

**EDUCATIONAL
PSYCHOLOGY**



EDUCATIONAL PSYCHOLOGY

(LECTURE 1; OCTOBER 9)

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- **E-mail:** In message subject please specify the code of the course (e.g. SZ6639:Educational psychology)
- Discussion forum in TEAMS
- **Office hours** (online via TEAMS):
 - dr. Skubalova: Monday (by prior e-mail agreement)
 - dr. Havelka: - mainly Fridays (by prior e-mail agreement)
 - - other weekdays (by prior e-mail agreement)

Literature

Educational Psychology: 2nd Edition

Kelvin Seifert and Rosemary Sutton

<http://cnx.org/content/col11302/1.2/>

Educational psychology. Fifth edition

SANTROCK, John W

Educational psychology. Second edition.

STERNBERG, Robert J. a Wendy M. WILLIAMS.



Main journals

Journal of Educational Psychology (USA)

Contemporary Educational Psychology (USA)

Educational Psychologist (USA)

Educational Psychology Review (USA)

Review of Educational Research (USA)

American Educational Research Journal (USA)

British Journal of Educational Psychology (GB)

Educational Psychology in Practice (GB)

Psychologie in Erziehung und Unterricht (Germany)

Revue de psychologie de l' éducation (France)

European Journal of Psychology in Education (Portugal)

Czech Rep.

Pedagogika (CZ – from 1951)

Československá psychologie (CZ – from 1957).

Course schedule

9. 10. - 10:00–11:00

13. 11. - 10:00–11:00

4. 12. - 14:00–15:00

11.12. - 14:00–16:00

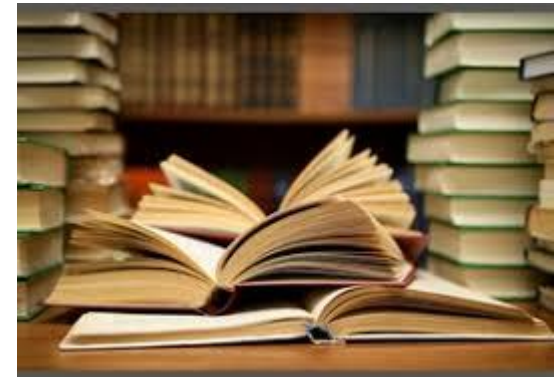


What would you like to talk about/learn?



Studying during the course of semester

- Interactive syllabus
- Individual consultations
- Online meetings



ASSESSMENT METHODS

■ Evaluation practice

- Each student will present a chosen topic and evaluate presentations of other students
- TERM: December 11 (SZ6639 – 14:00 – 16:00)
- More information on slides bellow

■ Written online test

- 15 forced choice questions; 10 correct answers is needed to pass
- Student will have 90 seconds for each answer
- Questions will be based on presentations and materials in an interactive syllabus
- TERMS OF ONLINE TEST: January 15; January 29



EVALUATION PRACTICE - TIMETABLE

- Until 10/**30**/2020 – Choose topic from the list Teams/Files/"Presentation topics" and fill in your name (Topics will be posted on October 19 at 5 p.m. so every student has the same chance to sign up)
 - Until 11/**13**/2020 (next meeting) – prepare abstract + literature summary
 - Until 12/**4**/2020 – sent presentation for a supervision – optional
 - Until 12/**10**/2020 – sent final version of presentation
- (SZ6639 – terskub@mail.muni.cz ; SZ6649 – havelka@ped.muni.cz)
- 12/**11**/2020 – evaluation practice

Description of presentation

- Form is voluntary (but it is compulsory to share the main information with other students in written form)
- **Length:**
 - Presentation – 10 minutes
 - Discussion – 5 minutes
 - Evaluation – 5 minutes
- We recommend to send the presentation for supervision (or it's description).
- **Description of evaluation:**
 - Will be described in document in Interactive syllabus after next meeting

CONTENT

- 1) Justification of chosen topic (attractiveness and contribution towards practice)
- 2) Most relevant and important facts (without diversions)

Example: Piaget's theory of cognitive development

- 1) Examples of importance in school practice
(e.g. Egocentrism X theory of mind)
- 2) Description of stage and key changes
(no connections with moral, psychosocial or biological development theories)
- 3) elaboration of concrete operational stage (7-11 yrs.)
(if the presentation is for teachers of grades 1 to 5)





Educational Psychology

Educational psychology is an attempt to apply the knowledge of psychology to the field of education. It consists of the application of psychological principles and techniques to human behavior in educational situations.

Concerned primarily with understanding the processes of teaching and learning that take place within formal environments and developing ways of improving those methods

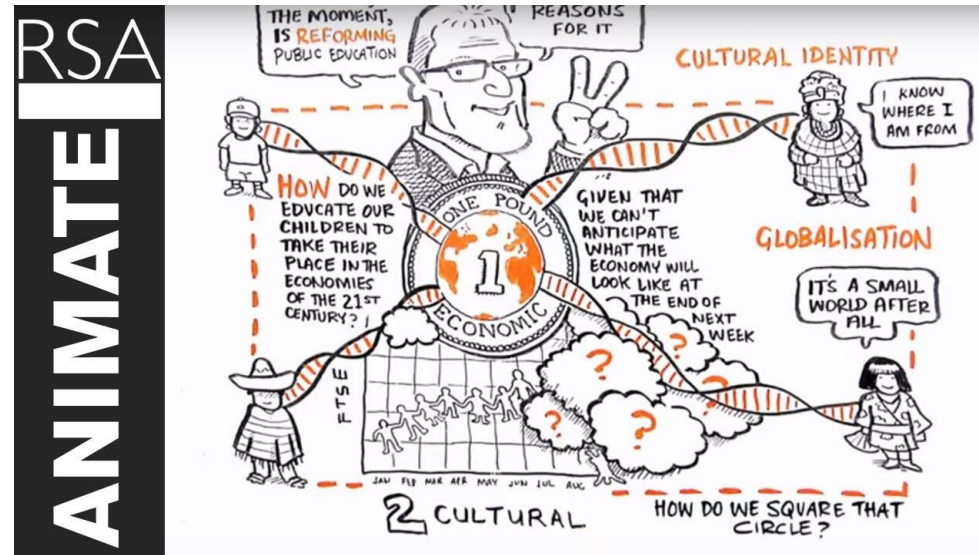
Important topics include learning theories; teaching methods; motivation; cognitive, emotional, and moral development; and parent-child relationships

Inspirational video

Changing education paradigms

sir Ken Robinson

http://www.ted.com/talks/ken_robinson_changing_education_paradigms.html



For the next meeting

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."

Process of studying the experiment

Watch this movie:

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

Read these articles:

https://en.wikipedia.org/wiki/Jane_Elliott

<https://www.pbs.org/wgbh/frontline/article/an-unfinished-crusade-an-interview-with-jane-elliott/>

<https://www.smithsonianmag.com/science-nature/lesson-of-a-lifetime-72754306/>

<https://files.eric.ed.gov/fulltext/ED300491.pdf>

https://www.academia.edu/4823591/Do_the_Eyes_Have_It_A_Program_Evaluation_of_Jane_Elliotts_Blue-Eyes_Brown-Eyes_Diversity_Training_Exercise1

Write for yourself an reflective essay (2-3 pages) on the documentary (e.g. personal experience of a pupil and a student, your own feelings and thoughts towards the teacher) and how it will affect your teaching practice – you can also use the articles about this experiment. Link your reflections to the themes and theory of educational psychology (influence of teacher's behavior on student's motivation, learning, activity and development of a student, classroom climate, etc...)

What are the characteristics of a good teacher?

<https://padlet.com/havelkadav/81mvggtkfxbnvsfg>

What are the characteristics of a good teacher?

- Set clear objectives
- Have sense of purpose
- Provide feedback
- Know when to listen and when to ignore
- Have a positive attitude (pedagogical optimism)
- expect students to succeed
- Have a sense of humour/bring fun
- Use praise authentically
- Know when and how to take risk
- Never stop learning
- Masters of their subject

What are the characteristics of a good teacher?

- Are consistent
- Are reflective
- Seek out mentors
- Communicate with parents / are not threatened with parent advocacy
- Enjoy their work
- Adapt to student needs
- Welcome change in the classroom
- Explore new tools
- Give emotional support
- Teach holistically

How to be a good teacher?



