Brief Introductory Psychology for Teachers [Revised] - () - Kindle edition by Edward Kellogg Strong. Download it once and read it on your Kindle device, PC, phones or tablets. Use features like bookmarks, note taking and highlighting while reading Brief Introductory Psychology for Teachers [Revised] - ().

Nancy Fenton, MA September 28, Teachers are exposed to a constant barrage of methodologies that promise to improve both instructional strategies and student learning through institute days, team meetings, seminars and the media. While some of this information is helpful, some of the suggestions have little or no empirical data to support their effectiveness. The principles are organized into five areas of psychological functioning: Each of the individual principles listed in the document includes an explanation of the concept, its relevance for instruction, specific tips for teachers and a comprehensive list of related references. Although the Top 20 principles are designed to apply psychological science broadly to pre-K to 12 teaching, they can also be utilized specifically to enhance the curriculum of introduction to psychology courses and help students develop skills that will help them learn more effectively in all of their classes. Below is a review of the principles and potential applications for their use in teaching high school psychology. How do students think and learn? A great deal of research from cognitive and educational psychology has discovered how thinking and learning can be improved in the classroom. The first eight principles highlight some of the most important findings on teacher practices that impact student growth. Research shows that learners who hold the growth mindset that intelligence is malleable, and success is related to effort level are more likely to remain focused on goals and persist despite setbacks. A great way to start off the year in a psychology class is with a discussion of growth versus fixed mindsets because it helps students understand how their beliefs about intelligence can influence their own academic success. For more information about fixed and growth mindsets and how they impact student performance, see the TED talk by psychologist Carol Dweck. A TED talk by Angela Lee Duckworth discusses how student learning can be examined in the context of motivation and illustrates how the personality trait of grit, which is correlated with success, can be developed through teaching of a growth mindset. Prior knowledge What students already know affects their learning. Research shows that prior knowledge influences both conceptual growth and conceptual change in students. With conceptual growth, students add to their existing knowledge, and with conceptual change, students correct misconceptions or errors in existing knowledge. Facilitating conceptual growth or change requires first obtaining a baseline level of student knowledge prior to the start of each unit through formative assessment. The results of this discussion can guide the selection of assignments and activities that will be appropriate for facilitating either conceptual growth or conceptual change. Prior knowledge can be used to help students incorporate background knowledge and draw connections between units during the course. Research indicates that cognitive development and learning are not limited by general stages of development. Instructors can use this research to facilitate learning by designing instruction that utilizes scaffolding, differentiation and mixed ability grouping. It is also critical that the most advanced students have the opportunity to work with others who will challenge them, including other students or the instructor. Facilitating context Learning is based on context, so generalizing learning to new contexts is not spontaneous, but rather needs to be facilitated. Student growth and deeper learning are developed when instructors help students transfer learning from one context to another. Students will also be better able to generalize learning to new contexts if instructors invest time in focusing on deeper learning. One method of developing this skill is to have students use their understanding of a particular unit to generate potential solutions for real-world problems. Practice Acquiring long-term knowledge and skill is largely dependent on practice. This principle details empirically based strategies that will help students more effectively encode learned materials into long-term memory. In addition to those in the memory unit, examples from this principle can help inform instruction throughout the course. By issuing formative assessment frequently through practice problems, activities and sample tests, instructors can help students increase their knowledge, skills and confidence. Additionally, instructors conducting practice activities at spaced intervals distributed practice will help students achieve greater increases in long-term

retrieval ability. Practice tests should include open-ended questions that require both the retrieval of existing knowledge and the challenge of applying that information to new situations or contexts, thus also incorporating principle four. See also the APA teaching module on practice for knowledge acquisition. Feedback Clear, explanatory and timely feedback to students is important for learning. This principle highlights the importance of instructor responses and indicates the best manner in which to deliver feedback to students in order to maintain or increase motivation to learn. Providing students with clear, explanatory and timely feedback is important for learning. Self-regulation skills, including attention, organization, self-control, planning and memory strategies, improve learning and engagement and can be taught through direct instruction, modeling and classroom organization. Teachers can model organizational methods and assist students by highlighting learning targets at the start and conclusion of lessons, using classroom calendars, highlighting difficult concepts that will require more practice, breaking large projects into manageable components, using well designed rubrics and allowing sufficient processing time through questioning, summarizing and practice. Psychology students can apply this research to their own study habits such as learning to practice self-control by limiting the distractions presented by cell phones and social media. Students can also be encouraged to design experiments related to the limits of attention and discuss the practical implications of their results. Creativity Student creativity can be fostered. Creativity is considered a critical skill for the technology driven world of the 21st century and because it is not a stable trait, it can be taught, nurtured and increased. This principle describes specific methods of structuring assignments to increase creativity and ideas for how to model creative problem solving. Creativity in the psychology classroom can include opportunities for student-designed research projects, video projects, demonstrations and model building. Students who are motivated and interested in learning are more successful. CPSE has outlined the most important ways to help increase student motivation and engagement. Intrinsic motivation Students tend to enjoy learning and to do better when they are more intrinsically rather than extrinsically motivated to achieve. This principle is directed at how instructors can increase intrinsic motivation through classroom practices and activities that support the fundamental need of students to feel autonomous. It is important to note that not everything of importance is intrinsically motivating to all students and that there is a place for extrinsic motivation in education. During the unit on motivation, when intrinsic and extrinsic motivations are typically discussed, students can examine their personal motivations and how they influence their success. Lastly, students can examine the research related to the overjustification effect, also discussed in this principle. For more information about motivation and the over-justification effect and how they impact student performance, see the TED talk by psychologist Dan Pink. Mastery goals Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals. Students who form mastery goals are focused on attaining new skills or increasing existing ability, but students who develop performance goals typically are focused simply on showing adequate ability. When students set performance goals, they have a tendency to avoid tasks that might expose weaknesses and end up missing opportunities that would foster the development of new skills. Those with mastery goals are more likely to be motivated to learn new skills and achieve higher levels of competence. Principle 10 provides specific methods for organizing instruction that can be used to help students choose mastery over performance goals although under certain circumstances such as competitions, performance goals may be more appropriate. Psychological research has uncovered ways for teachers to communicate high expectations for all students and avoid creating negative self-fulfilling prophecies. When discussing self-fulfilling prophecies and the Rosenthal and Jacobson study during the social psychology unit, Principle 11 can be used by teachers to show students how they can prevent negative self-fulfilling prophecies. Goal setting Setting goals that are short term proximal , specific and moderately challenging enhances motivation more than establishing goals that are long term distal , general and overly challenging. This principle explains how students can use short-term proximal , specific and moderately challenging goals to increase self-efficacy and build toward larger goals. Students should maintain a record of progress toward their goals which is monitored by both the student and the instructor. After students experience success with moderately challenging proximal goals, they will be more likely to become intermediate risk takers, which is one of the most significant attributes present in

achievement-oriented individuals. As a result, they will be capable of achieving larger distal goals. Tips based on this principle can easily be used to create engaging class assignments for the motivation unit in the introduction to psychology curriculum. Social and emotional dimensions: Why are social context, interpersonal relationships and emotional well-being important to student learning? These principles reflect the importance of relationships, culture, community and well-being on learning. They focus on how instructors can help students by fostering healthy relationships with them and an interest in their lives outside the classroom. Social contexts Learning is situated within multiple social contexts. Principle 13 emphasizes how the various communities students belong to e. This principle is related specifically to many concepts from social psychology e. Introductory psychology classes can incorporate opportunities for students to engage with the larger community through service-learning projects, guest speakers and psychology clubs. Interpersonal relationships Interpersonal relationships and communication are critical to both the teaching-learning process and the social development of students. This principle provides detailed and specific guidelines for improving both teacher-student and student-peer relationships in the classroom. Well-being Emotional well-being influences educational performance, learning, and development. Various components of emotional well-being can be included across many psychology units, such as self-concept and self-esteem social psychology , self-efficacy and locus of control motivation and personality and happiness and coping skills emotion and stress. How can the classroom best be managed? The two principles related to classroom management emphasize how to develop a classroom climate that enhances learning. Classroom conduct Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction. Numerous research-based ideas are presented for both correcting inappropriate student behaviors and for establishing appropriate replacement behaviors at both the classroom and school-wide levels. Expectations and support Effective classroom management is based on a setting and communicating high expectations, b consistently nurturing positive relationships, and c providing a high level of student support. This principle highlights practical techniques to create a culture of high academic achievement and positive classroom behavior at both the classroom and school levels. The Top 20 document references information about restorative practices and social and emotional learning that includes a variety of specific and practical strategies for building teacher-student relationships. How is student progress assessed? The three principles devoted to the process of student evaluation discuss methods for creating and implementing valid and fair assessments that contribute to student learning. Formative and summative assessment Formative and summative assessments are both important and useful, but they require different approaches and interpretations. Formative assessments are typically used as a part of everyday practice and are given either prior to or during instruction. Such tools are designed to collect evidence regarding the progress of student learning in order to provide effective guidance. Summative assessments, on the other hand, result in an overall evaluation of student learning or program effectiveness and are typically utilized at the end of a unit or course thus having more limited impact on current instruction. Frequent use of formative assessment accompanied by immediate and specific instruction helps students achieve learning goals and assume a greater responsibility of their own learning process. The analysis of data collected through formative assessment allows the instructor to differentiate instruction and provide appropriate individualized support. See also the APA teaching module on formative assessment. Assessment development Student skill, knowledge, and ability are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness. Formative and summative assessments need to be evaluated for both reliability and validity. The Top 20 document provides instructors with four essential questions that can be used to evaluate the overall validity of a particular assessment for measuring student learning and tips for measuring reliability. Instructors can improve the reliability and validity of formative and summative assessments by aligning them to learning targets, utilizing item analysis, discussing the results with other educators, and monitoring outcomes for discrepancies across groups or subgroups of students. During the unit on intelligence and individual differences, it can be helpful to demonstrate to students how the exams they are taking can be evaluated for content validity by illustrating how the assessments are aligned with learning targets or the National Standards for High School Psychology Curricula. Assessment evaluation Making sense

BRIEF INTRODUCTORY PSYCHOLOGY FOR TEACHERS pdf

of assessment data depends on clear, appropriate and fair interpretation.

2: Goodbye to predictable introduction Psychology lessons â€" Psychology Teaching Ideas

Excerpt from Brief Introductory Psychology for Teachers It is. All these questions are real psychological problems, quite as pertinent to the science of psychology as the dignified and dry-as dust queries you doubtless expected.

3: Learning | Introduction to Psychology | Brain and Cognitive Sciences | MIT OpenCourseWare

About this Book Catalog Record Details. Brief introductory psychology for teachers. Strong, Edward K. (Edward Kellogg), View full catalog record.

4: Psychology - Open Textbook Library

Brief introductory psychology for teachers. by Strong, Edward K. (Edward Kellogg), Publication date Topics Educational psychology, Psychology.

5: Full text of "Brief Introductory Psychology for Teachers"

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Ancient Pottery of Transjordan The Mexican whorled milkweed (Asclepias mexicana as a poisonous plant. Business Explorer 3 Students Book Dokebi Bride Vol. 4 Material and energy balances in food engineering THREE The Remasculinization of Chinese America: Race, Violence, and the Novel 87 Slicing Pie explains how to calculate the fair amount of equity to the right people. Learn the tricks of How to do a science project. Sheikh saadi poetry in urdu Faith and revelation C. Stephen Evans Afro-Caribbean philosophy Century at Dusk, Century at Dawn The seduction bid You can fight fire with fire 15 Libels and long purses The angel of history and the postapocalyptic consciousness. Fuzzy Logic and Fuzzy Control: Ijcai 91 Workshops on Fuzzy Logic and Fuzzy Control, Sydney, Australia, Au Mtap grade 9 2015 Quality relationships in the delivery of care plans Intorduction to game theory osborne Mary, the mother of Mark Journal entries in accounting india Proofreading for word processing Virginity Revisited Chaucer and Dante, by H. Schless. IV. How Friar Giles praised obedience more than prayer 226 Peripheral nerve regeneration Mahesh C. Dodla Ravi Bellamkonda Clematis as companion plants A surprise in the forest Canadian independence, annexation and British imperial federation 12. The comedy of errors. Much ado about nothing El verdugo, by H. de Balzac. Quick Easy Cooking Were the copper nationalisations worthwhile? Epithelial Cell Culture Protocols The Doctors Fire Rescue Sunset of British steam Die Cut Photo Album Seashells and Mermaids Summary of the memoranda submitted to the Vision 2010 Secretariat, Abuja Boss gp 10 manual