Introduction to Educational Psychology III: Curriculum Development

Slide 1	Welcome to part three of an introduction to educational psychology.
Slide 2	In a previous presentation on frameworks and models, we discussed the importance of mental representations to help organize our thoughts. Stephani developed a model of curriculum development that can be used to demonstrate how theories and research in educational psychology permeates the practice of teaching and learning.
Slide 3	First, notice that the term Outcomes is in the center of the diagram. These is essentially equivalent to the statement of output in the frameworks and models we discussed previously. Also notice that the lone influence on desired outcomes are decisions that have been made prior to the beginning of the curriculum development process. That is, if a decision has been made outside of the classroom and school that high scores on standardized tests of basic skills is the desired outcome for school learning, then that becomes the focus of the entire curriculum development process. However, if decisions have been made that more holistic outcomes such as social and emotional competencies are also desirable, then they will be included in the curriculum development process. Remember that these are guided by the mental representations created and held by the decision makers. If these are incorrect, the creation and implementation of curriculum will likely not have the desired effects, as these impact all other facets of the process.
Slide 4	When identifying desired outcomes, it is helpful to consider two categories.
Slide 5	Those desired outcomes that are not likely to change over the next decade or two
Slide 6	These include actualizing or realizing innate human potentials that have been identifying in different domains of human growth and development research such as
Slide 7	aspects of cognition such as critical or creative thinking
Slide 8	aspects of the affective domain such as understanding emotions and creating values,
Slide 9	or the development of a sense of agency and using volition in implementing decisions,
Slide 10	This could also be concerned about physical conditioning and performance

Slide 11	or issues related to developing a meaning and purpose to one's life.
Slide 12	There are also issues related to the development of social and interpersonal competencies
Slide 13	and moral character. All human beings have various levels of potential to develop competencies and capabilities in these areas that are universal and not likely to change in potential anytime soon. Researchers such as Erikson, Piaget, and Kohlberg have contributed to a very large database on development in these domains.
Slide 14	There are human needs that have been identified that are not likely to change anytime soon such as
Slide 15	a need to feel safe and secure
Slide 16	a need to develop a sense of autonomy and independence
Slide 17	a need to develop competencies and display mastery in important areas in one's life,
Slide 18	and a need to experience positive emotions and engage in positive relationships. Researchers such as Maslow and Seligman have made important contributions in this area.
Slide 19	And, of course, in these times of transformational technology driven by the digital information revolution and the globalization of communication, transportation, and economics, there are a lot of required knowledge, attitudes, and skills that must change.
Slide 20	Beginning with the movement from agricultural to industrial societies that started some 200 years ago, the speed of change and the corresponding rate of change has grown such that all of humanity is now living with an exponential rate of change. Futurists such as Kurzweil have demonstrated that in the twentieth century humanity experience as much or more sociocultural change than had been experienced in all previous human history. Moreover, humanity is now experiencing that same amount of change in the first 25 years of this century. And the rate of change is speeding up, not slowing down.
Slide 21	One of the most important areas for educators is that the requirements for academic knowledge are changing from acquiring a lot of rote knowledge to

Slide 22	the development of conceptual understanding as information is now ubiquitous and easily accessed via mobile devices.
Slide 23	A second aspect that is changing rapidly is the movement from looking at ourselves and our world using a partial mindset that considers issues one at a time in isolation to
Slide 24	a holistic mindset that perceives and understands the dynamic relationships people and the built and natural ecology in which we live.
Slide 25	A third area of change is the movement from thinking linearly about the rate of change goes in a straight line to
Slide 26	exponential thinking where change occurs in a very rapid, curvilinear manner
Slide 27	Another factor that is likely to change is a move from the importance of critical thinking and evaluation to
Slide 28	critical and creative thinking that focuses on innovation and problem solving.
Slide 29	Another important change is a movement from other-regulation where someone else is in charge of making decisions about what is learned to
Slide 30	an emphasis on self-regulation and self-determination, setting goals, making plans, and analyzing feedback for personal improvement.
Slide 31	Next, notice that Stephani advocates that assessment of the desired outcomes is the next step in the process.
Slide 32	Without some ideas about how results of any action will be considered, it is impossible to ascertain whether or not the desired outcomes have actually been achieved. Assessment simply means that some data have been collected while measurement indicates that the data consists of numbers that can be statistically analyzed.

Slide 33	This is one reason that academic basic skills will continue to be emphasized. Not only are they important for the digital, information age, but they are also readily easy to measure, especially when compared to human potentials and human needs.
Slide 34	However, it is possible to compile a profile
Slide 35	of artifacts demonstrating the actualizing of human potentials such as critical and creative thinking, social and emotional skills, and self-efficacy beliefs. All of these have been identified as factors impacting student academic achievement.
Slide 36	It is also possible to assess subjective and objective assessment of human needs such as well-being and generating positive emotions.
Slide 37	And, finally, it is possible to assess one's ability to create and use technology through the aggregation of actual products such as done in maker labs.
Slide 38	With respect to descriptions about the learning process, a number of paradigms and theories have been generated that are relevant to educational psychology.
Slide 39	Among them are the behavioral, cognitive information processing, and social learning theories that provide the foundation for teacher-lead classroom practices.
Slide 40	Another set of theories such as humanism, Piaget's cognitive development and Vygotsky's sociohistorical theories, as well as social cognition and connectivism that provide the foundation for more student-centered classroom practices.
Slide 41	Next in Stephani's model are
Slide 42	teaching activities relating to classroom practices that include
Slide 43	planning and writing objectives,
Slide 44	instruction, with the two major categories of

Slide 45	teacher-directed instruction or instructivism
Slide 46	and learner-centered instruction or constructivism,
Slide 47	and classroom management and maintaining discipline. This is the skill set on which teachers to demonstrate professional competence. As important as these are, the curriculum development and delivery process can still result in failure if the correct desired outcomes are not identified, reliable and valid assessments are not created, and correct views of how learning occurs are not established. This is why educational psychology is so important; it addresses all facets of the curriculum development process.
Slide 48	Next, Stephani's model acknowledges that other stakeholders than educators and learners must be considered.
Slide 49	These influence what will be evaluated and then communicated to the parents, policy makers, and the general public. It is important to consider that this evaluation process is completed at multiple levels, from
Slide 50	the individual
Slide 51	to the classroom
Slide 52	and school
Slide 53	and then to the district level. It is at this level that decisions are often made regarding the systemization of education as most districts still function in the hierarchical model generated during the industrial age.
Slide 54	Of course, the state
Slide 55	and national levels are important, mainly for establishing policies and sharing of information.
Slide 56	Finally, there are global level assessments, both in terms of basic skills achievement and the more holistic analysis of such outcome measures as well-being and lifestyles.

Slide 57	The last component in Stephani's model is decisions made at all of these levels that start the next round of defining desired outcomes and the related components.
Slide 58	In general, scholars interested in educational psychology are concerned about all the components in Stephani's model although in practice
Slide 59	most specialize in one of the components. As you investigate educational psychology this is one issue to consider: which of these components do you find most interesting to the extent you would like to contribute to the research in this area.
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