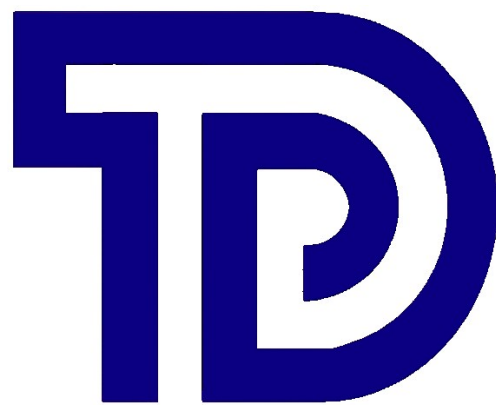


The principles of
MODERN
EDUCATION



Daneshmand
Consulting Group

Dr. Toufan Daneshmand

www.daneshmand-group.com

Are there also challenges to teaching?

Here, , the simple answer is “yes”. Every joy of teaching has a possible frustration related to it. You may wish to make a positive difference in students' lives, but you may also have trouble reaching individuals. A student seems not to learn much, or to be unmotivated, or unfriendly, or whatever.

And some teaching problems can be subtle:

when you call attention to the wonderful immensity of an area of knowledge, you might accidentally *discourage* a student by implying that the student can never learn “enough”.

The complexity of designing and implementing instruction can sometimes seem overwhelming, instead of satisfying. Unexpected events in your classroom can become chaos rather than an attractive novelty. To paraphrase a popular self-help book, sometimes “bad things happen to good teachers” (Kushner, 1983). But as in the rest of life, the “bad things” of teaching do *not* negate the value of the good.

Teaching is different from in the past

In the past decade or two teaching has changed significantly, so much in fact that schools may not be what some of us remember from our own childhood. Changes have affected both the opportunities and the challenges of teaching, as well as the attitudes, knowledge, and skills needed to prepare for a teaching career

To see what we mean, look briefly at four new trends in education, at how they have changed what teachers do, and at how you will therefore need to prepare to teach:

- **increased diversity:**

there are more differences among students than there used to be. Diversity has made teaching more fulfilling as a career, but also made more challenging in certain respects.

- *** increased instructional technology:**

classrooms, schools, and students use computers more often today than in the past for research, writing, communicating, and keeping records. Technology has created new ways for students to learn (for example, this textbook would not be possible without Internet technology!). It has also altered how teachers can teach most

effectively, and even raised issues about what constitutes “true” teaching and learning.

- **greater accountability in education:**

both the public and educators themselves pay more attention than in the past to how to assess (or provide evidence for) learning and good quality teaching. The attention has increased the importance of education to the public (a good thing) and improved education for some students

- **increased professionalism of teachers:**

Now more than ever, teachers are able to assess the quality of their own work as well as that of colleagues, and to take steps to improve it when necessary. Professionalism improves teaching, but by creating higher standards of practice it also creates greater worries about whether particular teachers and schools are “good enough”.

New trend #1: diversity in students

Students have, of course, always been diverse. Whether in the past or in the present day, students learn at unique paces, show unique personalities, and learn in their own ways. In recent decades, though, the forms and extent of diversity have increased. Now more than ever, teachers are likely to serve students from diverse language backgrounds, to serve more individuals with special educational needs, and to teach students either younger and older than in the past.

Language diversity

Take the case of language diversity. In the United States, about 40 million people, or 14 per cent of the population are Hispanic. About 20 per cent of these speak primarily Spanish, and approximately another 50 per cent speak only limited English. The educators responsible for the children in this group need to accommodate instruction to these students somehow.

Part of the solution, of course, is to arrange specialized second-language teachers and classes. But adjustment must also happen in “regular” classrooms of various grade levels and subjects.

Classroom teachers must learn to communicate with students whose English language background is limited, at the same time that the students themselves are learning to use

Diversity of special educational needs

Another factor making classroom increasingly diverse has been the inclusion of students with disabilities into classrooms with non-disabled peers. In Canada similar legislation was passed in individual provinces during the same general time period. The laws guarantee free, appropriate education for children with disabilities of any kind—whether the impairment is physical, cognitive, emotional, or behavioral. The laws also recognize that such students need special supports in order to learn or function effectively in a classroom with non-disabled peers, so they provide for special services (for example, teaching assistants) and procedures for making individualized educational plans for students with disabilities.

As a result of these changes, most American and Canadian teachers are likely to have at least a few students with special educational needs, even if they are not trained as special education teachers or have had no prior personal experience with people with disabilities. Classroom teachers are also likely to work as part of a professional team focused on helping these students to learn as well as possible and to participate in the life of the school.

The trend toward inclusion is definitely new compared to circumstances just a generation or two ago.

Lifelong learning

The diversity of modern classrooms is not limited to language or disabilities. Another recent change has been the broadening simply of the age range of individuals who count as “students”. In many nations of the world, half or most of all three- and four-year-olds attend some form of educational program, either part-time preschool or fulltime

The obvious differences in maturity between preschoolers and older children lead most teachers of the very young to use flexible, open-ended plans and teaching strategies, and to develop more personal or family-like relationships with their young “students” than typical with older students. As important, though, are the

educational and philosophical issues that early childhood education has brought to public attention. Some educational critics ask whether preschool and day care programs risk becoming *inappropriate* substitutes for families.

Other educators suggest, in contrast, that teachers of older students can learn from the flexibility and open-ended approach common in early childhood education. For teachers of any grade level, it is a debate that cannot be avoided completely or permanently. Some adult students may be completing high school credentials that they missed earlier in their lives, but often the students have other purposes that are even more focused, such as learning a trade-related skill. The teachers of adult students have to adjust their instructional strategies and relationships with students so as to challenge and respect their special strengths and constraints as adults

1. The changing teaching profession and you

using technology to support learning

For most teachers, “technology” means using computers and the Internet as resources for teaching and learning. These tools have greatly increased the amount and range of information available to students, even if their benefits have sometimes been exaggerated in media reports (Cuban, 2001). With the Internet, it is now relatively easy to access up-to-date information on practically any subject imaginable, often with pictures, video clips, and audio to accompany them. It would seem not only that the Internet and its associated technologies have the potential to transform traditional school-based learning, but also that they have in fact begun to do so.

A single computer can also enrich the learning of individual students with special interests or motivation. And it can provide additional review to students who need extra help.

These changes are not dramatic, but they lead to important revisions in teachers’ roles: they move teachers away from simply delivering information to students, and toward facilitating students’ own constructions of knowledge.

A shift from “full-frontal teaching” to “guide on the side” becomes easier as the amount and use of computer and Internet technologies increases.

But technology also brings some challenges, or even creates problems. It costs money to equip classrooms and schools fully: often that money is scarce, and may

therefore mean depriving students of other valuable resources, like additional staff or additional books and supplies. Other challenges are less tangible. In using the Internet, for example, students need help in sorting out trustworthy information or websites from the “fluff”, websites that are unreliable or even damaging

accountability in education

In recent years, the public and its leaders have increasingly expected teachers and students to be *accountable* for their work, meaning that schools and teachers are held responsible for implementing particular curricula and goals, and that students are held responsible for learning particular knowledge. The trend toward accountability has increased the legal requirements for becoming and (sometimes) remaining certified as a teacher.

High-stakes tests may influence grades that students receive in courses or determine whether students graduate or continue to the next level of schooling. The tests are often a mixture of essay and structured-response questions (such as multiple-choice items), and raise important issues about what teachers should teach, as well as how (and whether) teachers should help students to pass the examinations.

It also raises issues about whether high-stakes testing is fair to all students and consistent with other ideals of public education, such as giving students the best possible start in life instead of disqualifying them from educational opportunities. Furthermore, since the results of

high-stakes tests are sometimes also used to evaluate the performance of teachers, schools, or school districts, insuring students’ success on them becomes an obvious concern for teachers—one that affects instructional decisions on a daily basis.

How educational psychology can help

All things considered, then, times have changed for teachers. But teaching remains an attractive, satisfying, and worthwhile profession. The recent trends mean simply that you need to prepare for teaching differently than you might have in the past, and perhaps differently than your own school teachers did a generation ago. Fortunately, there are ways to do this.

Many current programs in teacher education provide a balance of experiences in tune with current and emerging needs of teachers. They offer more time for practice teaching in schools, for example, and teacher education instructors often make

deliberate efforts to connect the concepts and ideas of education and psychology to current best practices of education.

These and other features of contemporary teacher education will make it easier for you to become the kind of teacher that you not only want to be, but also will need to be.

6. Student motivation

teachers must persuade students to want to do what students have to do anyway. This task—understanding and therefore influencing students’ motivations to learn—is the focus of this chapter.

Fortunately, as you will see, there are ways of accomplishing this task that respect students’ choices, desires, and attitudes.

Like motivation itself, theories of it are full of diversity. For convenience in navigating through the diversity, we have organized the chapter around six major theories or perspectives about motives and their sources.

We call the topics

- (1) motives as behavior change,**
- (2) motives as goals,**
- (3) motives as interests,**
- (4) motives as attributions about success,**
- (5) motives as beliefs about self-efficacy, and**
- (6) motives as self-determination.**

Motives as behavior

Sometimes it is useful to think of motivation not as something “inside” a student driving the student’s behavior, but as *equivalent* to the student’s outward behaviors. This is the perspective of behaviorism. Equating the inner and the outward might seem to violate common sense. How can a student do something without some sort of feeling or thought to make the action happen? As we will explain, this very question has led to alternative models of motivation that are based on cognitive rather than behaviorist theories of learning.

Sometimes the circumstances of teaching limit teachers’ opportunities to distinguish between inner motivation and outward behavior. Certainly teachers see plenty of

student behaviors—signs of motivation of some sort. But the multiple demands of teaching can limit the time needed to determine what the behaviors mean

Operant conditioning as a way of motivating

. To understand this model in terms of motivation, think of the *likelihood* of response as the motivation and the *reinforcement* as the motivator. Imagine, for example, that a student learns by operant conditioning to answer questions during class discussions: each time the student answers a question (the operant), the teacher praises (reinforces) this behavior.

In addition to thinking of this situation as behavioral *learning*, however, you can also think of it in terms of *motivation*: the likelihood of the student answering questions (the motivation) is increasing because of the teacher's praise (the motivator).

Cautions about behavioral perspectives on motivation

As we mentioned, behaviorist perspectives about motivation do reflect a classroom reality: that teachers sometimes lack time and therefore must focus simply on students' appropriate outward behavior. But there are nonetheless cautions about adopting this view.

An obvious one is the ambiguity of students' specific behaviors; what looks like a sign of one motive to the teacher may in fact be a sign of some other motive to the student. If a student looks at the teacher intently while she is speaking, does it mean the student is motivated to learn, or only that the student is daydreaming?

Motives as goals

One way motives vary is by the kind of goals that students set for themselves, and by how the goals support students' academic achievement. As you might suspect, some goals encourage academic achievement more than others, but even motives that do not concern academics explicitly tend to affect learning indirectly.

Goals that affect achievement indirectly *Failure-avoidant goals*

As we mentioned, failure-avoidant goals by nature undermine academic achievement. Often they are a negative byproduct of the competitiveness of performance goals with a wide range of school curriculum, such as:

- **biology (because of the physiology of the ear and of hearing)**
- **physics or general science (because of the nature of musical acoustics)**
- **history (because of changes in musical styles over time)**
- **English (because of relationships of musical lyrics and themes with literary themes)**
- **foreign languages (because of comparisons of music and songs among cultures)**

Still another way to encourage mastery orientation is to focus on students' individual effort and improvement as much as possible, rather than on comparing students' successes to each other. You can encourage this orientation by giving students detailed feedback about how they can improve performance, or by arranging for students to

collaborate on specific tasks and projects rather than to compete about them, and in general by showing your own enthusiasm for the subject at hand.

Motives as interests

In addition to holding different kinds of goals—with consequent differences in academic motivation—students show obvious differences in levels of interest in the topics and tasks of the classroom. Suppose that two high school classmates, Frank and Jason, both are taking chemistry, and specifically learning how to balance chemical equations. Frank finds the material boring and has to force himself to study it; as a result he spends only the time needed to learn the basic material and to complete the assignments at a basic level. Jason, on the other hand, enjoys the challenges of balancing chemical equations. He thinks of the task as an intriguing puzzle; he not only solves each of them, but also compares the problems to each other as he goes through them.

Frank's learning is based on *effort* compared to Jason's, whose learning is based more fully on *interest*. As the example implies, when students learn from interest they tend to devote more attention to the topic than if they learn from effort. The finding is not surprising since interest is another aspect of

intrinsic motivation—energy or drive that comes from within. A distinction between effort and interest is often artificial, however, because the two motives often get blended or combined in students' personal experiences. Most of us can remember times when we worked at a skill that we enjoyed and found interesting, but that also required effort to learn.

Benefits of personal interest

In general, personal interest in an academic topic or activity tends to correlate with achievement related to the topic or activity.

As you might suppose, a student who is truly interested is more likely to focus on the topic or activity more fully, to work at it for longer periods, to use more thoughtful strategies in learning—and to enjoy doing so. However, as suggested that at least some of the influence goes in the direction from interest to achievement;

when elementary students were given books from which to learn about a new topic, for example, they tended to learn more from books which they chose themselves than from books that were simply assigned

So interest seemed to lead to learning. But this conclusion does not rule out its converse, that achievement may stimulate interest as well. As Joe learns more about history, he steadily finds history more interesting; as McKenzie learns more about biology, she gradually wants to learn more of it.

Distractions happen a number of ways, such as any of these among others:

- **deliberately telling jokes in class**
- **using colorful illustrations or pictures**
- **adding interesting bits of information to a written or verbal explanation**

When well chosen, all of these moves can indeed arouse students' interest in a new topic.

But if they do not really relate to the topic at hand, they may simply create misunderstandings or prevent students from focusing on key material. As with most other learning processes, however, there are individual differences among students in distractability, students who are struggling, and are more prone to distraction and misunderstanding than students who are already learning more successfully. On balance the best advice is probably therefore to use strategies to arouse situational

interest, but to assess students' responses to them continually and as honestly as possible. The key issue is whether students seem to learn because of stimulating strategies that you provide, or in spite of them.

Classroom management and the learning environment

about orchestrating or coordinating entire sets or sequences of learning activities so that *everyone*, misbehaving or not, learns as easily and productively as possible. Educators sometimes therefore describe good management as the **creation of a positive learning environment**, because the term calls attention to the totality of activities and people in a classroom, as well as to their goals and expectations about learning

Why classroom management matters

Managing the learning environment is both a major responsibility and an on-going concern for all teachers, even those with years of experience .There are several reasons. In the first place, a lot goes on in classrooms simultaneously, even when students seem to be doing only one task in common. Twenty-five students may all seem to be working on a sheet of math problems.

But look more closely: several may be stuck on a particular problem, each for different reasons. A few others have worked only the first problem or two and are now chatting quietly with each other instead of continuing. Still others have finished and are wondering what to do next.

At any one moment each student needs something different—different information, different hints, different kinds of encouragement. Such diversity increases even more if the teacher deliberately assigns multiple activities to different groups or individuals (for example, if some students do a reading assignment while others do the math problems).

Another reason that managing the environment is challenging is because a teacher can not predict everything that will happen in a class. A well-planned lesson may fall flat on its face, or take less time than expected, and you find yourself improvising to fill class time.

On the other hand an unplanned moment may become a wonderful, sustained exchange among students, and prompt you to drop previous plans and follow the flow of discussion.

Interruptions happen continually: a fire drill, a drop-in visit from another teacher or the principal, a call on the intercom from the office. An activity may indeed turn out well, but also rather differently than you intended; you therefore have to decide how, if at all, to adjust the next day's lesson to allow for this surprise.

A third reason for the importance of management is that students form opinions and perceptions about your teaching that are inconsistent with your own. What you intend as encouragement for a shy student may seem to the student herself like “forced participation”.

An eager, outgoing classmate watching your effort to encourage the shy student, moreover, may not see you as *either* encouraging or coercing, but as overlooking or ignoring *other* students who already want to participate. The variety of perceptions can lead to surprises in students’ responses—most often small ones, but occasionally major.

At the broadest, society-wide level, classroom management challenges teachers because public schooling is not voluntary, and students’ presence in a classroom is therefore not a sign, in and of itself, that they wish to learn.

Instead, students’ presence is just a sign that an *opportunity* exists for teachers to motivate students to learn.

Some students, of course, do enjoy learning and being in school, almost regardless of what teachers do! Others do enjoy school, but only because teachers have worked hard to make classroom life pleasant and interesting. Those students become motivated because you have successfully created a positive learning environment and have sustained it through skillful management.

Preventing management problems by focusing students on learning

The easiest management problems to solve are ones that do not happen in the first place! Even before the school year begins, you can minimize behavior problems by arranging classroom furniture and materials in ways that encourage a focus on learning as much as possible. Later, once school begins, you can establish procedures and rules that support a focus on learning even more.

Arranging classroom space

Viewed broadly, classrooms may seem to be arranged in similar ways, but there are actually important alternative arrangements to consider. Variations exist because of grade level, the subjects taught, the teacher's philosophy of education, and of course the size of the room and the furniture available. Whatever the arrangement that you choose, it should help students to focus on learning tasks as much as possible and minimize the chances of distractions. Beyond these basic principles, however, the "best" arrangement depends on what your students need and on the kind of teaching that you prefer and feel able to provide

Computers in the classroom

If you are like the majority of teachers, you will have only one computer in your room, or at most just a few, and their placement may be pre-determined by the location of power and cable outlets.

If so, you need to think about computer placement early in the process of setting up a room. Once the location of computers is set, locations for *Educational Psychology* 140 A Global Text

Visibility of and interactions with students

Learning is facilitated if the furniture and space allow you to see all students and to interact with them from a comfortable distance. Usually this means that the main, central part of the room—where desks and tables are usually located—needs to be as open and as spacious as possible.

While this idea may seem obvious, enacting it can be challenging in practice if the room itself is small or shaped unusually.

Meaning of Educational Psychology

Educational psychology is one of the branches of psychology to study the behaviour of the learner in relation to his education. As specialized branch of psychology concerns itself with suggesting ways and means of improving the process and products of education, enabling the teacher to teach effectively and the learners to learn effectively with the minimum effort.

It is thus designated as the service of education. It has simplified the tasks and improved the efficiency of the teacher or all those connected in the process and products of education by supplying them with the essential knowledge and skills in much need the same way as science and technology has helped in making possible maximum output through minimum input in terms of time and labour in our day-to-day activities.

Educational psychology is that branch of psychology which deals with the application of psychological findings in the field of education. In other words it deals with the human behaviour in educational situations. It is the systematic study of the development of the individual in the educational settings.

It is the scientific study of human behaviour by which it can be understood, predicated and directed by education to achieve goals of life.

Definitions of Educational Psychology

- **C.E. Skinner:** “Educational psychology is the branch of psychology which deals with teaching and learning”.
- **Crow and Crow:** “Educational psychology describes and explains learning experience of an individual from birth to old age”.
- **E. A. Peel:** “Educational psychology is the science of education”.
- **Trow** describes, “Educational psychology is the study of psychological aspects of educational situations”.

The Nature of Educational Psychology:

Its nature is scientific as it has been accepted that it is a Science of Education. We can summarize the nature of Educational Psychology in the following ways:

1. **Educational Psychology is a science.**

(Science is a branch of study concerned with observation of facts and establishment of verifiable general laws. Science employs certain objective methods for the collection of data. It has its objectives of understanding, explaining, predicting and control of facts.) Like any other science, educational psychology has also developed objective methods of collection of data. It also aims at understanding, predicting and controlling human behaviour.

2. Educational Psychology is a natural science.

An educational psychologist conducts his investigations, gathers his data and reaches his conclusions in exactly the same manner as physicist or the biologist.

3. Educational psychology is a social science.

Like the sociologist, anthropologist, economist or political scientist, the educational psychologist studies human beings and their sociability.

4. Educational psychology is a positive science.

Normative science like Logic or Ethics deals with facts as they ought to be. A positive science deals with facts as they are or as they operate. Educational psychology studies the child's behaviour as it is, not, as it ought to be. So it is a positive science.

5. Educational psychology is an applied science.

It is the application of psychological principles in the field of education. By applying the principles and techniques of psychology, it tries to study the behaviour and experiences of the pupils

6. Educational psychology is a developing or growing science.

It is concerned with new and ever new researches. As research findings accumulate, educational psychologists get better insight into the child's nature and behaviour.

Thus, educational psychology is an applied, positive, social, specific and practical science. While general science deals with behaviour of the individuals in various spheres, educational psychology studies the behaviour of the individual in educational sphere only.

1. Laws of educational psychology are universal:

Educational psychology possesses a well-organized, systematic and universally accepted body of facts supported by the relevant psychological laws and principles.

2. Scientific methods:

Educational psychology employs scientific methods and adopts a scientific approach for studying the learner's behaviour such as observation, experimentation, clinical investigation and generalization, etc.

3. Constant search of the truth:

The results of any study in educational psychology can be challenged and are modified or altered in terms of the latest explanations and findings. So the findings of any study are never taken as absolute and permanent.

4. Reliability:

Educational psychology does not accept hearsay and not take anything for granted. It emphasizes that essentially there is some definite causes linked with a behaviour and the causes of this behaviour are not related to supernatural phenomena.

5. Positive science:

Educational psychology is a positive science rather than a normative science.

6. Applied behavioural science:

Educational psychology is an applied/behavioural science.

7. Developing positive science:

Educational psychology cannot claim the status of a developed positive science like other natural or applied sciences.

Objectives of Educational Psychology:

The general objectives of educational psychology are:

1. To provide a body of facts and methods which can be used in solving teaching problems.
2. To develop a scientific and problem-solving attitude.
3. To train in thinking psychologically about educational problems.

Education vs Schooling

Even though schooling is frequently misidentified as education, there is much difference between education and schooling. The term education encompasses basically two meanings. They are formal and informal ways of gaining knowledge while schooling stands for the initial and secondary stage of formal education system that take place in school.

Education as mentioned above can take place not only through informal ways such as learning from peers, life experiences, by reading or learning things through online sources but also through formal means. For instance, through educational institutions like school, university or even training colleges. Thus, it becomes clear schooling is one branch of formal education in the wide arena of education.

Teaching Objectives of Educational Psychology:

1. To develop an understanding and appreciation of the dietary and environmental factors which underline learning ability.
2. To provide base for understanding the nature and principles of learning and to supply the techniques for its improvement.
3. To understand and appreciate factors influencing individual ability to learn.
4. To provide understanding of the external factors like training aids, libraries, classrooms which are largely within the control of the teacher and the institution.
5. To evaluate teaching efficiency.
6. To develop an appreciation of the individual and importance of the individual with their individual differences.

Scope of Educational Psychology:

Scope of educational psychology tells us the areas of application. In other words, it can be called the subject matter of educational psychology.

1. Human Behaviour.

It studies human behaviour in the educational context. Psychology is the study of behaviour and education aims at modification of behaviour. Hence the influence of Educational Psychology has to be reflected in all aspects of education.

2. Growth and development.

It studies the principles governing growth and development. The insight provided by the study will help in scientifically planning and executing learner oriented programmes of education.

3. The Learner.

The subject-matter of educational psychology is knitted around the learner. Therefore, the need of knowing the learner and the techniques of knowing him well. The topics include – the innate abilities and capacities of the individuals, individual differences and their measurements, the overt, covert, conscious as well as unconscious behaviour of the learner, the characteristics of his growth and development and each stage beginning from childhood to adulthood.

4. The Learning Experiences.

Educational Psychology helps in deciding what learning experiences are desirable, at what stage of the growth and development of the learner, so that these experiences can be acquired with a greater ease and satisfaction.

5. Learning process:

After knowing the learner and deciding what learning experiences are to be provided, Educational Psychology moves on to the laws, principles and theories of learning. Other items in the learning process are remembering and forgetting, perceiving, concept formation, thinking and reasoning, problem solving, transfer of learning, ways and means of effective learning etc.

6. Learning Situation or Environment.

Here we deal with the environmental factors and learning situations which come midway between the learner and the teacher. Topics like classroom climate and group dynamics, techniques and aids that facilitate learning and evaluation, techniques and practices, guidance and counselling etc. For the smooth functioning of the teaching-learning process.

7. Evaluation of learning process:

Some forms of evaluation inevitable in teaching. Also in all fields of activity when judgments used to be made, evaluation plays an important role. Even

when we want to cross a road we make a judgment whether it is safe to cross the road. Effectiveness of learning process always depends on the evaluation as it gives the knowledge of result which helps the learner as well as the teacher to modify or correct oneself. Educational psychology guides are by explaining the different methods of assessment contributing to the effectiveness of learning process. Knowing the learner, acquiring the essential skill in teaching and evaluation are the focal points in the study of educational psychology.

8. Individual differences.

It is universally accepted that every individual differs from every other individual. This idea has been brought to light by Educational Psychology.

9. Personality and adjustment.

Education has been defined as the all-round development of the personality of an individual. If education has to fulfil this function all instructional programmes have to be based on the principles governing the nature and development of personality.

10. The Teacher:

The teacher is a potent force in any scheme of teaching and learning process. It discusses the role of the teacher. It emphasizes the need of 'knowing thyself' for a teacher to play his role properly in the process of education. His conflicts, motivation. Anxiety, adjustment, level of aspiration etc. It throws light on the essential personality traits, interests, aptitudes, the characteristics of effective teaching etc. so as to inspire him for becoming a successful teacher.

11. Guidance and Counselling.

Education is nothing but providing guidance and counselling required for the proper development of the child. This is very true, especially in the light of the extremely complex and problematic situation one has to face in the fast growing world. Educational psychology has come to the rescue by developing principles and practical measures helpful for providing effective guidance and counselling.

We can conclude by saying that Educational Psychology is narrower in scope than general psychology. While general psychology deals with the behaviour of the individual in a general way, educational psychology is concerned with the behaviour of the learner in an educational setting.

Relevance Of Educational Psychology For Teachers

Educational psychology has contributed considerably to the creation of the modern system of education. The knowledge of educational psychology helps the teacher in the following ways:

1. To understand the Stages of Development:

Psychology has clearly shown that human life passes through different stages of development before it reaches adulthood. They are infancy, childhood, adolescence and adulthood. Psychologists have also thoroughly studied the characteristic behaviour patterns in these different periods of life. Identification of these periods with different sets of characteristics and attributes as regards physical, mental and emotional development greatly help educationists to design curriculum and determine appropriate methods of teaching for students at different stages.

2. To Know the Learner:

The child or the learner is the key factor in the teaching-learning process. Educational psychology helps the teacher to know his interests, attitudes, aptitudes and the other acquired or innate capacities and abilities; to know the stage of development linked with his social, emotional, intellectual, physical and aesthetic needs; to know his level of aspiration, his conscious and unconscious behaviour; his motivational and group behaviour; his conflicts, desires and other aspects of his mental health. So that perfect guidance and help can be provided and positive attitude towards the learner can be formed.

3. To Understand the Nature of Classroom Learning:

Educational Psychology helps the teacher to adapt and adjust his teaching according to the level of the learners. A teacher is teaching in a class but a large number of students do not understand the subject-matter which is being taught. To deal with the students effectively in the class the teacher must have the knowledge of the various approaches to the learning process, principles, laws and factors affecting it then only he/she can apply remedial measures in the learning situation.

4. To Understand the Individual Differences:

No two persons are exactly alike. Pupils differ in their level of intelligence, aptitudes, likes and dislikes and in other propensities and potentialities. There are gifted, backward, physically and mentally challenged children. Thus, psychology tells the teacher about the individual differences among the

students in the class and the procedure, methodology and techniques to be adopted for them.

5. To Solve Classroom Problems:

There are innumerable problems like truancy, bullying, peer pressure, ethnic tensions, cheating in tests etc.

6. To develop Necessary Skills and Interest in Teaching:

Educational psychology helps the teacher to acquire and develop necessary qualities and skills to deal with the problems created by the pupils, maintain a healthy atmosphere in the classroom and show concern regarding the progress of the child.

7. To Understand Effective Methods of Teaching:

Educational Psychology has discovered several new approaches, principles, methods and techniques of teaching which are very helpful in today's teaching-learning process. Educational psychology tells us how significant play and recreation are for the children and how play-way methods turn learning into an interesting task.

8. To Understand the Influence of Heredity and Environment on the Child:

Educational psychology helps the teacher to know that the child is the product of heredity and environment. They are the two sides of a coin. Both play a prominent part in the all-round development of the child. While the child is born with a number of hereditary qualities, environment helps them to be modified according to the requirements of the society.

9. To Understand the Mental Health of the Child:

Educational Psychology helps the teacher to know what are the factors responsible for the mental ill-health and maladjustment of a student and to suggest improvement thereof. Besides this, it also provides the teacher with necessary insight to improve his own mental status to cope up with the situation.

10. To Understand the Procedure of Curriculum Construction:

Curriculum is an integral part of the teaching-learning process. Curriculum should be child-centred and fulfil the motives and psychological needs of the individual because child capacities differ from stage to stage. Educational psychology helps the teacher to suggest ways and means to curriculum framers to prepare sound and balanced curriculum for the children.

11. To Provide Guidance and Counselling:

Today guidance to a child at every stage of life is needed because psychological abilities, interests and learning styles differ from person to person. Similarly, what courses of study the child should undertake in future is also a vital question. All these can be answered well if the teacher knows the psychology of children.

12.To Understand Principles of Evaluation and Assessment:

Evaluation is an integral part of the teaching-learning process. How to test the potentialities of the child depends upon the evaluation techniques. The development of the different types of psychological tests for the evaluation of the individual is a distinct contribution of educational psychology.

13.To inculcate Positive and Creative Discipline:

The slogan of the traditional teachers was “spare the rod and spoil the child.” Flogging the child was the chief instrument. Educational Psychology has replaced the repressive system with the preventive system. Now teachers adopt a cooperative and scientific approach to modify the behaviour of the students. Emphasis is laid on self-discipline through creative and constructive activities.

14.Educational Psychology and Research:

Educational psychologists conduct research to improve the behaviour of human beings in the educational situation. For this purpose it helps in developing tools and devices to measure the performance and suggest remedial measures thereof.

15.To Know Himself/Herself:

Educational Psychology helps the teacher to know about himself/herself. His/her own behaviour pattern, personality characteristics, likes and dislikes,

16.Educational Psychology Helps in Professional Growth, Changing Attitude and Innovative Thinking:

Inside the classroom, educational psychology has enabled the teacher to achieve proper conditioning of pupils by achieving and directing classroom programmes on human lives. Not only this, educational psychologists are busy in finding out innovations in the field of education. These innovations will bring about professional growth of the teacher.

In **Conclusion**, we can say that educational psychology has contributed considerably to the creation of the modern system of education. In teaching, we are dealing with

three elements – the teacher, the student, and the subject. It has helped teachers, headmasters, administrators, inspectors, guidance and counselling workers, social workers to significantly develop an impartial and sympathetic attitude towards children and form them into integrated personalities.

Planning instruction

. First is the problem of selecting general goals to teach; where can a teacher find these, and what do they look like? Second is the problem of transforming goals into specific objectives, or statements concrete enough to guide daily activity in class; what will students actually *do* or *say* into order to learn what a teacher wants them to learn?

Third is the problem of balancing and relating goals and objectives to each other; since we may want students to learn numerous goals, how can we combine or integrate them so that the overall classroom program does not become fragmented or biased? Fourth is the challenge of relating instructional goals to students' prior experiences and knowledge.

Selecting general learning goals

At the most general or abstract level, the goals of education include important philosophical ideas like

“developing individuals to their fullest potential” and “preparing students to be productive members of society”.

Few teachers would disagree with these ideas in principle, though they might disagree about their wording or about their relative importance. As a practical matter, however, teachers might have trouble translating such generalities into specific lesson plans or activities for the next day's class.

Transforming the goals into specific learning objectives, however, remains a responsibility of the teacher. The formulation can focus on curriculum topics that can analyzed into specific activities, or it can focus on specific behaviors expected of students and assembled into general types of outcomes. Taxonomies of educational objectives, such as the ones originated by Benjamin Bloom, are a useful tool with either approach to instructional planning.

Whatever planning strategies are used, learning is enhanced by using a wide variety of resources, including the Internet, local experts, field trips, and service learning, among others. It is also enhanced if the teacher can build bridges between curriculum goals and students' experiences through judicious use of modeling, activation of prior knowledge, anticipation of students' preconceptions, and an appropriate blend of guided and independent practice.