

Psychology and Education

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1.0 Introduction:

Educational psychology is the branch of psychology concerned with the scientific study of human learning. The study of learning processes from both cognitive and behavioral perspectives, allows researchers to understand individual differences in intelligence, cognitive development, affect, motivation, self-regulation, and self-concept, as well as their role in learning. The field of educational psychology relies heavily on quantitative methods, including testing and measurement, to enhance educational activities related to instructional design, classroom management, and assessment, which serve to facilitate learning processes in various educational settings across the lifespan.

Educational psychology can in part be understood through its relationship with other disciplines. It is informed primarily by psychology, bearing a relationship to that discipline analogous to the relationship between medicine and biology. It is also informed by neuroscience. Educational psychology in turn informs a wide range of specialties within educational studies, including instructional design, educational technology, curriculum development, organizational learning, special education, classroom management, and student motivation. Educational psychology both draws from and contributes to cognitive science and the learning sciences. In universities, departments of educational psychology are usually housed within faculties of education, possibly accounting for the lack of representation of educational psychology content in introductory psychology textbooks.

The field of educational psychology involves the study of memory, conceptual processes, and individual differences in conceptualizing new strategies for learning processes in humans.

Educational psychology has seen rapid growth and development as a profession in the last twenty years. School psychology began with the concept of intelligence testing leading to provisions for special education students, who could not follow the regular classroom curriculum in the early part of the 20th century. However, "school psychology" itself has built a fairly new profession based upon the practices and theories of several psychologists among many different fields. Educational psychologists are working side by side with psychiatrists, social workers, teachers, speech and language therapists, and counselors in attempt to understand the questions being raised when combining behavioral, cognitive, and social psychology in the classroom setting.

1.1 What Is Educational Psychology?

Educational psychology is the study of how humans learn and retain knowledge, primarily in educational settings like classrooms. This includes emotional, social, and cognitive learning processes. Areas of focus in this branch of psychology might include teaching and testing methods, classroom environment, and learning, social, and behavioral problems that may impede learning.

The majority of educational psychology is geared toward children, from infancy to adolescence. With more adults continuing their education in recent years, however, many educational psychology studies have also focused on adult learners. This research can help adult learners overcome obstacles, such as learning disabilities.

Educational psychology can be traced back to the beginning of the 20th century. In 1903, Edward Lee Thorndike literally wrote the book on educational psychology. Not surprisingly, it was entitled simply *Educational Psychology*. Later, in 1910, he started the *Journal of Educational Psychology*.

1.2 History of Educational Psychology

Educational psychology is a relatively young subfield that has experienced a tremendous amount of growth in recent years. Psychology did not emerge as a separate science until the late 1800s, so educational philosophers largely fueled prior interest in educational psychology.

Many regard philosopher Johann Herbart as the "father" of educational psychology. Herbart believed that a student's interest in a topic had a tremendous influence on the learning outcome and believed that teachers

should consider this interest along with prior knowledge when deciding which type of instruction is most appropriate.

Later, psychologist and philosopher William James made significant contributions to the field. His seminal 1899 text *Talks to Teachers on Psychology* is considered the first textbook on educational psychology. Around this same period, French psychologist Alfred Binet was developing his famous IQ tests. The tests were originally designed to help the French government identify children who had developmental delays to create special education programs.

In the United States, John Dewey had a significant influence on education. Dewey's ideas were progressive, and he believed that school should focus on students rather than on subjects. He advocated active learning and believed that hands-on experience was an important part of the learning process.

More recently, educational psychologist Benjamin Bloom developed an important taxonomy designed to categorize, and describe different educational objectives. The three top-level domains he described were cognitive, affective, and psychomotor learning objectives.

Major Perspectives in Educational Psychology

As with other areas of psychology, researchers within educational psychology tend to take on different perspectives when considering a problem.

- **The behavioral perspective** suggests that all behaviors are learned through conditioning. Psychologists who take this perspective rely firmly on the principles of operant conditioning to explain how learning happens. For example, teachers might give out tokens that can be exchanged for desirable items such as candy and toys to reward good behavior. While such methods can be useful in some cases, the behavioral approach has been criticized for failing to account for such things as attitudes, cognitions, and intrinsic motivations for learning.
- **The developmental perspective** focuses on how children acquire new skills and knowledge as they develop. Jean Piaget's famous stages of cognitive development are one example of an important developmental theory looking at how children grow intellectually. By understanding how children think at different stages of development, educational psychologists can better understand what children are capable of at each point of their growth. This can help educators create instructional methods and materials best aimed at certain age groups.
- **The cognitive perspective** has become much more widespread in recent decades, mainly because it accounts for how things such as memories, beliefs, emotions, and motivations contribute to the learning process. Cognitive psychology focuses on understanding how people think, learn, remember, and process information. Educational psychologists who take a cognitive perspective are interested in understanding how kids become motivated to learn, how they remember the things that they learn, and how they solve problems, among other things.
- **The constructivist approach** is one of the most recent learning theories that focuses on how children actively construct their knowledge of the world. Constructivism tends to account more for the social and cultural influences that impact how children learn. This perspective is heavily influenced by the work of psychologist Lev Vygotsky, who proposed ideas such as the zone of proximal development and instructional scaffolding.

1.3 Method of Research:

Educational psychology, as much as any other field of psychology heavily relies on a balance of pure observation and quantitative methods in psychology. The study of education generally combines the studies of history, sociology, and ethics with theoretical approaches. Smeyers and Depaepe explain that historically, the study of education and child rearing have been associated with the interests of policymakers and practitioners within the educational field, however, the recent shift to sociology and psychology has opened the door for new findings in education as a social science. Now being its own academic discipline, educational psychology has proven to be helpful for social science researchers.

Quantitative research is the backing to most observable phenomena in psychology. This involves observing, creating, and understanding a distribution of data based upon the subject matter. Researchers use particular variables to interpret their data distributions from their research and employ statistics as a way of creating data tables and analyzing their data. Psychology has moved from the "common sense"

reputations initially posed by Thomas Reid to the methodology approach comparing independent and dependent variables through natural observation, experiments, or combinations of the two. Though results are still, with statistical methods, objectively true based upon significance variables or p- values.

1. 4 Conclusion:

In Conclusion, Educational Psychology is very important to teachers and it should be highly embraced for effective performance in schools. Teachers are now able to understand different students and pupils in the learning environment. Some students are not good performance generally and teachers are able to identify their areas of interest. Educational P-psychology has brought mental development in young children. Through psychology, teachers are able to assist the young ones to develop mentally. The developmental perspective focuses on how children acquire new skills and knowledge as they develop. Educational Psychology helps in Cognitive perspectives whereby researchers are able to understand individual characteristic, abilities and challenges that emerge from disposition of learning and development.

Educational psychology consults with the students who are poor in intelligences and finding difficulties during studies. Psychologists, social worker, teachers, researchers, counsellor who deals with mental stabilities of human being, specially educational psychology relates with learning, understanding, cognitions behavioural problems. It is the process of mental abilities.

Generally educational psychology studies about mental process of students. It includes intelligency, cognition, learning processes, behavioural problems, thinking processes.

Motivation, Guidance and best teaching methods are the best tools for every children to grow mentally and make best performance.

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