

CHAPTER 1: ***EDUCATIONAL*** ***PSYCHOLOGY:*** **A Foundation for Teaching**

Chapter Outline

- What Makes a Good Teacher?
- What Is the Role of Research in Educational Psychology?
- What Research Methods Are Used in Educational Psychology?
- How Can I Become an Intentional Teacher?

Learning Outcomes

Learning Outcomes

At the end of this chapter, you should be able to:

- Identify attributes of effective teachers
- Describe the role of educational research in informing classroom practice
- Describe the research methods used in educational psychology and the rationale for each
- Discuss how you can become an intentional teacher



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What Makes a Good Teacher?



What is educational psychology?

- An academic definition would perhaps say that educational psychology is **the study of learners, learning, and teaching** (Reynolds & Miller, 2003)
- But, educational psychology is something more.
- Educational psychology cannot tell you as a teacher what to do, but it can give you **the principles to use in making a good decision and a language to discuss your experiences and thinking**

What Makes a Good Teacher

- warmth,
- humor,
- the ability to care about people
- planning,
- hard work,
- self-discipline
- leadership,
- enthusiasm,
- a contagious love of learning
- speaking ability

Knowing the Subject Matters

- Question: What do you need to know to be able to teach a horse?
- Answer: **More than** the horse
- This joke makes the obvious point that the first thing **a teacher must have is some knowledge or skills** that the learner does not have; you must know the subject matter you plan to teach. But if you think about teaching horses (or children), you will soon realize that although subject matter knowledge is necessary, it is not enough.
- A rancher may have a good idea of how a horse is supposed to act and what a horse is supposed to be able to do, **but if he doesn't have** the skills to make an untrained, scared, and unfriendly animal into a good saddle horse, he's going to end up with nothing but broken ribs and teeth marks for his trouble



Knowing the Subject Matters

- Children are a lot smarter and a little more forgiving than horses, but teaching them has this in common with teaching horses: Knowledge of how to transmit information and skills is at least as important as knowledge of the information and skills themselves
- Ellen Mathis may know as much as Leah Washington about what good writing should be, but she has a lot to learn about how to get third graders to write well

Mastering Teaching Skills

- The link between what a teacher wants students to learn and students' actual learning is called **instruction**, or **pedagogy**.
- Effective teachers not only know their subjects but also can communicate their knowledge to students
- Effective instruction is not a simple matter of one person with more knowledge transmitting that knowledge to another. If telling were teaching, this book would be unnecessary. Rather, **effective instruction demands the use of many strategies**.

Paula Ray

- For example, suppose Paula Ray wants to teach a lesson on statistics to a diverse class of fourth-graders. To do so,
 - -Paula must accomplish many related tasks.
 - -She **must make sure that the class is orderly** and that students know what behavior is expected of them.
 - -She must find out whether students have the **prerequisite skills**; for example, students need to be able to add and divide to find averages. If any do not, Paula must find a way to teach students those skills.
 - -She **must engage students in activities** that lead them toward an understanding of statistics, such as having students roll dice, play cards, or collect data from experiments;
 - -and she **must use teaching strategies** that help students remember what they have been taught.

Paula Ray

- Statistic
- many related tasks:
- make sure that the class is orderly
- and that students know what behavior is expected of them
- She must find out whether students have the prior knowledge ;
- She must engage students in activities that lead them toward an understanding of statistics
- she must use teaching strategies that help students remember what they have been taught
- intellectual and social characteristics of students in the fourth grade
- Assessment:
 - ask questions or use quizzes
 - have students demonstrate their understanding by setting up and interpreting experiments
- After the series of lessons on statistics ends, Paula should review this topic from time to time to ensure that it is remembered



Fourth grade students



Pedagogy

- The study of teaching and learning with applications to the instructional process.

What makes a good teacher

Personal Characteristics

- Warmth, Humor, Enthusiasm, Caring
- planning,
- hard work,
- self-discipline
- leadership,

Pedagogical Efficiency

- Subject matter knowledge
- Understanding how to learn pupils
- Use effective methods to learning



Can Good Teaching Be Taught?

- Is it innate to be a good teacher?
 - Take one small example:
 - In a high school history class, two students in the back of the class are **whispering to each other**, and they are not discussing the Treaty of Paris!
 - The teacher slowly walks toward them **without looking, continuing her lesson** as she walks. The students stop whispering and pay attention.
 - If you didn't know what to look for, you might miss this brief but critical interchange and believe that the teacher just has a way with students, a knack for keeping their attention. But the teacher is simply applying **principles of classroom management** that anyone could learn: Maintain momentum in the lesson, deal with behavior problems by using the mildest intervention that will work, and resolve minor problems before they become major ones



Can Good Teaching Be Taught?

- Can good teaching be taught?
- The answer is definitely yes.
- Good teaching has to be observed and practiced, but there are principles of good teaching that teachers need to know, which can then be applied in the classroom.

The Intentional Teacher

- Intentionality:
- Doing things for a **purpose**; teachers who use intentionality plan their actions based on the outcomes they **want to achieve**.


A real classroom situation

- Mr. Harris teaches an eighth-grade **social studies class**.
- He has a problem with **Tom**, who frequently **misbehaves**.
- Today, Tom **makes a paper airplane and flies it** across the room when Mr. Harris turns his back, to the delight of the entire class.

Actions of Teacher

- 1. Reprimand Tom
- 2. Ignore Tom
- 3. Send Tom to the office
- 4. Tell the class that it is everyone's responsibility to maintain a good learning environment and that if any student misbehaves, 5 minutes will be subtracted from recess.
- 5. Explain to the class that Tom's behavior is interfering with lessons that all students need to know and that his behavior goes against the rules the class set for itself at the beginning of the year

Action	Theory
1. Reprimand Tom	A reprimand is a form of punishment. Tom will behave to avoid punishment
2. Ignore Tom	Attention may be rewarding to Tom. Ignoring him would deprive him of this reward.
3. Send Tom to the office	Being sent to the office is punishing. It also deprives Tom of the (apparent) support of his classmates.
4. Tell the class that it is everyone's responsibility to maintain a good learning environment and that if any student misbehaves, 5 minutes will be subtracted from recess.	Tom is misbehaving to get his classmates' attention. If the whole class loses out when he misbehaves, the class will keep him in line
5. Explain to the class that Tom's behavior is interfering with lessons that all students need to know and that his behavior goes against the rules the class set for itself at the beginning of the year	The class holds standards of behavior that conflict with both Tom's behavior in class and the class's reaction to it. By reminding the class of its own needs (to learn the lesson) and its own rules set at the beginning of the year, the teacher might make Tom see that the class does not really support his behavior.



Each of these actions is a common response to misbehavior. But which theory (and therefore which action) is correct?

- The key might be in the fact that his classmates laugh when Tom misbehaves. This response is a clue that Tom is seeking their attention
- If Mr. Harris scolds Tom, this might increase Tom's status in the eyes of his peers and thus reward his behavior
- Ignoring misbehavior might be a good idea if a student is acting up to get your attention, but in this case it is apparently the class's attention that Tom is seeking.
- Sending Tom to the office does deprive him of his classmates' attention and therefore may be effective. But what if Tom is looking for a way to get out of class to avoid work
- Making the entire class responsible for each student's behavior is likely to deprive Tom of his classmates' support and to improve his behavior; but some students may think that it is unfair to punish them for another student's misbehavior
- Finally, reminding the class (and Tom) of its own interest in learning and its usual standards of behavior might work if the class does, in fact, value academic achievement and good behavior.

How Can I Become an Intentional Teacher?

- 1. Knowledge of Subject Matter:

*The teacher understands the central concepts, tools of inquiry, and structures of the subject being taught and can **create learning experiences** that make these aspects of subject matter meaningful for students*

- 2. Knowledge of Human Development and learning:

*The teacher understands **how children learn and develop** and can provide learning opportunities that support their intellectual, social, and personal development*

How Can I Become an Intentional Teacher?

- 3. Adapting Instruction for Individual Needs:

*The teacher understands how **students differ** in their approaches to learning and **creates instructional opportunities** that are adapted to diverse learners.*

- 4. Multiple Instructional Strategies:

*The teacher uses **various instructional strategies** to encourage students' development of critical thinking, problem solving, and performance skills*

How Can I Become an Intentional Teacher?

- 5. Classroom Motivation and Management:

*The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, **active engagement** in learning, and self-motivation*

6. Communication Skills:

*The teacher uses knowledge of **effective verbal, nonverbal, and media communication techniques** to foster active inquiry, collaboration, and supportive interaction in the classroom*

7. Instructional Planning Skills:

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals

How Can I Become an Intentional Teacher?

- 8. Assessment of Student Learning:

*The teacher understands and uses **formal and informal assessment strategies** to evaluate and ensure the continuous intellectual, social and physical development of the learner*

9. Professional Commitment and Responsibility:

*The teacher is **a reflective practitioner** who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally*

10. Partnerships:

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being



Chapter Summary


- What Makes a Good Teacher
- What Is the Role of Research in Educational Psychology
- What Research Methods Are Used in Educational Psychology
- How Can I Become an Intentional Teacher

What Makes a Good Teacher

- Good teachers know their **subject matter and have mastered pedagogical skills**. They accomplish all the tasks involved in effective instruction with warmth, enthusiasm, and caring. They are intentional teachers, and they use principles of educational psychology in their decision making and teaching. They **combine research and common sense**.

What Is the Role of Research in Educational Psychology

- Educational psychology is the systematic study of **learners, learning, and teaching**. Research in educational psychology focuses on the processes by which information, skills, values, and attitudes are communicated between teachers and students in the classroom and on applications of the principles of psychology to instructional practices. Such research shapes educational policies, professional development programs, and teaching materials.



What Research Methods Are Used in Educational Psychology?

- Descriptive research uses surveys, interviews, and observations to describe behavior in social settings.



How Can I Become an Intentional Teacher?

- You can further develop your skills as an intentional teacher by seeking mentors, pursuing professional development, and talking to colleagues and friends about your experiences.