EDUCATIONAL PSYCHOLOGY

A. Exploring The Field of EP

- Historical background
- The field of EP was founded by several pioneers in psychology just before 20th C.
1. **William James** (1842-1910)
- The applications of psychology to educating children.
- Laboratory psychology experiments sometimes can't tell us how to effectively teach children.

- The importance of observing teaching and learning in classroom
- To start lesson at a point just beyond the child's level of knowledge and understanding , in order to stretch the child's mind.

2. **John Dewey** (1859-1952)
- Children learn best by doing.
- Education Should focus on the whole child and emphasize in adaptation to the environment.

- Not only educated in academic topic, but should learn how to think and adapt to a world outside school.

- Children should learn how to be reflective problem solvers.

- All children Girls and boys as well as children from different socioeconomic and ethnic groups should equally deserve and have a competent education.

3. **E.L. Thorndike** (1874-1949)

- Emphasis on assessment and measurement.
- Promote the scientific underpinnings of learning. (what is the best way to learn?)
- To sharpen children's reasoning skills.
- Excelled at doing scientific studies of teaching and learning.
- Promoted the idea that EP must have a scientific base.

Educational Psychology: Art or Science?

- EP is the branch of psychology that specializes in understanding teaching and learning in educational settings.

- Both science and practice play important role in EP.

- There is big debate about how much teaching can be based on science v.s about how much it is art.

- As a science, EP's aim is to provide us with research knowledge that we can effectively apply to teaching situation.

- But, scientific knowledge alone can't inform us about all of the teaching situations that we will encounter, that is why EP is also an art.

- We need to make some important judgments in the classroom based on our personal skills and experience as well as accumulated wisdom of other teachers.

B. The complex, fast-paced nature of teaching

1. **teaching is multidimensional**

- One reality of teaching is that many events occur simultaneously that it involves many different domains.

- We often think teaching in terms of academic and cognitive domains. (emphasizing thinking and learning only in subject areas.)

- Teaching also involves social, affective, moral, and healthy domains as well as many others aspects of student's lives.
- Teachers' agenda must consist teaching academic subjects, promoting socialization, and personal development.
- Teaching involves helping students learn how to be self-reliant, and monitor their own work, as well as learn how to work cooperatively and productively with others.

2. **Teaching involves uncertainty**

- In the classroom, it is difficult to predict what effect a given action by the teacher will have on any particular student.

- Often teacher must make quick decisions that have uncertain outcomes.

- Uncertainty includes the need to teach student in ways that teachers might not have been taught themselves.

- Current educational reform emphasizes the social context of learning, the use of portfolios, and conducting long term projects.

- Teacher's role : to guide and help students construct their knowledge.

3. **Teaching involves social and ethical matters**.

- The social and ethical matters of teaching include the question of educational equity.

- E.g. when teachers make decisions about routine matters , such as which students to call on, what kind of assignments to make, how to group students, which can create advantages and disadvantages to some students.

- In some cases, might unintentionally create injustices to students from particular backgrounds.
- Why does this happen?
- How can it be countered?
- These are important practical questions.

4. **Teaching involves a diverse mozaic of students**

- Your classroom will be filled with students who are differ in many ways.

- They will have different levels of intellectual ability, different personality profiles, different interests , different motivation to learn, different family, economy, religious, and cultural background.

- Students with disabilities and disorders are increasingly being taught in the normal school.

- So, these variations and diversity increase the classroom's complexity and contribute to the challenge of teaching.

c. Effective teaching

- Teachers must master a variety of perspectives and strategies, and be flexible in their application.
- This requires three important keys:

a. professional knowledge and skills

B. commitment

C. professional growth.

A. professional knowledge and skills

1. Subject matter competence: having a thoughtful, flexible, conceptual standing of subject matter includes a lot more than just facts, terms, and general concepts. Knowledgeable about organizing ideas, connecting among ideas, ways of thinking, and arguing, and the ability to carry out ideas from one discipline to another.

2. instructional strategies

- With these strategies, teachers would not have children memorize information rotely but would give them opportunities to meaningfully construct the knowledge and understanding themselves.

- In other words: information is not directly poured into children's minds. Rather children are encouraged to explore their world. Discovered knowledge , reflect, and think critically. (constructivist view).

- Not everyone agrees with the idea of constructivist.

- Some traditional educators believe that the teachers should direct and control children's learning more than the constructivists idea implies.

- They believe that they often do not focus enough on basic academic tasks or have sufficiently high expectations for children's achievement.

- Whether you adopt current idea or the traditional one, you can still be an effective teacher.

3. goal and planning setting

- Set high goals for teaching and develop organized plan for reaching those goals.

- Develop specific criteria for success. Spend considerable time in instructional planning, organizing lessons to maximize student's learning.

- Be able to make learning both challenging and interesting.

4. classroom management skills

- Being able to keep the class as a whole working together and oriented toward classroom tasks.

- Being able to establish and maintain an environment in which learning can occur.

- Organizing group, monitoring pacing classroom activities, and being able to handle misbehavior.

5. motivational and communication skills

- Having good strategies for helping students become self-motivated to learn.

- Providing real-world learning opportunities that are of optimal difficulty and novelty for each student.

- Knowing very well that students are motivated when they can make choices that are in line with their personal interests. E.g: giving opportunity to think creatively and deeply about projects.

- Using good communication skill to interact with students, parents, administrators, keep criticism at a minimum, and have an assertive rather than aggressive, manipulative , or passive communication style.
- Work to improve students' communication skills as well.

6. technological skills

- Develop their technological skills and integrate computers appropriately into classroom learning.

- Know how to use and teach students to use computers for discovery and writing.

- Know how to use and teach students to use computer-mediated communication resources such as internet.

- Knowledgeable about various assistive devices to support the learning of students with disabilities.

B . Commitment

- Being motivated , having a good attitude, and caring about students.

- Having confidence in their own self-efficacy and don't let negative emotions diminish their motivation.

- These qualities are contagious and help make the classroom a place where students want to be.

- Have a caring concern for students and are dedicated to helping them learn.

- Spending extra time to engage with students in learning, consider feeling.

- Although , they are caring, they keep their role as a teacher distinct from students roles.

- Know their limits as teachers and boundaries .

C. <u>professional growth</u>

- Develop a positive identity: your identity is the whole of you, a composite of many pieces, it includes more than your role as a teacher, it also includes your personal life, lifestyle, relationship, physical health, mental health, and personal interest.

- Seek advice from experience teachers: especially when you are a beginner teacher, seeking advice from experienced teacher can be a valuable resources.

- However, need to remember that not every experienced teacher is a good teacher. A competent up to date experienced teacher would be the best advice to consider.

- Never stop learning: learning is ongoing and lifelong.

- Currently there is much educational reform taking place, and reform is likely to continue into the foreseeable future.

- It is an exciting time to become a teacher because of the many new developments.

- Make a commitment to keep up-to-date about research and knowledge on effective teaching.

- This will include: taking advantage of workshops, taking course beyond your initial degree, reading educational journals and books, seeking information from experts in various educational domains.

INDIVIDUAL VARIATIONS

A. Intelligence

- Intelligence: verbal ability, problem-solving skills, and the ability to adapt and to learn from life's everyday experiences.

- Intelligence: referred to the cognitive abilities of an individual to learn from experiences , to reason well, and to cope effectively with the demands of daily living.

- Intelligence is such an abstract, broad concept, it is not surprising that there are so many different possible definitions of it.

- <u>Theories of Multiple Intelligences</u>

1. L.,L., Thurstone (1938)

- People have seven of these specific abilities which he called primary abilities: verbal comprehension, number ability, word fluency, spatial visualization, associative memory, reasoning and perceptual speed.

2. Robert J. Sternberg (1986)

- In his *Triarchic Theory of Intelligence*, intelligence comes in three forms: *analytical, creative*, and *practical.*

- A. analytical intelligence: the ability to analyze, judge, evaluate, compare, and contrast.

- Children with this ability tend to be preferred in conventional school.

- They often do well in direct instruction classes, they often are considered to be "smart" students who get good grades. Do well on traditional tests of intelligence and the SAT (standardized aptitude test). And later get admitted to competitive colleges (best colleges).

B. creative intelligence: the ability to create, design, invent, originate, and imagine.

- Children with this type are often not on the top rung in the class. They might not like to teacher's expectations about how assignment should be done, but they give unique answers and results, that is why sometimes they got less marks.

- Sternberg believes, that too often a teacher's desire to improve student's knowledge depresses creative thinking.

C. Practical intelligence: the ability to use , apply, implement, and put into practice.

- Children with this type often do not do well to the demands of school, but they do well outside the classroom.

- They might have excellent social skills, and good common sense.

- It is important in teaching to balance instructions related to 3 types of intelligence.

- Children should be given opportunities to learn through analytical, creative and practical thinking.

3. Gardner's Eight Frames of Mind (1983)

- Howard Gardner believes there are eight types of intelligence.

1. Verbal skill: the ability to think in words and to use language to express meaning, such as: authors, journalists, and speakers.

2. Mathematical skills: the ability to carry out mathematical operations, such as: scientists, engineers, accountants.

3. Spatial Skills: The ability to think three dimensionally, such as architect, painter, sailor.

4. bodily-kinesthetic skills: the ability to manipulate objects and be physically adept, such as: surgeons, craftspeople, dancers, athletes.

5. musical skills: a sensitivity to pitch, melody, rhythm, tone, such as: composers, musicians, sensitive listeners.

6. interpersonal skills: the ability to understand and effectively interact with others, such as: successful teachers, mental health professionals.

7. intrapersonal skills: the ability to understand oneself, and effectively direct one's life, such as: theologians, psychologists.

8. naturalist skills: the ability to observe patterns in nature and understand natural and human-made systems, such as: farmers, botanists, ecologists, landscapers.

- By using project spectrum, we can identify and examine the proposed eight intelligences in young children.

The Binet Test

- In 1904, the French Ministry of Education asked psychologist Alfred Binet to devise a method of identifying children who were unable to learn in school.

- The purpose: to reduce crowding by placing in special school students who did not get benefit from regular classroom teaching.

- Finally Binet and his student Theophile Simon developed an intelligence test.

- The test is called 1905 Scale. It consisted of 30 questions, ranging from the ability to touch one's ear to the ability to draw designs from memory and define abstract concepts.

- Binet developed the concept of **Mental Age**

- (**MA**) is: an individual's level of mental development relative to others.

- In 1912, William Stern created the concept of **Intelligence Quotient (IQ),** which refers to a person's mental age (MA) divided by **Chronological Age (CA)**,(the real age) multiplied by 100. that is IQ= MA/CA X 100.

- If mental age is the same as chronological age, then the person's IQ is 100. If mental age is above chronological age, then IQ is more than 100. e.g. a 6-yr-old with a MA of 8 would have an IQ of 133. If a MA is below CA, then IQ is less than 100. e.g. a 6-yr-old with a MA 5 would have an IQ of 83.

- The Binet test has been revised many times to incorporate advances in the understanding of the intelligence and intelligence testing.

- These revisions are called " The Stanford Binet Tests". (made at the Stanford Univ.).

- By doing the test to large numbers of people of different ages from different backgrounds, researchers have found that scores on a Stanford Binet test approximate a normal distribution.

- A normal distribution: is symmetrical, with a majority of the scores falling in the middle of the possible range of scores appearing toward the extremes of the range.

- The current Stanford -Binet is administered individually to people aged 2 through adult.

- The test includes a variety of items, some of which require verbal responses and nonverbal responses. E.g. items for a 6-yr-old's age the verbal ability to define at least six words, such as: orange, and envelope, as well as the nonverbal ability to trace a path through a maze.

- E.g. items for an adult's age such as defining words like what is disproportionate and regard? Explaining a proverb, and comparing idleness and laziness.

- The fourth edition of his test was published in 1985.

- An important addition to this version was the individual's responses in terms of four functions: verbal reasoning, quantitative reasoning, abstract visual reasoning, and short-term memory.

- The Stanford Binet test continues to be one of the most widely used tests to assess student's intelligence.

- The normal curve and the Stanford Binet test IQ scores
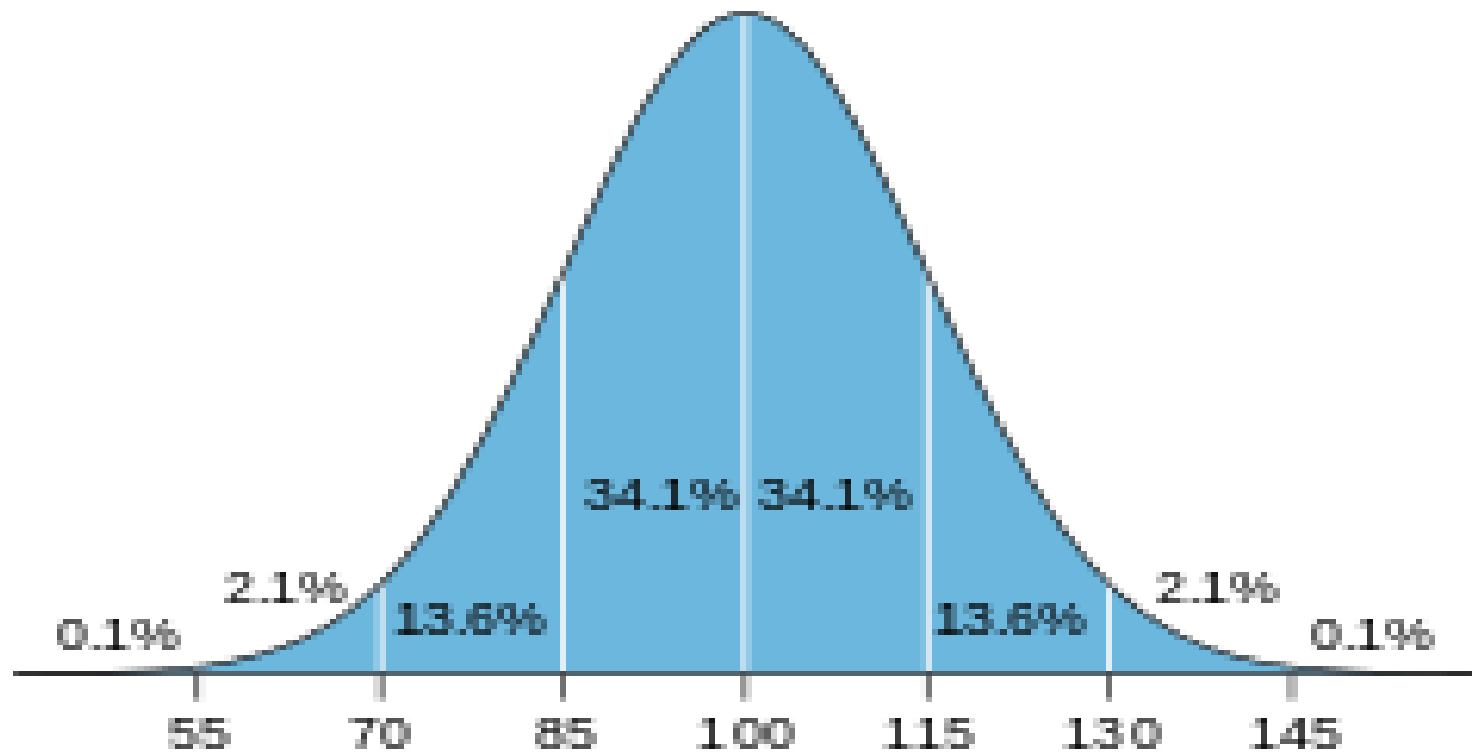
- The distribution of IQ scores approximates a normal curve. Most of the population falls in the middle range of scores. Notice, that extremely high and extremely low scores are very rare. Slightly more than two-third of the scores fall between 84 and 116.

- Only about 1 in 50 persons has an IQ of more than 132, and only about 1 in 50 persons has an IQ of less than 68.

Learning: the major focus of Educational Psychology

- Certainly not all learning occurs in school.

- Just think of how much children have learned before they ever enter a classroom.

- They know how to understand and use language, they can perform many motor skills, and they often understand a wide variety of concepts.

- The purpose of schools is to promote learning, and as a teacher our primary responsibility is to help students learn.
- We will explore in some details **four** schools of thought concerning of how people learn: Behavior approach, Cognitive approach, The Social learning approach, and The Humanistic approach.

1. Behavioral Approach

- Based on the philosophy of empiricism, the believe that a person can acquire knowledge only about things that can be experienced by means of the senses of sight, touch, hearing, smell, and taste.

- Then the individual verifies knowledge through observation and experiment.

- The person also acquires knowledge by forming various associations among different aspects of the environment that one can experience through one's senses.

- E.g. a person acquires knowledge of flower is on the basis having had sensory experiences with flowers by forming associations among the shape, color, fragrance, and perhaps the feel of different flowers the person has previously encountered.

- Behaviorists attempt to explain how learning occurs by explaining how associations are formed between events occurring in the environment and the behaviors individuals exhibit when these events occur.

- An event occurring in the environment is called a **stimulus (plural stimuli).**

- The behavior a person exhibits when the stimulus occur is called **response.**

- Behaviorists refuse to consider intervening mental process, such as paying attention, that are not directly observable.
- They became one of the major schools of thought in psychology.
- Dominated the study of learning in the US from 1920s to the 1960s.
- Although behaviorism's influence has diminished, it is still popular among many psychologists and educators.

Conditioning

- Behaviorists use the concept of conditioning to explain how learning occurs.

- Conditioning: the process by which an organism's behavior (the behavior of human being and animal, e.g. running, eating, sleeping, etc) becomes associated/connected with some stimulus in the environment, so that when the stimulus is presented, the behavior occurs.

Two kinds of conditioning

A. *Classical conditioning:*

- Is the process by which one learns to make a familiar respond to a new stimulus

- CC was discovered by Ivan Pavlov while carrying out his well-known studies of the salivation response of dog.

- In his experiment, dog's saliva flows if a piece of meat is put in dog's mouth.

- In this case, the meat is unconditioned stimulus, while saliva that flows is unconditioned response, why?

- Because both situations are natural (when we put meat in dog's mouth, saliva will flow).

- Another stimulus that introduced to this experiment is " a bell", it was rung while giving meat to the dog, when this experiment been repeated many times, the bell alone caused the saliva flows.

- In this case the bell is conditioned stimulus and flow saliva (because of the bell was rung) is conditioned response.
- At the end, the dog learned how to respond to a new stimulus (whenever bell is rung, saliva will flow).
- This type of learning we called **classical conditioning.**

B. *Operant conditioning*

- Assumes that behavioral responses become connected to environmental stimuli largely (because) as a result of what happen after the response occurs.

- Eg: when a teacher compliments a student for handling in an assignment on time.

- In short, in Operant conditioning response is controlled by stimuli that occur **_after_** the response is made. While classical conditioning, response is controlled by stimuli that occur **_before_** the response is made.

- **Reinforcers** : stimuli occurring after a response (behavior).
- A reinforcer may be perceived as pleasant, or unpleasant by the learners.
- Do not think that what is pleasant or desirable to one student will pleasant to another student.
- Reinforcers also can be presented or removed.

- **Positive Reinforcement:** is the representation of a pleasant stimulus following the occurrence of a response.
- Receiving the pleasant stimulus increases the likelihood that the behavior will occur again.
- **Punishment ;** the presentation of unpleasant stimulus following a response.
- The use of punishment and it's consequences are controversial.
- Critics note that punishment can hurt students' self-esteem, cause them to perceive school and the classroom negatively, and associate learning with punishment.

- **Extinction :** is a way to decrease the frequency of a response (behavior) which involves removing a pleasant stimulus that previously followed a response.

- e.g : a boy learn that whenever he cries his mother will give him sweets, (pleasant stimulus), next time, whenever he wants sweets he will start crying. But, when the mother stop giving him sweets whenever he cries, extinction will happen and the boy will decrease or stop crying to get sweets.

- **Negative reinforcement :** a method of increasing behavior through the removal of unpleasant stimulus following a response.

- e.g.: a student with speech difficulty may not speak in the class because of other students will laugh at him/her. But, if the teacher stops his/her friends : that is laughter (unpleasant stimulus), he/she might speak up.

- In this case, Laughter is a negative reinforcement.

- **Remember** !!!!

- Extinction and negative reinforcement involve **removing** stimuli to change behavior. While Positive reinforcement and punishment involve **introducing** stimuli to change behavior.

- **Stimulus Discrimination:** is the process by which individuals learn that a particular response is suitable to a special stimulus and not suitable to other similar stimulus.

- E.g: when a toddler learn the word "baba", whenever he sees any man he will call him baba. Later on he will learn that any man he calls baba is not his father because of the response that man gave to toddler.
- **Stimulus generalization :** is the process by which individuals learn to make the same response to more than one stimulus.
- **E.g:** when the toddler calls any man baba.

- **Shaping :** is the process of teaching a new behavior by reinforcing behaviors that become closer to the desired behavior (the behavior that we really want to change).

- **E.g :** an English teacher in the beginning may praise (reinforce) students who speak English even if they make mistakes. But, later on, she only praises students those who speak without mistakes.

2. Cognitive Approach

- Cognition: a term used to describe all of our mental processes such as perception, memory, and judgment.
- This approach focuses most attention on studying of how people think.
- Emphasis more on getting students to monitor, manage, and regulate their own behavior rather than letting it be controlled by external factors.
- There are two major approaches to the study of thinking.

A. the cognitive developmental model

B. the information-processing model

A. the cognitive developmental model

- This approach focuses on changes that occur in how people think as they progress from infancy through childhood and adolescence and into adulthood.

- Jean Piaget the famous Swiss Psychologist (1896-1980) was best known for this theory.

- He explained our understanding of how children think and construct knowledge.

- He said, children as active learners who behave like " little scientists " who develop their own theories about how the world works, and set out to confirm these guesses.

- His main concern was to discover how people acquire knowledge.

- His studies have shown that throughout the lifespan, people go through a sequence of four qualitatively different stages of thinking.

- **First stage: Sensorimotor Stage** (from birth to 2 yrs of age) infants acquire knowledge based on the sensory experiences of sight, hearing, touch, taste, and smell with physical actions.

- Infants coordinate their sensory experiences such as seeing and hearing with their motor actions such as reaching and touching.

- **Second stage: Preoperational Stage** (from 2 to 7 yrs of age) preschoolers progress to the stage of acquiring knowledge of the world through their perceptions of their own experiences in the world. In this stage, young children begin to use scribbled designs to represent people, houses, cars, and many other aspects of the world. Because young children are not very concerned about reality, their drawings are fanciful and inventive.

- Eg: in their imaginative world: suns are blue, skies are green, cars float on the cloud.

- **Third stage: Concrete Operational Stage** (7 to 11 yrs of age) older children begin to apply roles of logic to understand how the world works. They can now reason logically about concrete events and classify objects into different sets.
- At this level, children can do mentally what they previously could do only physically.

- **Fourth stage: Formal Operational Stage** (11 yrs of age through adulthood).
- adolescents and adults progress to the stage where they can apply logic to hypothetical as well as to real situations. At this level, they reasons in more abstract, idealistic, and logical ways.
- Adolescents engage in extended speculation about the ideal qualities they desire in themselves and others. These idealistic thoughts can merge into fantasy. Many adolescents become impatient with their new found ideals and the problem of how to leave them out.

- At the same time , they also are beginning to think more logically. They think more like scientists. They devise plans and to solve problems and systematically test solutions.

- They can develop hypotheses about ways to solve problems and systematically reach a conclusion.

- He believed that people are constantly trying to make sense of the world by comparing their internal understanding of how the world works with their external evidence.

- Given Piaget's theory, it seems clear that an important role of a teacher is to provide students with experiences that will help them develop more accurate understanding of how the world works.

B. the information processing model

- Is using the way a computer works as a way of understanding how the human mind works.

- Computer works: takes in input, processes it, and produces output.

- Human mind works: takes in information (sensory experiences), processes it (thinks), and produces output (behavior).

- This model concerned with the nature of cognitive processes rather than with developmental stages through with thinking evolves.

- According to this model, students learn most effectively when they can relate new knowledge to what they already know.

- This model has made its greatest contribution in explaining how human memory works, that is how we take in information (encoding), organize it in our minds (storage), and get access to it when it needed (retrieval).

3. The social learning process

- Is also called observational learning, it focuses on how we learn by observing the behavior of others.

- This theory provides a link between the behavioral and cognitive approaches.

- According to this theory, people may learn simple by observing a model " other people".

- E.g. students may learn how to write capital letters by observing their teacher writing capital letters.
- This theory said, learning may happen without any observable response " a behavior that we can observe" and without any reinforcement.
- E,g, children may learn the meaning of certain words without showing that they have learnt.
- Although reinforcement is not necessary for learning, but the use of it increases the possibility that what has been learned will actually be performed.

The phases of social learning

- There are four sequential phases for learning by observing:

1. **attention phase:** learners should pay attention to what the model is doing.

- This phase consists of **two** parts:

a. getting the learner's attention,

b. maintaining the attention.

2. **retention phase:** during this phase learners record the observed behavior in memory.

3. **reproduction phase:** during this phase learners actually try to perform the behavior that they have observed.

4. **motivation phase:** during this phase learners decide whether or not to perform the behavior they have learned.

- Reinforcement is the key to motivation in this theory.

4. The Humanist Approach

- This approach focuses on the effective or emotional components of learning.
- It's goal is to enable students to express themselves creatively, to understand and cope with their feeling, and to become independent learners.
- From this perspective, teachers should pay attention more to how students learn rather than what they learn.

- **Open education:** humanist approach formed the basis for the open education, OE is referred to educational setting in which students are largely responsible for their own learning, and creativity and emotional growth are emphasized.

- **OE** is relatively new being introduced in 2002.

- No academic admission requirement.

- To have a hand-on education experiences instead of a strictly text-book focused education.

Building self-esteem

- This approach says, education should promote student's self-esteem.

- Positive self-esteem will motivate students to learn.

Values clarification

- Humanistic education emphasis the development of students values, not by teaching specific values, but by encouraging students to think of their own values.

- What is value? What is most important to you in your life, about what do you want to live by, and live for. It is about your own identity.
- E.g being with people, being loved, being married, having a good friend, having financial security.
- **Teaching without grading**
- Many humanists believe in teaching without grading. According to them, students should value learning for its own sake, not because they want a good grade.

Criticism on this approach

- Critics think that this approach is too unstructured.

- Their concepts are not well defined.

- Their programs have not been evaluated properly to determine their effectiveness . (whether successful or not).

EXPLORING MOTIVATION

- Motivation : involves the process that energizes, direct, and sustain behavior.

- Different psychological perspective explain motivation in different ways.

The Behavioral Perspective

- Emphasizes that external rewards and punishments as keys in determining a student's motivation.

- Incentives are positive or negative stimuli or events that can motivate a student's behavior. The use of incentives emphasize that students add interest or excitement to the class or direct intention toward appropriate behavior and away from inappropriate behavior.

- ***Type Of Incentives:***

1. numerical scores and letter grades.

2. check marks or stars.

3. giving students recognition such as certificate of achievement, placing them on the honor roll, verbally mentioning their accomplishments.

4. allowing students to do something special such as a desirable activity as a reward for good work, or extra time at recess, playing computer games, a field trip, party.

The Humanistic Perspective

- Emphasizes on student's capacity for personal growth, freedom to choose their destiny, and positive qualities (such as being sensitive to others).

Self-fulfillment needs

Self-actualization: achieving one's full potential, including creative activities

Esteem needs: prestige and feeling of accomplishment

Psychological needs

Belongingness and love needs: intimate relationships, friends

Safety needs: security, safety

Basic needs

Physiological needs: food, water, warmth, rest

- This perspective is closely associated with Abraham Maslow.
- In his Hierarchy of Needs, according to him, individual's needs must be satisfied in this sequence.
1. Physiological : hunger , thirst, sleep.
2. Safety: ensuring survival, such as protection from war and crime
3. Love and belongingness: security, affection, and attention from others.
4. Esteem: feeling good about ourselves.
5. Self-actualization: realization of one's potential.

- According to Maslow, students must satisfy their need for food before they can achieve.

- Self-actualization is the highest and most elusive of Maslow's needs.

- It is the motivation to develop one's full potential as a human being.

- In his opinion, self-actualization is possible only after the lower needs have been met.

3. **The Cognitive Perspective**

- According to cognitive, students' thoughts guide their motivation.

- The cognitive has also stresses the importance of goal setting, planning and monitoring progress toward a goal.

- The cognitive recommends that students should be given more opportunities and responsibility for controlling their own achievement outcomes.

4. **The Social Perspective**

- The need for affiliation or relatedness is the motive to be securely connected with other people. This involves establishing, maintaining, and restoring warm, close personal relationships.

- Students need for affiliation is reflected in their motivation to spend time with peers, close friendship, attachment to their parents, and their desire to have a positive relationship with their teachers.

- Students in schools with caring and supportive interpersonal relationships have more positive academic attitudes and values and are more satisfied with schools.

Extrinsic & Intrinsic Motivation

- Extrinsic motivation: external motivation to do something to obtain something else.

- It is often influenced by external incentives such as rewards and punishments. Eg: a student may study hard for a test to get a good grade.

- Intrinsic motivation: internal motivation to do something for its own sake. Eg: a student may study hard for a test because she/he enjoys the course.

- **Two Types Of Intrinsic Motivation**.

1. The intrinsic motivation of self-determination and personal choice

- In this view, students want to believe that they are doing something because of their own will, not because of external success or rewards.

- Student's internal motivation in school tasks increase when they have some choices and some opportunities to take personal responsibility for their learning.

- Teachers are encouraged to help students to set their own goals, plan how to reach the goals, and monitor their progress toward goals, and to take personal responsibility toward their behavior to reach the goal that they had set.

2. <u>The intrinsic motivation of optimal experience and flow</u>.

- Optimal experiences involve feelings of deep enjoyment and happiness.

- The term "flow" used to describe optimal experiences in life.
- Flow occurs most often when people develop a sense of mastery and are absorbed in a state of concentration while they engage in an activity.
- Also, flow occurs when individuals are engaged in challenges they find neither too difficult nor too easy.
- When students' skills are high but the activity provides little challenge, the result is boredom.

- When both the challenge and skill level are low, students feel apathy (lack of interest or enthusiasm).

- When students face a challenging task that they don't believe they have adequate skills to master, they experience anxiety.

Developmental Shifts In Intrinsic and Extrinsic Motivation

- Many psychologists and educators believe that it is very important for children to develop greater internalization and intrinsic motivation as they grow older.

- However, study has found that as students move from the early elementary school years to the high school years , their intrinsic motivation decreases while their extrinsic motivation increases. Why?

- One explanation is that school grading practices reinforce an external motivation orientation .

- As students get older, they lock into the increasing emphasis on grades and as a result, their internal motivation drops.

- Middle and junior high schools are more impersonal , more formal, more evaluative, and more competitive than elementary school.

- Students compare themselves more with other students because they increasingly are graded in term of their relative performance on assignment and standardized tests.

Parenting Styles

- According to Diana Baumrind (1996), a leading authority on parenting, parenting styles come in four main forms.

A. **Authoritarian parenting**

- Is restrictive and punitive. Authoritarian parents exhort(urge) children to follow their directions and respect them.

- *Characteristics*
- They place firm limits and controls on their children .
- Allow little verbal exchange.

- No discussion between parents and children, and allow for little open dialogue.
- Parent usually ask children to follow a strict set of rules and expectations.
- Parents demanding a lot but not responsive.
- Parents rely on punishment to demand obedience or teach a lesson.

- ***Consequences :***
- Children under this style often behave in socially incompetent ways.
- Tend to be anxious about social comparison .
- Fail to initiate activity
- Have poor communication skills.

- Prone to having low self-esteem, being fearful or shy.
- Possible misbehaving when outside of parental care.

- ***Recognizing authoritarian style***
- Do you have very strict rules that you believe should be followed no matter what?
- Do you often find yourself offering no explanations for the rules other than " because I said so?"

- Do you give your child few choices and decisions about their own life?

- Do you find yourself utilizing punishment as a means of getting your child to do what you ask?

- Are you reserved in the amount of warmth and nurturing you show your child?

B. **Authoritative parenting**
- is widely regarded as the most effective and beneficial parenting style for normal children.

- *Characteristics* :
- Encourages children to be independent but still put limits and control on their actions.
- Extensive verbal give-and-take is allowed
- They are nurturant and supportive.
- Have high expectations for their children, but temper these expectations with understanding a support as well.
- Put their arms on the children's shoulder in a comforting way and say.

- ***Consequences:***
- Often behave in socially competent ways.
- Tend to be self-reliant, delay gratification.
- Get long with their peer so easily.
- Show high self-esteem.

- ***Recognizing authoritative style***
- Does your child's day have structure to it? Such as a planned bedtime and understood household rules?

- Are there consequences for disrupting this structure or breaking the household rules?

- Does your child understand the expectations that you have for their behavior ? And are these expectations reasonable?

- Do you have a healthy and open line of communication with your child? Does your child feel that they can speak to you about anything without fear of negative consequences or harsh judgment?

- Parenting styles will naturally need to differ in order to accommodate different children, and you may find that this style does not work for you if your child has behavioral problems.
- In this case, it is best to adjust your parenting style appropriately , and if possible to seek out help from a licensed therapist if you have difficulty handling.

C. **Neglectful parenting**

- Is a permissive form of parenting in which parents are uninvolved in their children's lives.

- Is one of the most harmful styles of parenting

- When their children are adolescents or perhaps much younger, these kind of parents can not answer the question like : it is 10 pm, do you know where your child is?

  C*onsequences* :

- Develop the sense that other aspects of their parents' lives are more important.

- They often behave in socially incompetent ways.
- Have a harder time forming relationship with other people, particularly children their age.
- Have poor self-control
- Don't handle independence well
- Are not achievement motivated

- ***Recognizing neglectful style***
- Do you care for your child's needs? Emotional, physical, and otherwise?
- Do you have an understanding of what is going on in your child's life?
- Does the home provide a safe space for the child where they can share their experiences and expect positive feedback rather than negative or no feedback?
- Do you spend long periods of time away from home, leaving the child alone?
- Do you often find yourself making excuses for not being there for your child?
- Do you know your child's friends? Teachers?
- Are you involved in your child's life outside the home?

- If the above describe you or someone you know, a child is at risk of being damaged by a neglectful household.

- It is damaging to children of course, because they have no trust foundation with their parents from which to explore the world.

- And it is time to seek help by talking to the family doctor, or going to a therapist or counselor.

D. **Indulgent parenting/permissive**

Characteristics:

- Responsive but not demanding
- Tend to be lenient while trying to avoid confrontation
- Parents with this style are highly involved with their children but place few limits or restrictions on their behaviors.
- Often let their children do what they want and get their way.
- They set up rules, but are inconsistent when they do exist.
- Some parents adopt this method as an extreme opposite approach to the authoritarian upbringing, while others are simply afraid to do anything that may upset their child.

Consequences

- Usually do not learn how to control their own behavior.

- Grow up with little self-discipline and self-control.

- Would be a child's favorite parenting style as it provides a sense of freedom without consequences.

- This style can have long-term damaging effects.

- Teens with permissive parents are three times more likely to engage in heavy underage alcohol consumption, because of their lack of consequences for their behavior.
- Insecurity in children from of lack of set boundaries.
- Poor social skills, such as sharing , from lack of discipline.
- Poor academic success from lack of motivation.
- Clashing with authority.

- ***Recognizing permissive style***
- Do you not have set limits or rules for your child? Do you often compromise your rules to accommodate your child's mood?
- Do you avoid conflict with your child?
- Do you have a willingness to be your child's best friend rather than their parent?
- Do you often bribe your child to do things large rewards?