

# Educational Psychology TED 505

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## Chapter 1 – Educational Psychology: Understanding Learning & Teaching

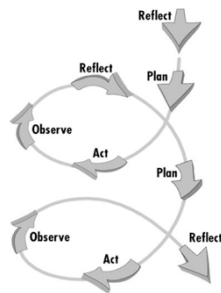
### Characteristics of Professionalism

- The ability to make decisions in complex and ill-defined contexts
  - Teachers make as many as 800 decisions a day!
  - We are the Queens & Kings of Multi-Tasking!

### Characteristics of Professionalism

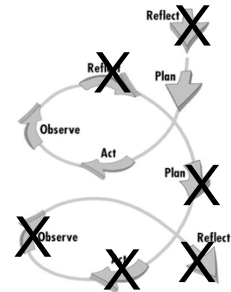
#### ■ Reflective Practice

- Every decision we make asks this simple question: “Did this decision increase learning as much as possible?” If so, great! If not, what do I do next?



### Non-Reflective Practice

- “These students can’t learn.”
- “They don’t want to learn.”
- “You know they come from a broken home, right?”
- Infinity

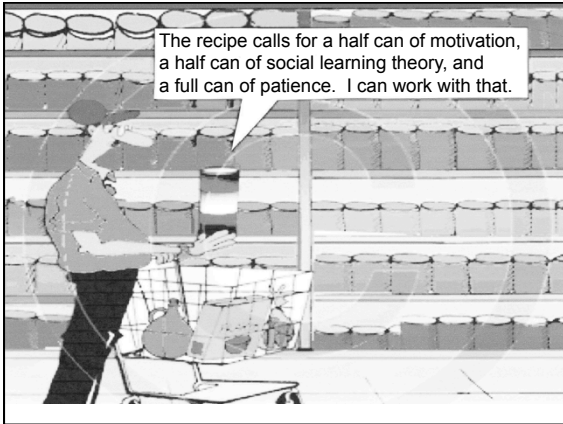


### Reflective Practice

- Teachers receive little feedback about the effectiveness of their work.
- **Reflective Practice** is the process of conducting a critical self-examination of one’s teaching.
- All of your TED 505 assignments are opportunities for critical self-examination.

### Characteristics of Professionalism

- A Body of Specialized Knowledge
  - Marcus’ story
    - We don’t make decisions based on intuition, whim, or emotion.
    - Decisions have to be grounded in and made from a **vast store** of professional knowledge.



Educational psychology provides a **vast store** of professional knowledge that helps us make decisions that maximize student learning.

### What is Educational Psychology?

- A branch of psychology concerned with the study of human learning.
  - Study of learning processes, from both cognitive and behavioral perspectives
  - Involves the study of memory, conceptual processes and individual differences

### Characteristics of Professionalism

- A commitment to learners that includes a code of ethics
  - "Some authors describe commitment as a **professional caring**. A professional doesn't view his or her profession as just a job, but rather sees it as a **calling** that is all about caring for children."

### Code of Ethics

What is meant by "dispositions"?

- A term used in the standards for national accreditation for teacher education programs.
- The "squishy things" associated with teacher effectiveness.
- The hard(er) to measure things that **aren't** knowledge and/or teaching skills.

## Code of Ethics Effective Teacher Dispositions

Caring	Warm	Helpful
Fun	Genuine	Enthusiastic
Knowledgeable	Responsible	Sharing
Committed	Energetic	Positive
Friendly	Enjoyable	Lively
Humorous	Interesting	Interactive
Kind	Good	Moral
Enhancing	Protective	Accepting
Stable	Effective	Efficient
Understanding	Embracing	Well-Informed

Teachers with positive professional dispositions tend to act in ways that

**elevate** the profession of teaching in the eyes of others.

## CSTP Standard 6: Developing as a Professional Educator

- Maintain professional conduct and integrity in the classroom and school community
- Interact appropriately with students and families outside the classroom
- Demonstrate my professional obligations to students, colleagues, school, and the profession



Council for the Accreditation of Educator Preparation

- NCATE defines professional dispositions as “**professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors** as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.”



Council for the Accreditation of Educator Preparation

- NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are *fairness* and *the belief that all students can learn*. Colleges of Education may determine additional professional dispositions they want their candidates to develop.

The COE faculty has agreed that with the guidance and support of their instructors and supervisors, all candidates will work toward achieving the following dispositions...

- Skill in realizing educational equity for all learners;
- Sensitivity toward and effectiveness with people from diverse cultural and linguistic backgrounds;
- Appropriate and creative use of independent and collaborative experiential learning;
- Multicultural and global perspectives in thinking and practice;

- Personal growth through reflection and self-evaluation;
- The ability to analyze theory and research critically that inform effective practice and assess authentically student performance and progress;
- Multimedia and technology literacy; and
- The ability to facilitate student learning in performance-based and standard-based environments.

### Also...

- The unit expects its candidates to
  - demonstrate the professional standards of their disciplines,
  - have high expectations for all students,
  - meet the needs of urban and diverse populations,
  - be confident, responsive, and supportive in interactions with parents and community,
  - collaborate with other professionals, and
  - be life-long learners striving for excellence.

### Characteristics of Professionalism

- A commitment to learners that includes a code of ethics
- The ability to make decisions in complex and ill-defined contexts
- Reflective practice
- A body of specialized knowledge

### Learning & Teaching Inventory

- True or False
  - Effective teaching is essentially a process of presenting information to students in succinct and organized ways.

### False

- Simply explaining information to students is often ineffective for promoting understanding.

Learners **construct** their own knowledge based on **what they already know**, their **emotions, beliefs**, and **expectations**.



## Learning & Teaching Inventory

- True or False
  - Pre-service teachers who major in a content area, such as math, are much more successful than non-majors in providing clear examples of the ideas they teach.

## False

- In one study of teacher candidates, math majors were no more capable than non-majors of effectively illustrating and representing math concepts in ways that learners could understand. **Sure**, knowledge of content is essential, **but making that content meaningful to students requires additional knowledge!**

## Teaching & Learning Inventory

- True or False
  - Pre-service teachers generally believe they will be more effective than teachers who are already in the field.

## True

- Pre-service teachers generally believe they' ll be better than teachers now in the field. They' re often shocked when they begin working and face the challenges of teaching on their own for the first time.
- The more knowledge you have about teaching, learning, and learners, the better prepared you' ll be to be a successful educator.

## There is a tension here...



On the one hand... you have to be an expert...on the other hand you have to be a student.



## *The Courage to Teach*

Humility is a central virtue in learning. Humility allows us to pay attention to the “other” - be it student or subject - whose voice is so central to knowing and learning. Its opposite is arrogance. Thus, humility is an attitude of openness towards messages outside of oneself. A lack of humility is a key barrier to learning. A teachable spirit is open and ready to receive...

## Teaching & Learning Inventory

- True or False
  - Teachers learn by teaching; in general, experience is the primary factor involved in learning to teach.


## False



- Certainly experience is essential in learning to teach. That's why nearly every credential course has field work and why we do student-teaching. But experience isn't sufficient by itself.
- "Who really is the person with special needs in this classroom?"
- Teaching swimming to children and adults.

## 4 kinds of knowledge we need that helps us go beyond our experience

## 4 kinds of knowledge

1. Content Knowledge - what we do  CSET® California Subject Examinations for Teachers®
2. Pedagogical Content Knowledge - How to represent what we know so that students can understand it. (examples, demonstrations, case studies, **metaphors**, simulations, models)

## 4 kinds of knowledge

3. General Pedagogical Knowledge - Essential & general principles of instruction (calling on students equally, providing timely feedback, etc.) and classroom management (safe, orderly classrooms focused on learning).
4. Knowledge of Learners & Learning - Understanding their culture, cognitive abilities or lack thereof, developmentally appropriate practices).

## A 5th Knowledge We Draw From

- Professional Knowledge
  - Research
  - Reform
  - Standards
  - Accountability

### The Role of Research in Acquiring Professional Knowledge

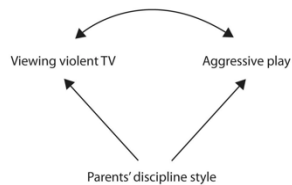
- Descriptive Research (tests, surveys, interviews, observations) to describe something. For instance, a Gallup Poll to determine the public's attitude towards NCLB found
  - 26% thought it was helping
  - 27% thought it was hurting
  - 41% thought it didn't matter

### No Child Left Behind

- President George W. Bush signed into law on January 8, 2002. Requires:
  - Mandates that students in grades three through 8 and once in high school must take an annual standardized achievement tests in reading and mathematics. In addition, they must be tested in science.
  - Based on these test scores, schools are judged to determine if their students are making adequate yearly progress (AYP)
  - Regardless of income, race, ethnic or language background or disability status, every student should graduate from high school and be college or career ready

### The Role of Research in Acquiring Professional Knowledge

- Correlational Research looks for a relationships, either positive or negative, between two or more variables.



### “Dances with Professors”

In ordinary life, when a listener can't understand what someone has said, this is the usual exchange.

Listener: “I can't understand what you're saying.”

Speaker: “Let me try to say it more clearly.”

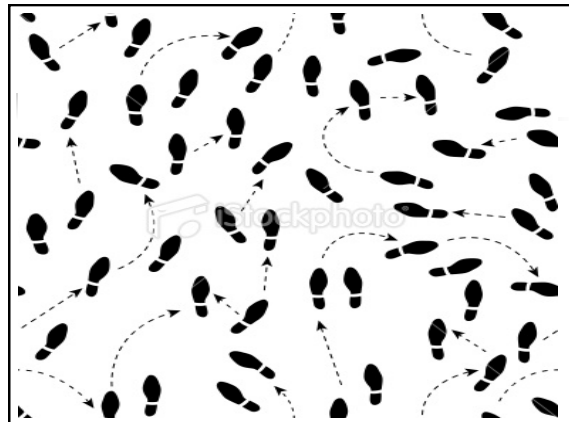
### “Dances with Professors”

But in scholarly writing, other rules apply.

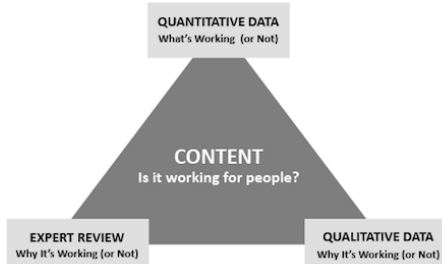
This is the implicit exchange:

Reader: “I can't understand what you're saying.”

Academic Writer: “Too bad. The problem is that you are an unsophisticated and untrained reader. If you were smarter you'd be able to understand me.”



## Triangulation



## Caution regarding “Scientifically-Based Research”

- Prefers and honors quantitative data over descriptive or qualitative data
- “He who says he knows the way does not know the way.”
- Experts advocate for an

**eclectic** approach  
that uses a variety of methods.

## The Role of Research in Acquiring Professional Knowledge

- Action Research - Teachers/Educators conducting their own research.
- Action Research increases the professionalism of teaching.

## Here's the Rub!

- A LOT of research saying the **same thing** becomes a

**THEORY!**