podřadní žáci: silent, frustrated, passive

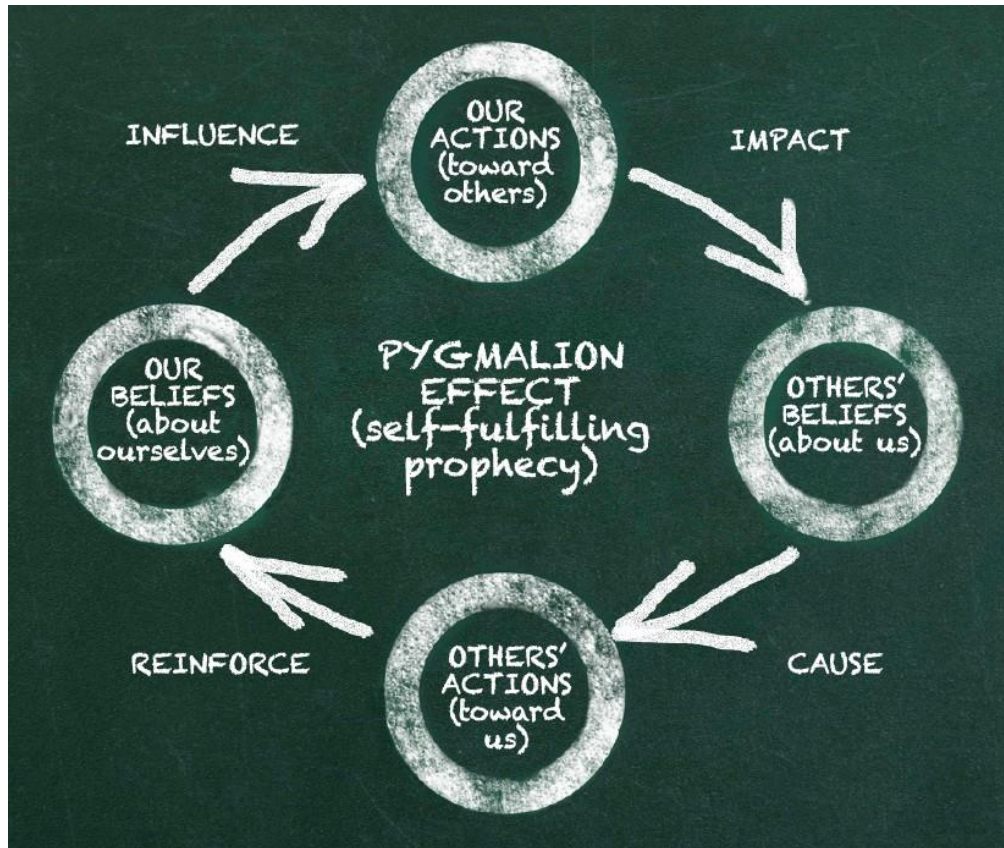
Výkon dětí

	1st day	2nd day
Brown eyes	5:18	2.34
Blue eyes	3:15	4:40

Dokumentary: A class divided

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

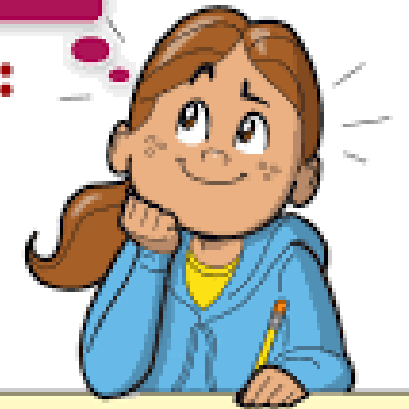
Pygmalion effect



My teacher says,
I'll pass.

Pygmalion Effect:

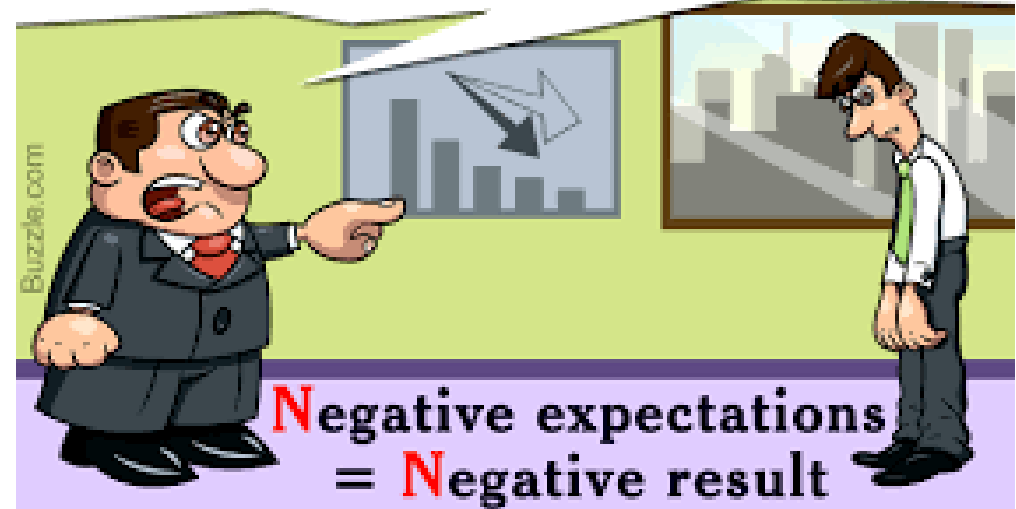
People are influenced by the expectations built upon them.



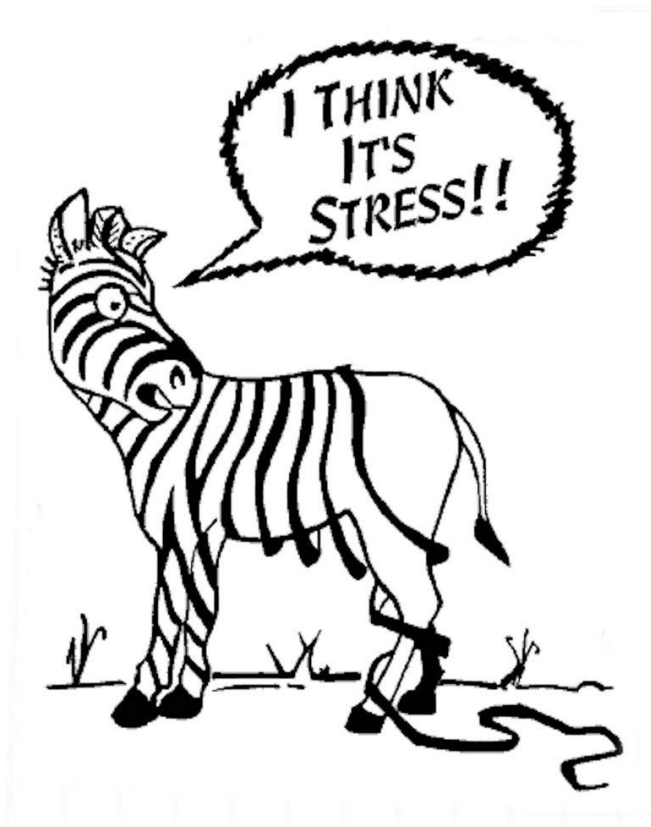
Golem effect



I always knew you were going to fail.



STRESS and BURN OUT SYNDROME



STRESS

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



Symptoms of burn-out

- 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 SYNDROME

„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

BURN-OUT IN CZECH TEACHERS

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



BURN-OUT EXERCISE

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

- 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

- 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

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

Get rid off being a class teacher

Support from school

Good workplace relationships

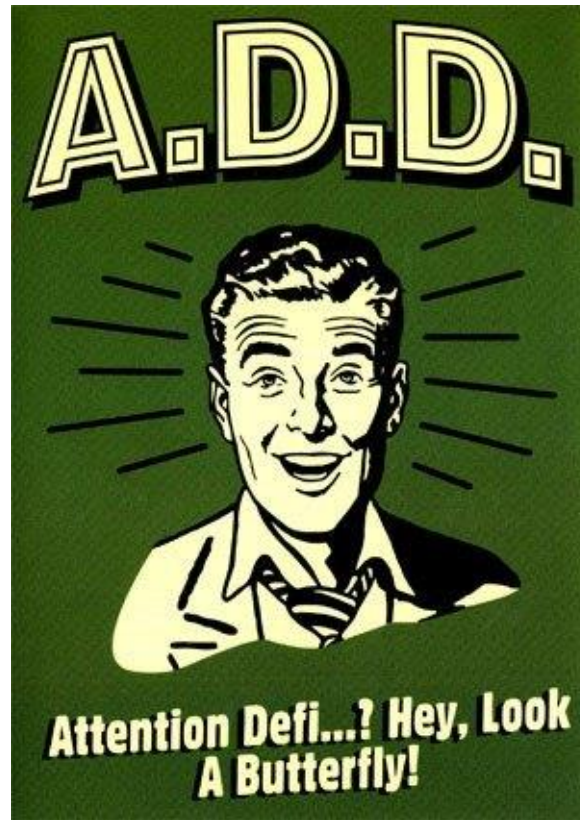
Good family relationships

Hobbies

Physical activity

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

ADHD



Prevalence

How many children out of 100 have ADHD ?

6 - 10

%



Causes - heritability (genetics)

Experience with parents?

- 5 times more often at first grade relatives
- In adulthood remains in 40 – 60% of cases
(4-5 % of adults)
- Heritability 0,76



Causes- nongenetic factors

- Smoking, drinking alcohol during pregnancy
- premature delivery
- Low delivery weight
- Perinatal complications
- Severe head trauma in childhood

- ~~Wrong upbringing~~

Základní projevy a kritéria diagnózy

- Hyperactivity
- Attention deficit
- Impulsivity

Important to distinguish from other difficulties:

- Beginning before 7 years of age
- Symptoms persistence (min. 6 months)
- Occurs in at least two different environments

Important to bear in mind that:

- The manifestations are variable - depending on the maturation of the brain
- Not related to the child's intelligence (although as a result it is associated with impaired school performance)

Hyperactivity

- motion restlessness (restless, wagging)
- unnecessary and unnecessary movements (does not last to sit in place
- running)
- Excessive energy (disturbing, noisy, difficult to maintain, still in motion)
- Increased speech (talkative)

Attention deficit

- Short intervals focus on one thing (difficult to concentrate, unable to hold attention)
- Inability to select from multiple stimuli - to distinguish essential from non-essential (does not seem to listen)
- Short tenacity of attention (does not complete initiated activities)
- avoiding tasks requiring increased mental effort
- untidiness
- absenteeism, loss of things
- Forgetting things

Impulsivity

- unstopable speech
 - Quick inadequate response (the answer blurts out without thinking)
- cannot wait
- interrupts others, jumps into speech
- Poor understanding of one's own feelings and impaired ability to correct them (acting before they realize the consequences)

Other symptoms

- emotional lability
- Mood swings, decreased frustration tolerance
- memory problems and disorders
- attention, storage and equipment disorders, frequent forgetting of things, instructions, not responding to multiple commands, memory sticking
- Perception weakening

- Speech and thinking disorders
- often delayed speech development, pronunciation disorders; inflexible, adherent thinking, difficulties in understanding concepts
- Difficulties in social behavior
- Difficulties in interpersonal relationships, communication with peers, cheating, lying, aggression
- Feelings of boredom

How to be a good teacher?

Be like mr. Jensen.....

https://www.youtube.com/watch?v=4p5286T_kn0