

Snazzlefrag's Educational Psychology Study Notes

Contact: <http://www.degreeforum.net/members/snazzlefrag.html>

Hosted at: <http://www.free-clep-prep.com>

Ausubel: Transmission of ideas, not discovery=learning. Reception Learning (build), Advance Organizers.

Bandura: Social Learning. Modeling. Reciprocal Determinism (internal & environment = interactive).

Bruner: Discovery Learning

Chomsky: Language Acquisition Device. Innate capacity for language in humans.

Cooley: Looking-glass Self. "self" develops as we internalize reactions of others.

Gardner (D): Emotional Intelligence: Empathy, Self-control, Communication of feelings.

Gardner (H): 7 Intelligence: Linguist, Logic-math, music, spatial, body kinetics, interpers, intrapers.

Guilford: Convergent/Divergent Thinking.

Hoffman: Parenting: Inductive instead of power-assertive = prosocial, moral behavior.

Parten: Play: solitary, parallel, associative, cooperative.

Piaget (Cognitive). Needs, Schemas.

Thorndike (Functionalist/behaviorist): Law of Effect (Instrumental Learning).
Behavior Modification

Sternberg: 3-types of Intelligence: Academic, Creative, Practical.

Swenson: Transfer of learning, retroactive/proactive inhibition, forgetting.

Vygotsky (Cognitive) Learning depends on culture/language/social interaction of child.

Watson (Behaviorist): Little Albert(11month old). Rat + loud noise = fear of rats (rabbit/mink coat)

Socialization: Family, Religion, Day-care, School, Peer Groups, Workplace.

Cognitive: Memory, thinking, decision-making, problem-solving.

Attention & Perception: Ross ("Groundwork of Ed. Psych")

Involuntary Attention: Enforced (instinct), Spontaneous (sentiment)

Voluntary Attention: Implicit (single act of will), Explicit (repeated act of will).

External Factors: Nature of stimulus, intensity, contrast/variety, repetition, movement.

Internal Factors: Interest, Motives, Mind-set

Chunking: 7243370834 --> 724-337-0834 **Seven (5-9) Items in ST Memory**

Memory: Iconic: Picture/split second. **Eidetic:** Photographic, Detailed images/longlasting.

Episodic: Specific events. **Primacy:** 1st/Last **Recency:** End of event, study session.

LT Memory: Episodic (time/location), **Procedural** (ride a bike), **Semantic** (meaning/facts/concepts).

Problem Solving: (Bradford & Stein) **I.D.E.A.L.:** Identify, Define, Explore, Act, Look Back (Evaluate).

Incubation time, suspend judgment, conducive climate, problem analysis, thinking skills, feedback.

Transfer: Positive, Negative, or Zero Transfer.

Faculty Theory (Mental Discipline): memory, reasoning, judgment, can be transferred.

Appreciation Theory: Repetition strengthens unconscious learning, can be transferred.

Identical Elements Theory: If similar components...transference is probable.

Generalization Theory: Even in identical situations, transference is generalized, not specific.

Transposition Theory: Development and transposition of relevant insight in order to transfer.

Ideals Theory: Only ideals are transferred, not general or isolated facts.

Behavioral: "Environment", Consequences. Social Learning. Social-cognitive Theories.

Skinner (OC), Watson, Thorndike (Law of Effect), Pavlov (CC)

Objective Measures. Behavior Modification. Opposed to structuralism and functionalism.

Observed NOT for traits, but the role of ENVIRONMENT in developing/modifying their behavior.

Programmed-learning, self-instructional programs, computer/internet-assisted teaching.

Classical Conditioning: Pavlov. Food (US), Salivation (UR), Bell (CS), Salivation-sound (CR).

Discrimination: Detect difference between two similar stimuli.

Generalization: Transfer of behaviors from one situation to another.

Cognitive Behavior Modification: Improve Grades, Improve Defiant behavior. Self-instruction.

Inducements, incentives, rewards (charts, stars, stickers, colors).

3-11yrs=new behavior patterns (growth/development). Fixed goals.

3-5yrs=ADL (Activities of Daily Living - bathing, grooming, toilet etc.), Peer/sibling relationships.

Pre-adolescents/Adolescents: No charts. Behavioral Contracts.

Psychodynamic(courtesy,respect,grps)

Premack Principle: More-preferred activity = reinforcer for less-preferred activity.

Social Learning Theory: Observational learning, self-regulated learning.

Bandura: Modeling = Pay Attention, Retain behavior, Reproduce behavior, Repeat behavior.

Children should be taught to have expectations and reinforce themselves.

Meichenbaum: Self-regulated behavior.

Development:

Cognitive: Piaget (4 defined stage), **Vygotsky** (learning depends on culture/language/social interaction of child).

Vygotsky: social level then individual level. "**Zone of Proximal Development**". Adult help = better achievement.

Bruner: Discovery Learning: self-learning, curiosity, creative problem solving.

Morality: Traditional Character Educators (internal, self-control). Cog
Developmentalists (moral reasoning, choice)
Language Acquisition: Chomsky: Language Acquisition Device.

Motivation:

Instinct Theory (McDougall): 14 Instincts. 1) Knowing (cognition), 2) Feeling (affection),
3) Doing (Conation).

Drive Reduction Theory (Hull): Biological drives. Thirst, hunger, sex. Homeostasis.

Psychoanalytic Theory (Freud): Unconscious Drives. Eros (sex) Instinct v Thanatos
(death) Instinct.

Learning Theory (Behaviorists): Learn & train to behave. CC/OC. Bandura: Social
rewards (eg, praise).

Social Urges Theory (Adler): Security Drive. Power, Status, Achievement, Domination,
Excel.

Goal-oriented Theory (Cognitive, James): Behavior is goal driven/purposeful.

Cognitive Resonance Theory (Festinger): Behavior motivated by need to restore
consonance from dissonance.

Self-actualization Theory (Maslow): Hierarchy of Needs lead to behavior.

Creativity: Preparation, Incubation, Illumination, Verification.

God Given Gift, Insanity (Lambroso), Inborn Trait, Environmental, Hemisphere (right),
Psychoanalytical (vent desires).

Arielis Theory: Creativity=synthesis of a) Primary Process (unconscious), b) Secondary
Process (conscious).

Taylor's Level Theory: Expressive (spontaneous), Productive (innovative), Inventive,
Innovative, Emergency

Creativity Tests: Minnesota, Baqer Mehdi, Torrence.

Individual Differences:

Classification Schemes for Intelligence: Sternberg (Metaphors). Gardner, Kornhaber &
Wake (psych perspective)

Discrepancy Formula: "crash and burn" before gain access to special education
services. Reinforces failure.

Testing & Assessment:

Biases: (Scheuneman & Slaughter): Historical, Cultural, Biological, Educational,
Psychometric...affect test reliability.

Angelo & Cross: "Classroom Assessment Techniques: A Handbook for College
Teachers"

Gronlund: General Objectives (+5 learning outcomes) to recognize if a student has
learned lessons well.

Mean: Z score = 0 (zero SD's above the mean), T score = 50, Stanine score = 5.

IQ: Binet, Spearman, Sternberg, Guilford, and Gardner

Intelligence: Piaget "The ability to adapt to one's surroundings".

Factor Theories: Unitary, Multifactor, Spearman's 2-factor (g-general,s=specific),

Thurston's Groups (classified),

Vernon's Hierarchical, Guildford (operations/content/products).

Cognitive Theories: Cattell (fluid/crystallized), Jensen (associative abilities-bio, conceptual abilities-cultural),

Campion/Brown (architectural-bio, executive-env), Sternberg's Info Processing (problem solving via info processing)

Gardner (Multiple Intelligences: set of skills which combine to induce problem-solving behavior)

Reading: Genetic Factors (chromosome 6: phonologic awareness and 15:single word).
4% of US kids have reading disability.

Pedagogy: Art and Science of Teaching.

Bodies of Knowledge: Psych Founds, Resrch on Teach/Learn, Curric Theory, Soc/Phil of Ed, Subject Matter, Pedagogy

Instructional Design (behavioristic). Preventive Management (teacher skills), Supportive Management (teacher-student)

Individuals with Disabilities Act (IDEA-1990): Right to records, Independent Eval. No guaranteed mainstreaming.

Pygmalion Effect: Self Fulfilling Prophecy.

Wait-time (Budd-Rowe): Wait in silence for 3+ seconds after questions, and after student responses.

Bilingual Education: Transition (English ASAP), Maintenance (native lang as primary teaching until English is learned)

Research: How well are students learning, How well are teachers teaching.

Survey: Set Goals, Choose Sample, Choose Methodology, Create Q's, Pre-test, Conduct Interviews, Analyze.

