

Introduction to Educational Psychology: Part 1

Slide 1	Welcome to this brief introduction to the history of educational psychology. This presentation will focus on some important events in the field during the twentieth century in the USA.
Slide 2	While the investigation of principles that apply to learning and teaching can be traced to ancient times, this historical overview will start at the turn of the twentieth century.
Slide 3	Educational psychology is one of the oldest fields within the discipline of psychology as some of the earliest contributors investigated the principles of learning and teaching.
Slide 4	Two of the earliest pioneers
Slide 5	were John Dewey who lived from 1858 to 1952 and
Slide 6	Edward Thorndike who lived from 1874 to 1949. These two researchers had very different ideas about how research and practice in the field should proceed.
Slide 7	John Dewey, for example, thought that schools should
Slide 8	be a central institution in the community where not only children and youth would be acculturated into the society, but also adults would be provided with opportunities to learn knowledge and skills to better their lives. He thought the community should be an important focus of schooling and that children and youth should participate in the community as part of their formal education.
Slide 9	More specifically, Dewey thought that the primary aim of the school should be the preparation of children and youth to live and participate in the functioning of the democracy. He thought that democracy was not easy to achieve and could be easily lost; he advocated that effort must be given to preparing people to keep its primary institutions functioning and developing. In order to do that, Dewey believed three primary sets of knowledge and skills should be developed.

Slide 10	The first attribute Dewey emphasized was the development of what he called affections by which he meant emotions such as empathy as well as values that are important for social functioning.
Slide 11	He also believed that the development of social skills should be emphasized as these are important for many aspects of human lives including doing well in school, making and keeping friends, starting and maintaining a family, and doing well in one's career.
Slide 12	Finally, he thought that the thinking skills used in scientific inquiry should be taught including the methods that would be used in investigations in the natural and social sciences. In summary, Dewey thought that the focus of the development of children and youth should be holistic with a dual focus of developing the individual as well as society.
Slide 13	Edward Thorndike had quite different views on the investigation and practice of education. He identified four elements that must be addressed to which he thought that educational psychology could make a major contribution.
Slide 14	The first element was the aims of education.
Slide 15	In Thorndike's view, human beings are animals and need to be studied as such. In particular, he was interested in investigating the intellects, characters, and behaviors of human beings and how those could be efficiently and effectively developed.
Slide 16	Second, Thorndike thought that educational psychology could make a contribution by studying the materials that were available in the process of this development.
Slide 17	He thought that the social and behavioral sciences provided the best methods for studying these.
Slide 18	Third, he thought that educational psychology could investigate the means by which development occurred.

Slide 19	More specifically, Thorndike thought that scientists need to study human biology as well as the primary influencers such as family, friends, and teachers. He also wanted to investigate the technologies that were available such as pencils, books, blackboards, etc. He thought that these investigations would produce the information needed to guide human development in a very mechanical process. If one knew all of the materials and means one could control the processes and achieve a desired outcome.
Slide 20	As for the methods of education,
Slide 21	Thorndike thought that education should be guided systematically using psychologically- and empirically-based practices. He thought these methods should be studied and feedback provided to parents and educators so that they could improve the efficacy of their practices.
Slide 22	Throughout the early and middle twentieth century,
Slide 23	Thorndike's views were dominant. Schooling became increasingly industrialized and standardized in its approach with classrooms at different ages beginning to look more and more alike wherever one went.
Slide 24	A focus on standardized assessment that became dominant in the mid-twentieth century added energy to this approach. In many schools, this is the dominant form seen in classrooms today.
Slide 25	This teacher-directed approach to classroom practice
Slide 26	is labeled instructivism and the dominant method is called explicit or direct instruction.
Slide 27	However, in the latter half of the twentieth century, as
Slide 28	high school graduation rates began to level off

Slide 29	and achievement continued to decline, there has been a renewed interest in methods that hark back to the ideas John Dewey's expressed a century earlier.
Slide 30	While there has been a continuation of standardized testing
Slide 31	there is an increased emphasis on writing
Slide 32	and thinking rather than just a testing of rote knowledge.
Slide 33	Additionally, while the assessment of the whole person has yet to be widely accepted, there have been advances in the conceptualization of frameworks and methods to do so.
Slide 34	For example, the Search Institute identified a set of 40 developmental assets divided into two major categories. The category of external assets focuses on the support from the environment that children and youth need in order to develop their full potentials.
Slide 35	Included in this list are support from family and adult relationships,
Slide 36	opportunities to develop empowerment by being of service to others,
Slide 37	the establishment of boundaries and expectations that allow for growth in decision making, support from family and adult relationships,
Slide 38	and providing programs that allow children and youth to make constructive use of the time.
Slide 39	The internal category includes developmental assets with a focus on competencies and values that children and youth need to make good decisions and become responsible, independent adults. Examples of assets in this category include
Slide 40	having high levels of academic motivation and engagement in school activities,

Slide 41	positive emotions and values such as caring and honesty,
Slide 42	social competencies such as cultural competence and skills in conflict resolution, and
Slide 43	high levels of self-esteem and a sense of meaning and purpose.
Slide 44	This framework articulates a set of aims that are quite similar to those presented by John Dewey and are more oriented to a student-centered approach to learning that
Slide 45	has been labeled constructivism.
Slide 46	One focus of educational psychology is to explore the theories and research that support
Slide 47	an instructivist or teacher-centered approach to instruction as well as
Slide 48	a constructivist approach to classroom practice with the opportunity to explore when and for whom each of these approaches might be most appropriate.
Slide 49	However, there are many other factors that contribute to student learning and achievement. When you study educational psychology, you will become better prepared to investigate all of those factors. That will be the focus of the next presentation.
Slide 50	<p>Dewey, J. (1903). Democracy in education. <i>The Elementary School Teacher</i>, IV(4), 193-204.</p> <p>Research Institute. (2017). <i>The developmental assets framework</i>. Minneapolis, MN: Author. Retrieved from https://www.search-institute.org/our-research/developmental-assets/developmental-assets-framework/</p> <p>Thorndike. E. L. (1910). The contribution of psychology to education. <i>The Journal of Educational Psychology</i>, 1, 5-7.</p>

Slide 51	<p>Slide 2: https://www.learnliberty.org/wp-content/uploads/2016/09/Greece-1200-1024x576.png</p> <p>Slide 5: https://www.biography.com/.image/ar_1:1%2Cc_fill%2Ccs_srgb%2Cg_face%2Cq_auto:good%2Cw_300/MTE1ODA0OTcxNjA4Mjc4NTQx/john-dewey-9273497-1-402.jpg</p> <p>Slide 6: https://smallsteps2health.files.wordpress.com/2014/05/220px-edward_thorndike.jpg</p> <p>Slide 8: http://www.communityschools.org/assets/1/News/233x173/Full-Service-Community-School.jpg</p> <p>Slide 9: https://www.wuwm.com/sites/wuwm/files/styles/x_large/public/201609/BRLASFall2013-PERI-AmericanFlagImmigrantPhotos_LudovicBertron-750p.jpg</p> <p>Slide 10: https://thumbs.dreamstime.com/t/empathy-word-cloud-white-background-empathy-word-cloud-103078831.jpg</p> <p>Slide 11: https://www.thesocialwinner.com/wp-content/uploads/2016/03/Social-Skills-Affect-Everything.png</p> <p>Slide 12: https://pics.me.me/what-are-we-made-of-sound-waves-mortal-shell-skin-46959300.png</p>
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