Week 3
Theory construction and psychoeducational design

EDS-544

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The Roads for Psychology in Education

PSYCHOLOGY

- How people learn and develop

EDUCATION

- Help people learn and develop

Check one of the following answers

- Psychologists should conduct labor___ ___esearch about learning and development and ___ ___ the resulting theories to educators; educa___ ___ould apply this scientific research to their instruction.

- Psychologists should conduct laboratory ___ ___n about learning and development without co___ ___or educators; educators should develop instructi___ ___t meets the practical needs of their students ___ ___ut examining irrelevant psychological theor___

- Psychologists should study how people learn a___ ___velop in real educational situations; basing their res___ ___n the challenges of educators; educators shoul___ ___e their instructional decisions on psychologi___ ___ries of how students learn and develop.

One way street

Dead-end street

Two-way street

Three paths for psychology and education

Phase	Direction of relation	Period	Emotional tone	Vision for psychology and education
Phase 1	One-way	Early 1900s	Naïve optimism	Psychology is applied to education; education is recipient of psychology
Phase 2	Dead-end	Mid- 1900s	Pessimism	Psychology ignores education; education ignores psychology
Phase 3	Two-way	Late 1900s	Cautious optimism	Education shaped psychological research; psychology shapes educational practice

Learning is like?

Metaphors of Learning

Strengthening a connection (i.e. adding new behaviors to your repertoire)

Response strengthening

Adding files to a file cabinet (i.e. adding new facts and skills to your knowledge base)

Knowledge acquisition

Building a model (i.e. understanding how to fit pieces of information together)

Knowledge construction

Metaphors of Learning

Learning is	The learner is a	The teacher is a	Typical instructional methods
Response strengthening	Passive recipient of rewards and punishments	Dispenser of rewards and punishments	Drill and practice on basic skills
Knowledge acquisition	Information processor	Dispenser of information	Textbooks, workbooks, and lectures
Knowledge construction	Sense maker	Guide for understanding academic tasks	Discussion, guided discovery, and supervised participation in meaningful tasks

Questions from the Class

- Aren't empirical evidences part of theory making? How can they go together mutually?

- In social sciences is the existence or nonexistence of theories more beneficial?

- What are the basic elements of theory making in education when the needs of the society are to be considered?

Canan

Questions from the Class

- Constructivism seems to a new paradigm for learning. It requires to consider lots of situational cases some times it is hard to replicate the similar environment, similar participants and similar topics. How much it is true to call constructivism a theory?

  Dincer

Questions from the Class

- There is something confusing here, instructional theories or learning theories which one should come first for effective instruction. Although each other has impacts on the other, hovewer one of them must be more important for effective instruction and this must be instructional theories.

  Sinem

Questions from the Class

- While reading the articles, I can see how inconsistent I am in my thoughts, is it sad or I am in the way of constructing my own path?

Sinem

Questions from the Class

- Mcdonald believes the main reason for selecting a theory is Zeitgesit; what exactly did he mean by this?

- Values are presented to be important factors in determining goals and methods in education. When the characteristics of our country and the fact that some values are exposed, how can this be handled in our case?

- What is the difference between describing and prescribing defined by Bruner (1966) ?

Canan

Questions from the Class

- Actually this quation is what I want to discuss as well. How come we can ignore other issues and focus on its consistent works? When we remember the process of theory, we can see that at the bottom we have to deal with the problem. If we are not interested in the problem, how can we find a solution why the present theory doesn not work or why we should search for a new alternative?

Bilge

Questions from the Class

- When I first read these sentences, I thought about the teaching strategies which are properly defined from the beginning to the end. If we are talking about a teacher-centered strategy, then teachers should be free to organize the classroom environment; or if we are talking about designing a child-centered environment then how we are able to organize not knowing the learners keeping in mind that every learner is not the same.

Saime