

Psychology and the Teacher Notes

Part I

Study of Psychology

- pre-1869
 - non-scientific, theories based on no evidence
 - e.g. Hippocrates, Galen, Rousseau
- 1869
 - Sir Francis Galton publishes "Hereditary Genius"
 - uses statistics to study intelligence
- Definition of psychology
 - difficult because broad field
 - loosely "the study of human and animal behaviour"

Approaches to Psychology

- 5 main types
 - Psycho-biological emphasises chemical make-up of body and effects of chemicals on behaviour
 - Behaviourist emphasises observable behaviour over 'out of sight' nervous system
 - Cognitive emphasises internal processes (thinking, making decisions) over observable behaviour
 - Psycho-dynamic
aka clinical emphasises subconscious roots of behaviour
e.g. Freud
 - Phenomenological
aka subjectivist emphasises here and now in contrast to mechanistic beliefs of 4 other approaches

Branches of Psychology

- All influenced by different approaches above
 - Animal/Human Studies all behaviour, sees humans as subset of animals so can e.g. learn from mice
 - Physiological Studies body structures of different animals and their bearings on behaviour
 - Social Studies impact of social institutions (family, company, community) and their bearings on

behaviour

- Individual Differences Studies e.g. traits, types, or abilities associated with different personalities, motivations, or intelligences
 - Developmental Studies the physical, emotional and intellectual development from womb up
- Branches all contribute to applied fields, such as
 - Clinical psychology & counselling
 - Cognitive neuroscience
 - Educational Psychology
 - Sports Psychology

Educational Psychology

- Definition
 - Seeks to discover the factors that influence the quality & quantity of learning by studying mental, physical, social and emotional behaviour of children and adults.
- Assumption is that Knowledge of EP may help make for more efficient learning environments
- N.B. Separate from the role specific educational psychologists who work with children with S.E.N.
- Caveat
 - Most concepts in psychology invented not discovered
 - invented to account for human behaviour
 - e.g. Intelligence invented in 19th Century
 - BUT invented to help explain systematic & scientific evidence, not to collate anecdotal evidence

Outline of the Book

Part I this bit
Part II Aspects of human development
Part III Learning and motivation
Part IV Factors that make us (and our abilities to learn) different
Part V Teaching (classroom management, curriculum, assessment)
Part VI Quantitative assessment