

PSYCHOLOGICAL FOUNDATION OF EDUCATION

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HUMANISTIC PSYCHOLOGISTS

Abraham Maslow

- ✓ April 1, 1908 – June 8, 1970
- ✓ 1 of 7 children
- ✓ Jewish, parents uneducated
- ✓ Married Bertha Goodman, first cousin
- ✓ Received BA (1930), MA (1931) and PhD (1934) all from University of Wisconsin
- ✓ Professor at Brooklyn College (1937-51) and Brandeis University (1951-61)
- ✓ Considered to be the founder of humanistic psychology

Hierarchy of Needs

Hierarchy of Needs which can be divided into basic (or deficiency) needs (e.g. physiological, safety, love, and esteem) and growth needs (cognitive, aesthetics and self-actualization). One must satisfy lower level basic needs before progressing on to meet higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization

Every person is capable and has the desire to move up the hierarchy toward a level of self-actualization. Unfortunately, progress is often disrupted by failure to meet lower level needs. Life experiences including divorce and loss of job may cause an individual to fluctuate between levels of the hierarchy. Maslow noted only one in ten people become fully self-actualized because our society rewards motivation primarily based on esteem, love and other social needs

Hierarchy of needs' level

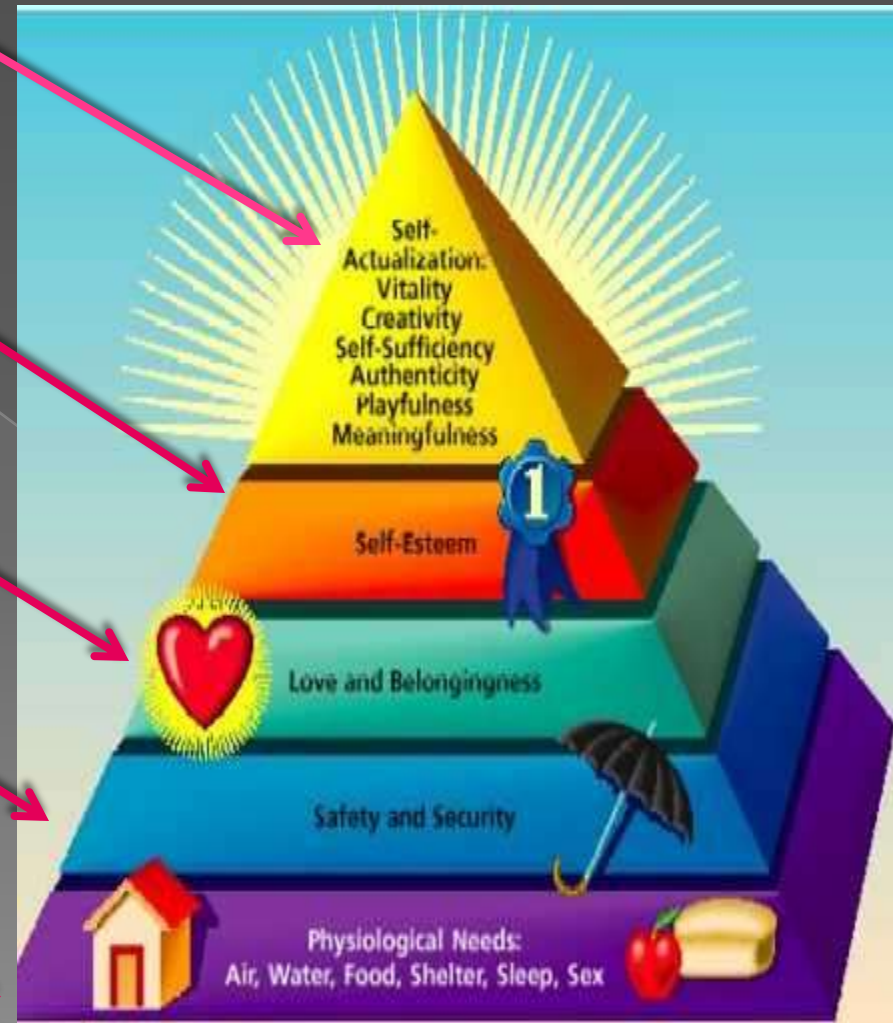
Doing that which maximizes one's potential and fulfills one's innate aspirations

Internal ones are need for self-respect, confidence, autonomy, and achievement. External ones are need for respect of others, status, fame, glory, recognition and attention

Affection, belonging, acceptance, friendship, community

Security, stability, protection from physical and emotional harm

Oxygen, water, protein, salt, sugar, calcium and other minerals and vitamins, shelter and sleep etc



Hierarchy of Needs in Education

- Maslow's Hierarchy of Needs has had a dramatic influence on the field of education. Traditional beliefs regarding educational methodology have shifted to a more humanistic approach, with the focus on meeting the students' basic needs in order to assist them to progress.
- The most important goal in education is to learn, followed by developing an understanding of the material to retain it, and apply it in life. In order to do this, the students need to be motivated enough to work hard to achieve this goal. Without motivation to learn it is unlikely that the education will succeed to the extent that it is intended.
- In order to maximize this motivational desire, the educators need to attend to the needs of the student. By understanding Maslow's Hierarchy of Needs, teachers can work toward realizing the basic needs that develop the foundation for higher learning, or actualization

For example

If the school understands that in order to function at school, students need the basic physiological needs satisfied before they can absorb their studies, they may consider providing lunches if a great deal of the students do not have their own. This would then propel the learners to the next level. By fostering a trusting, safe environment, with a classroom social network, and providing praise in the form of positive reinforcement from the teachers, the students will be able to focus on their learning

BEHAVIORST

Albert Bandura

- He was born December 4, 1925, in the small town of Mundare in northern Alberta, Canada.
- He received his bachelors degree in Psychology from the University of British Columbia in 1949 and Ph.D. in 1952 at University of Iowa.
- While at Iowa, he met Virginia Varns, an instructor in the nursing school. They married and later had two daughters.
- In 1953, he started teaching at Stanford University. While there, he collaborated with his first graduate student, Richard Walters, resulting in their first book, *Adolescent Aggression*, in 1959.
- Bandura was president of the APA in 1973, and received the APA's Award for Distinguished Scientific Contributions in 1980. He continues to work at Stanford to this day.

Social Learning Theory

People learn through observing others' behavior, attitudes, and outcomes of those behaviors. “Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action.” (Bandura). Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

At the same time, this learning theory emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others

It focuses on the learning that occurs within a **social context**. It considers that people learn from one another, including such concepts as observational learning, imitation, and modeling

Necessary conditions for effective modeling:

1. Attention — various factors increase or decrease the amount of attention paid. Includes distinctiveness, affective valence, prevalence, complexity, functional value. One's characteristics (e.g. sensory capacities, arousal level, perceptual set, past reinforcement) affect attention.
2. Retention — remembering what you paid attention to. Includes symbolic coding, mental images, cognitive organization, symbolic rehearsal, motor rehearsal
3. Reproduction — reproducing the image. Including physical capabilities, and self-observation of reproduction.
4. Motivation — having a good reason to imitate. Includes motives such as a past (i.e. traditional behaviorism), promised (imagined incentives) and vicarious (seeing and recalling the reinforced model)

-Bandura believed in “reciprocal determinism”, that is, the world and a person's behavior cause each other, while behaviorism essentially states that one's environment causes one's behavior, Bandura, who was studying adolescent aggression, found this too simplistic, and so in addition he suggested that behavior causes environment as well. Later, Bandura soon considered personality as an interaction between three components: the environment, behavior, and one's psychological processes (one's ability to entertain images in minds and language).

- Social learning theory has sometimes been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. The theory is related to Vygotsky's Social Development Theory and Lave's Situated Learning , which also emphasize the importance of social learning.

Social Learning Theory in Education

Social learning theory has numerous implications for classroom use.

1. Students often **learn a great** deal simply by **observing** other people.
2. **Describing** the **consequences** of behavior is can effectively increase the appropriate behaviors and decrease inappropriate ones. This can involve discussing with learners about the rewards and consequences of various behaviors.
3. Modeling provides an **alternative to shaping** for teaching new behaviors. Instead of using shaping, which is operant conditioning, modeling can **provide a faster** , more **efficient** means for teaching new behavior. To promote effective modeling a teacher must make sure that the four essential conditions exist; attention, retention , motor reproduction, and motivation.
4. Teachers and parents must **model appropriate behaviors** and take care that they do not model inappropriate behaviors.

5. Teachers should **expose** students to a **variety** of other **models** . This technique is especially important to break down traditional stereotypes.

6. Students must **believe** that they are **capable** of accomplishing school tasks. Thus it is very important to develop a sense of **self-efficacy** for students. Teachers can promote such self-efficacy by having students receive confidence-building messages, watch others be successful, and experience success on their own. .

7. Teachers should help students set **realistic expectations** for their academic accomplishments. In general in **my class** that means making sure that expectations are not set **too low** . I want to realistically challenge my students. However, sometimes the task is beyond a student's ability, example would be the **cancer** group.

8. Self-regulation techniques provide an **effective** method for **improving** student **behavior** .

THANKS YOU FOR
LISTENING