STUDY GUIDE
(M.A/M. Ed/Diploma)

EDUCATIONAL PSYCHOLOGY

Code No. 671   Units 1 – 9

Department of Special Education
Faculty of Education

Allama Iqbal Open University
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Contents

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FOREWORD

الْحَمْدُ لِلّٰهِ Allama Iqbal Open University is launching 3rd Guide of M. Ed./Diploma in Special Education. It was this University which accepted the challenge of the day to meet the pedagogics requirements of the handicapped both qualitatively and quantitatively in the country at Post Graduate Level. To provide educational facilities to sub-normal is the human right rather than a social work as it was some times thought. This has much more weightage when we view the figure of about 10 million. How a nation can neglect such a large number in its developing process. In an Islamic country which aims at welfare, duty of state is to provide the handicapped with better adjustment through life stages.

Education has been declared as an industry in many countries and evolved as one of the largest enterprises in the West. Education, being human science of learning, needs more and more understanding of the nature of students at all enrolment levels so that effective teaching can stem out. This is of special concern in the complex diversified sphere of handicapped.

"Teachers are born and not made" is an ancient saying which may have some heredit truth, but cannot be fully trusted as it will lead to disparity. The Educational Psychology, a versatile field, provides teacher with the depth of understanding in nature and developmental form of child with relation to educational requirements. The author has used intergrated approach, but its application would not be an ideal one. Surely it will merge into a better volume in the future through the process of intensive revision. It is not merely a study guide, it also carries the feeling of contribution towards better life-pattern of disabled ones.

I am indebted to Dr. Miss I. N. Hassan, Mrs. Khalida Ahmad and Mr. Muhammad Javed Iqbal who played a continuous facilitative even accelrated role in the whole process of developing this study guide. My expression of appreciation also goes to the Directorate General of Special Education who provided necessary financial inspiration. I am also thankful to Mrs. Heather L. Mason of Birmingham University, UK who reviewed this volume making it more worthwhile.

In the last, I hope to seek coordination from concerned agencies so that our programme may attain the goals laid upon Allama Iqbal Open University well in time positively.

Dr. G. A. Allana
Vice-Chancellor

provided continuous guidance but also made all-out efforts to point out all relevant reference materials to facilitate the work of the course team. I must also appreciate the interest taken by Mrs. Khalida Ahmad, the course development coordinator and Mr. Muhammad Javed Iqbal who have worked so hard in developing and making the course available for the students within the scheduled time. The cooperation extended by Mr. M. Mahmood Hussain Awan in completing this pioneer and valuable work is indeed commendable. I congratulate all members of the Special Education Cell for completing this important guide.

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Dr. Shaukat Ali Siddiqui
Dean

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PREFACE
(Third Edition)

The purpose of this course is to acquaint the student teacher with those areas of psychology which are of most practical value to the teacher. So it deals, not only with matters relating directly to classroom but also with experiences out-side the school and to develop social competence in persons with disabilities, from early age to adolescence.

The first edition of Education Psychology was written 1990 as a pilot launch, like every first edition this study guide attracted very fine reviews which have been duly reffered to in the revising process. Recent researches from the field of Educational Psychology have been included in this edition particularly the introductory paragraphs which provide foundation to the students have been enriched and expanded to lay firmer but deeper basis for understanding of the growth of behavior so that the teacher can develop better strategies to cope with the task of making his teaching effective in the classroom. While revising this study guide due consideration has been given to the views of students, the comments of the reviewers and the experiences of the practitioners in the field through a system of feedback which is particular to distance education. Although the present edition has significantly improved the previous two editions but it is not the final as updating of study guide is a continuous process.

To revise such a study guide is really a challenging job, I am thankful to the Vice-Chancellor Professor Dr. Mahmood-ul-Hassan Butt who encouraged the department to take up the task of updating the courses.

I also thank course coordinator, who took up the job with professional enthusiasm, interest and creative struggle of finding most recent, effective relevant material which made this volume really more lively and useful for the learner.

Professor Dr. M. Zafar Iqbal, Dean, Faculty of Education, deserves special thanks who offered consistent support and guidance to the department which contributed a lot towards producing this edition.

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Dr. M. Mahmood Hussain Awan
Chairman

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GENERAL INTRODUCTION

The Educational Psychology pursues different types of studies in different areas of education and psychology with the main object of understanding the processes of education and to make them more effective. The purpose of the course is to acquaint the student-teachers with those areas of "Educational Psychology" that are of practical value for the teachers. As we know human behaviour is complex and its measurement and assessment is fraught with many difficulties. Educational Psychology deals with matters pertaining to the child's background outside the classroom, e.g. development of a child, personality emotional differences, individual styles of learning, motivation, social, moral and cognitive development in the light of socio-economic background and his attitude towards his school and peers, all formed as a consequences of a complex set of inter-related factors that affect learning at school. Educational Psychology helps the teachers to recognise these factors that influence child's behaviour and learning and assist the child in developing strategies to cope with the task faced in the classroom. It also helps the teachers to examine his or her own professional behaviour and to identify areas where teachers behaviour can itself contribute towards particular problems that may have arisen.

The domain of special education is a fragile area within the field of educational psychology, where delicate issues of education of children with mental, physical and sensory handicaps are involved. It is concerned with how the pupils are regarded by the schools or parents as having special needs. In broader educational terms, these pupils face specific learning diffiulties or present some forms of behavioural problems. They, therefore, constitute a highly varied group, presenting a wide and complex range of problems.

The Educational Psychology is concerned with much broader aims in the field of "Special Education". Its main aims are to develop the understanding of the teacher so that he/she is aware of the highly specific needs of children and to apply this knowledge in a practical way within the classroom situation.

COURSE OBJECTIVES

It is Master Degree level course. The broad aims and objectives are as follows:

1   To understand the role of Educational Psychology in Education.

2   To explain the process of child development.

3   To recognise the stages of cognitive development.

4   To produce awareness of the methods and agents of social influence and the significance of the environmental effects, like, interaction with:
   a.   The family members
   b.   Fellow peers
   c.   Schools.

5   To appreciate the factors influencing morality.

6   To appreciate the factors involved in the individual differences of handicapped children.

7   To understand and evaluate the dimensions of learning and teaching.

8   To apply the techniques of evaluation.

9   To identify and use different techniques of guidance and counselling in special education.

ABOUT THE COURSE

i   **This half credit course is ten-week long:**
It has nine interrelated units. We expect out student-teachers to spend at least *one week on each unit* to get a thorough understanding of the course and to be able to relate the theorical issues to the classroom practices.

ii   **Each unit has four or five areas or topics to be covered:**
Every unit gives the introduction of the topic with specific objectives, and reading list, which includes compulsory and suggested readings. We have tried to give again a brief introduction of the sub-topic or sub-title to introduce the main issues involved in particular sub-topics of the study/area.

iii   **As we all know that special education is a new developing area of study in Pakistan:**
There are not enough books available in the markets or in the libraries for this matter. We do not want our student-teachers to worry about the books or to start chasing after the compulsory books that may be the only copy in the library. We have made arrangements to send the photocopied materials from the relative portions of the compulsory books to Regional Offices of Allama Iqbal Open University. Seek help from your Regional Office.

iv   The above mentioned arrangements are made to help you in getting on with your course, but by no means we are stopping you from going to the library and look out for books on related topics. *Reading of books from different approaches help the readers to collect one's own thoughts and experiences; at the same time it stimulates new way of understanding of the subjects.*

v   We hope to develop an approach among our student-teachers to be able to relate the classroom problems with the theory or vice-versa.

ASSESSMENT

In order to develop an understanding of this field, we have prepared the following two types of questions:

1   Self-Assessment Questions
2   Activities.

> Please read the following points very carefully before you get fully involved into this course so as to avoid the confusion.

i.   Self-Assessment Questions are based on the theoretical models and researches of various scholars for which you have to consult the material sent by the University.

ii.   The self-assessment questions, are prepared in questionaire form, instead of one long question. Sometimes the main points are missed out in writing up the long essay type answer.

iii.   The self-assessment questions are prepared from the compulsory materials. On every step there are instructions. *Please follow the instruction to avoid the confusion.*

iv.   In the self-assessment questions you will find *instructions, comments and a piece of advice* where it's necessary to guide our students.

v.   If you consider your study guide as your instructor or teacher, it is hoped you will succeed without any problem.

vi.   **Activities:**

       The second type of question is called an activity. It is directly related to the classroom experience. We may ask you to do some practical work with your pupil or state your views on various issues from your own experience.

SPECIAL NOTES

This course has been developed in English, the students will have to write their assignments in English. All the books and material are in English. As English is not our first language, some of the students may find it difficult to read the material. *Please remember the following points in dealing with the material books:*

i   **First Step** is to read the whole of the chapter or suggested pages.

ii   **Second Step** is to read the relevant pages asked for in answering the question.

iii   **Third Step** is to consult the dictionary regularly instead of avoiding the difficult words/terms.

iv   **Fourth Step** underlines the important paragraph, number and the point to be reviewed before the examination.

v   **Fifth Step** is always to review mentally the important ideas expressed in a paragraph before writing on the next topic. The type of study is very helpful in understanding and reviewing different concepts without memorizing.

Assignments

There are two compulsory assignments for this half credit course:

i   **First Assignment** will be due after the completion of the first four units (1, 2, 3, 4).

ii   **Second Assignment** will be due for submission after you have gone through the next five units (5, 6, 7, 8, 9). The dates of submission of the assignment will be sent to you.

Assignment

For each course the registered student will be assessed as follows:

1.   Assignments: (Continuous assessment)

2.   Final assessment will take place at the end of the semester.

     a.   These two components contribute to 70 per cent to the student's final course grade.

b. For successful completion of each course, the student will be required to qualify in each component separately i.e. assignments, as well as examinations.

c. To take final examination, the student has to pass the assignment component.

The conditions to qualify each component are given below:

The student has to obtain:

1. A minimum of 40% in each assignment. (Total number of assignments for this course is 2.)

2. A minimum of 40% in the final written examination.

3. An aggregate of 40% of both the components i.e. assignments and final examination.

The grade will be determined in the following way:

40%	_____	54%	C
55%	_____	69%	B
70%	_____	79%	A
80%	_____		A+

Unit No. 1

INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Written by:
Mrs. Khalida Ahmad

Revised by:
Muhammad Javed Iqbal

Contents

INTRODUCTION

Psychology is the science of human and animal behaviour, it includes the application of science to human problems (Morgen, King and Robinson, 1984).

It is this science which helps to understand and predict human and animal behaviour, unique field which has surrounded every intellectual field on the earth so it is hybrid science and "provides for the student the possibility of a life time of exploring nearly any scientific area known ———— or two three or four or more (McMahon and McMahon, 1982).

Some representative areas of specialization in psychology may be:

- Experimental	- Industrial and Organizational
- Psychological Testing	- Psychotherapy
- Physiological	- Environmental
	- Educational
- Developmental (Children)	- . Military
- Personality and Social Behaviour	- Rehabilitation
- Clinical	- Psychopharmacology.

This unit will introduce the nature and functions of Educational Psychology, and also attempt to build up the foundation to appreciate the delicate issues involved in educating children with various disabilities. Special education is a multi-dimensional subject where various disciplines contribute in identifying the nature and scope of the problems faced by special children. The role of educational psychology is to understand the physical, mental, emotional, social and educational needs of the children and use this knowledge and skill in order to develop effective methods of teaching the children according to this ability and aptitude.

The learning difficulties of special children present a wide spectrum of diagnostic choices. The attempt to recognise the crucial factors that can enhance learning is one of the fundamental tests for an educational psychologist. Success of the applications of educational psychology depends entirely on the appropriateness of teaching/learning techniques for variably disabled children.

SPECIFIC OBJECTIVES

After studying this unit you will be able:

1. To become familiar with the field of educational psychology.

2. To identify the function of educational psychology.

3. To understand the historical issues involved in educational psychology.

4. To apply educational psychology to handicapped children.

COMPULSORY READING

1. Belkin, G. S; & Grays, B. (1977). *Educational Psychology*, Wm C Brown Co.

2. Chauhan, S. S; (1979). *Advanced Educational Psychology*, Vikas.

3. Clifford, M. M; (1981). *Practising Educational Psychology*, Houghton Mifflin.

4. Harring, N. G; (1978). *Behaviour of Exceptional Children*, Bell Howell.

SUGGESTED/ADDITIONAL READING LIST

1. Armstrong, D. G; Henson, K. T; & Savag, T. V. (1981): *Education: An Introduction*, MaCmillan.

2. Frosting, F. (1976): *Education for Dignity*, Grune and Stratton.

3. Johnson, S. W; & Morasky, R. L; (1980): *Learning Disabilities*, Allyn & Bacon.

4. Miles, C; (1986): *Special Education for Mentally Handicapped*. A Teaching Manual. Mental Health Centre, Peshawar.

1 NATURE OF EDUCATIONAL PSYCHOLOGY

The educational psychology is a social science that tries to explain teaching and learning processes. It uses scientific methods to investigate and help to solve problems related to education.

These problems may be in pre-instructional, instructional and post instructional phases of teacher's work. The use of educational psychology fall into five categories, "educational objectives, characteristics and development of students, nature of learning process, teaching methods, and evaluation of learning" (Gage and Berliner, 1984).

So educational psychology provides insight into most aspects of educational practice, main concern is with learning, educational administration, curriculum development, counselling and other educational activities.

1.1 Compulsory Reading

1. Belkin G. S. & Gray J. (1977): *Educational Psychology*, Wm C Brown Co. (pp. 4-5, 18-25).

2. Chauhan S. S. (1979): *Advanced Educational Psychology*, Vikas (pp.3-8).

Reminder:

> Have you read the above mentioned material. If yes, now try to attempt the following questions.

1.2 Self-Assessment Questions

Q-1 Let us begin with, fill in the blanks:
  a. Educational Psychology helps us account for different areas of _____ development. Specifically, _____ development (in which knowledge and depth of mind are attained), Psychomotor development (through which we achieve _____ skills) and affective development (in which strength of _____ comes into being).

  b. Educational Psychology relates these areas of development to the process that facilitates them: _____ , _____ and training.

Q-2 Do you agree with Silvarman (1974) and Drever's (1969) definitions of Pshychology

(pp.5 in J. Gray)? Now put your ideas together and define Psychology in your own words.

Now move to 'Educational Psychology Today' on page 18-22 in G. S. Belkin & Gray (1977).

Q-3   What are the three basic factors to the disciplines of educational psychology?

Q-4   What are the two aspects that constitute an important part of educational psychology?

Q-5   Is the teacher's academic background important in teaching?

Q-6   What are the domains in which the educational psychology generally divides learning?

Q-7   What do you understand by cognitive learning? Give one example.

Q-8   What is the difference between affective and psychomotor learning process?

Q-9   What are the areas of attention in educational psychology?

Comment:

> As there are different types of learning there are also different types of teaching – different approaches to facilitate learning. It is difficult, therefore, to explain the study of educational psychology as a unified discipline when it treats so many different variables in so much detail.

2 FUNCTION OF EDUCATIONAL PSYCHOLOGY

Educational Psychology emerged as a science with two major functions.

(1)   To explain the theories of learning resulting from research.

(2)   To formulate practical suggestions for applying such theories to the educational process of learning and teaching.

2.1   Compulsory Reading

1.   Clifford, M. M. (1981): *Practicing Educational Psychology*, Houghton Mifflin, (pp.18-21).

2.   Chauhan, S. S. (1979): *Advanced Educational Psychology*, Vikas, (pp.10-14).

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2.2 Self-Assessment Questions

Instruction: *Please read Clifford, M. M. (pp.18-21).*

Q-1 What are the two major functions of educational psychology?

Q-2 What are the main theories which educational psychologists are seeking to explain?

Q-3 What is the professional responsibility of an educational psychologist in his/her field?.

Q-4 What are the contributions M. M. Clifford is making to practice educational psychology (pp.19-20).

Comments:

> Educational Psychologists as a group can provide information on solving problems related to reading, motivation, creative expression, teaching practical skills, development of socially acceptable behaviour and many other educational concern.

Instruction:

> Let us move to S. S. Chauhan (p.10).

Q-5 S. S. Chauhan examines the contribution of educational psychology which helps the teachers in different ways. Can you name them please?

Q-6 What are the contributions of educational psychology to the practice of education?

3 HISTORICAL ISSUES INVOLVED IN EDUCATIONAL PSYCHOLOGY

The educational psychology grew out of the efforts of philosophers, educators and psychologists who were seeking to influence the learning process of the learner. The diversity of beliefs and concerns among early educational psychologists gave rise to much controversy. Among the issues most debated at the beginning of this century were:

(1) The methods of investigation.

(2) The content of educational psychology.

3.1   **Compulsory Reading**

1.   Clifford, M. M. (1981): *Practicing Educational Psychology*, Houghton Mifflin, (pp.6-18).

3.2   **Self-Assessment Questions**

Q-1   What are the two historical issues involved in educational psychology?

Q-2   What are the characteristics of empirical methods of investigation?

Q-3   Why did Thorndike and his fellow psychologists emphasise the method of empirical evidence?

Q-4   What are the main objections against introspection method of investigation, agreed by Thorndike?

Q-5   Some of the educational psychologists put faith in introspection methods? Can you write some of the reasons for their belief in them?

Q-6   Is there any agreement now between the two methods of investigation?

Q-7   What is the author's opinion about the different methods of investigation?

Q-8   What are the areas which educational psychologists are interested in?
Q-9   What are the areas which are still under debate?

Q-10   Which method in your opinion should be suitable in the classroom? Give reasons.

Q-11   Which areas in your opinion need a professional handling of education?

4 EDUCATIONAL PSYCHOLOGY RELATED TO HANDICAPPED CHILDREN

Education is a process through which each child develops his potential and abilities to the highest degree. Schools are changing their approach "education for all" in variety of teaching situation. Educational Psychology is not only developing leading strategies for normal children, but also have adopted different ways of educating the slow learners, special children and intellectually gifted Juveniles.

4.1   Compulsory Reading

1.   Chauhan, S. S. (1979): *Advanced Educational Psychology*, Vikas, (pp.469-487).

2.   Haring, N. G. (1978): *Behaviour of Exceptional Children*, Bell Howel, (pp.1-15).

Reminder: *Have you read the above mentioned pages?*

We have defined educational psychology.

Let us define what is Special Education?

Comments:

> Special Education is "Education intended for children with special needs, i.e. children who, for various reasons, cannot take full advantage of the curriculum as it is normally provided". *(William, 1988)*

Example Comments:

> *Who are special or exceptional children?* Special children are those with special needs. They may require a special curriculum or special teaching methods which give the access to a normal curriculum.

4.2   Self-Assessment Questions

Q-1   How would you define the special child? (If you have forgotten, please refer back to *Unit-4* in your course on "Perspectives of Special Education".)

Q-2   Can you name different categories of handicaps? I name the first one to begin with:
        1.   Mental deviation (mentally retarded as well as gifted).

Instruction:

> Have you read the problems of labelling in N. G. Harring (1978) p.2.

Let us remind ourselves what we learnt in Unit-4 "Perspectives of Special Education" about the problems of labelling.

Q-3   What are the problems of labelling the child? Write in points advantages and disadvantages.

Advantages | Disadvantages

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Comments:

> An increasing emphasis on "Children with special instructional needs" (Frosting, 1976) Educational Psychology not only understanding the processes of learning of normal children and working of normal children, but also concentrate on understanding the processes of learning of special children.

Instruction:

> Please read S. S. Chauhan (1979), pp.10-12 again.

Comments:

> *"Educational opportunity for all children".* With this belief educational psychology likes to help each child in learning to the limits of his capacity whether that capacity be small or great. Schools in the west have modified their programmes to adopt instruction to a child who cannot profit substantially from a normal programme.

Instruction:

> Have you read S. S. Chauhan (1979), pp.10-12.

Instruction:

> Can you now relate the point S. S. Chauhan emphasises on pages 10-12 *into a classroom* for special children e.g. visually impaired.

Q-4   Is the existing education system in the main-stream suitable for the special children? If not, why?

Q-5   How we can make improvement in the special schools?

Q-6   How would you like to teach the gifted children?

Q-7   Let us do a self-assessment quiz to check our understanding of this chapter. See whether the following statements are true or false:

    i.   The principles of learning and teaching are statements that specify the best way to learn and to teach.   T/F

ii. Science is the philosophical study of topics that requires creative
     thinking   T/F

iii. A competent educational psychologist and researcher will generally
     be very knowledgeable about most aspects of education.   T/F

iv. The technical terminology tends to increase the precision with which
     phenomena can be discussed.   T/F

v.   Willhelm Wundt devoted himself to the study of human behaviour
     related especially to education.   .   T/F

vi. The educational psychology has always differed markedly from
     psychology.   .   T/F   •

5 ANSWERS TO SELF-ASSESSMENT QUESTIONS

1.2 SAQs (Self-Assessment Questions)

Q-1 a. Learner's cognitive motor character
     b. Schooling   teaching.

4-2 SAQs (Self-Assessment Questions)

Q-7 (i) T   (ii) F   (iii) T
     (iv) T   (v)   T   (vi)   F

Unit No. 2

NORMAL PROCESS OF CHILD DEVELOPMENT

Written by:
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Revised by:
Muhammad Javed Iqbal

CONTENTS

INTRODUCTION

The knowledge of a child's normal development process is an essential part of educational practitioners. This unit introduces the fundamental process involved in the young child's development.

Children go through different stages. The overall growth of body and nerves system follows a lawful pattern. In keeping with the principles of developmental direction, the child first acquires the ability to hold the head, then, refers the use of arms and hands and finally gains control of legs and feet. The development proceeds from the head region to the extremities, which is referred to as *cephalocandal growth* (from the Latin 'Cephalus' meaning 'head' and cauda 'tail'). It also proceeds simultaneously from the interior of the body to the exterior, which is referred to as *proximodistal growth* (from the Latin 'proximus' meaning 'nearest' and distintia meaning 'remote').

Many researches have indicated that an infant's ability to learn new task is influenced strongly by physiological maturation. A number of psychological researches encouraged parents to create an environment that would stimulate learning in children.

If we as teachers are to help children to develop new skills, we need to have some ideas as to how physical development of your children effects learning. We wish our teachers to become familiar with some of the more influential theories. As there is no adequate or universally accepted theory of child development, so in reading about different view points, one must treat them as source of ideas and the real test of all theories is actual practice.

The handicaps invariably interfere with learning. We take the view that learning primarily occurs as a result of the child's interaction with his/her environment, the people, objects and events in the surrounding world. Any physical disability that interferes with that interaction will mean that learning is made more difficult; with the consequence that the child's development is delayed. But the amount and type of delay will vary from child to child. For each individual child, there will be a pattern of strength and weakness. For instance, a child's physical development may be greatly delayed. The uneveness in development is one of the hall-marks of handicapped children.

SPECIFIC OBJECTIVES

After reading this unit, it is hoped that you will be able:

1   To develop the need to study child development in special education.

2   To be aware of the normal development of the child.

3   To be familiar with developmental testing and its value in education.

4   To understand the role of environmental factors in the development of a child.

5   To be aware of the effects of various disabilities and impairements in early development.

COMPULSORY READING

1.   Illingworth, R. S. (1969): *The Development if Infant and Young Child*, Churchill Living Stone.

SUGGESTED/ADDITIONAL READING LIST

1.   Bee, H. (1986): *The Developing Child*, Harp.

2.   Bronstain, M. H. & Lamb, M. E. (1984) Ed.: *Developmental Psychology*. An Advanced Textbook, Lowerence Erlbaum Associates.

3.   Frontana, D. (1981): *Psychology for Teachers*, Macmillan.

1 THE NEED FOR KNOWLEDGE OF CHILD DEVELOPMENT IN SPECIAL EDUCATION

The development begins right at the point of conception and continues up to the stage of maturity. The sequence of development among normal children is the same althought the rate of development may vary from one individual to another. The development follows the general direction of developmental stages. For example the fact that a young child uses his hands before he can walk, can be a guide line for the teachers, doctors and social workers who come across the children from various sections of the population.

1.1 Compulsory Reading

Illingworth (1969). *The Development of Infant and Young Child*, Churchil Living Stone, (pp.1-3 and 131-165).

Piece of Advice: Read Special Notes on page 17.

Instruction:

> Have you read the first chapter from R. S. Illingworth (1969), pages 131-165. Please review the chapter once again before answering the questions.

1.2 Self-Assessment Questions

Q-1 What are the main reasons Illingworth suggests for the need of knowledge of child development?

Q-2 In your opinion, why teachers need to understand the development of a child? Write point by point.

2 NORMAL DEVELOPMENT OF THE CHILD

The fundamental purpose of studying child development is to discover the normal pattern of the normal children and to determine, when deviation occurs in this pattern, what are the reasons for them.

All parts of human beings do not develop at the same rate. Growth follows a cycle. Some areas develop more rapidly than others e.g. when a child is at eight, 95 per cent of child's brain development is completed while development of body is only 45 per cent of his potential, the reproductive system is only 10 per cent developed.

All children follow these cycles but there are differences between sexes. Girls seem to be "more stable and orderly in their growth". From infancy, girls show a fairly continuous movement forward in such things as babling word-making and bone and muscle development but boys seem to go in fits and starts.

General Characteristics of Development:

1. Development is the product of interaction of organism and its environment.

2. Development is continuous and gradual, rather than saltatory process.

3. Development of many functions proceed most rapidly in the early years of life.

4. Patterns of behaviour in all species tend to follow an orderly genetic sequence in their emergence.

5. Relative development rate of individuals tend to remain constant from infancy to maturity.

6. Development is a process both of differentiation and integration.

7. There are wide individual differences in developmental patterns.

2.1 Self-Assessment Questions

Instruction:

Have you read chapter 9 of Normal Development in R. S. Illingworth (1969)?

Q-1 Can you make a list of the physical development of a child from his birth till 15 months? Please write in points. (See pages 132-133 of Illingworth, 1969.)

Instruction:

Have you seen the pictures on pages 152-153 where microcephalic mentally defective child, age 9 weeks, is showing a prone position similar to that of a new born boy?

Q-2 Can you compare the two pictures Fig. 72, 6-8 weeks flat pelvis hips extended, with Fig. 75?

Q-3   Go through Fig. 89, and Fig. 92 and see the four pictures carefully and then compare the physical differences in the pictures.

Instruction:

Have you read the pages 152-158 in Illingworth (1969)?

Q-4   Give a list of the main gross motor-development in a child of 20 weeks and of 18 months.

20 weeks old child can do   18 months old child can do

Gross motor   *Gross motor*
1.   Able to sit on its own   1.   Gets up & down the stairs with the help of a rail.

2.   _____   2.   _____
3.   _____   3.   _____

(I hope you have enjoyed writing the answers. Now open the book and see if you have done it correctly.)

2.2   Activity

Would you like to make a developmental chart of a child, you are dealing with? For example, it can be a child of age 5. You can add following points:

1   *Gross motor*
     Skips on both feet.

2   *Dressing*
     Can tie shoelaces

3   *General information*
     a.   Know his age.
     b.   Distinguishes moring from afternoon.

4   *Colours*
     Can name 4 colours?

5   *Can follow the commands?*
     e.g.   Put this pencil on the table.
             Open the door, then give me that book.

You can add more areas if you wish to.

3 DEVELOPMENTAL TESTING AND ITS VALUE

Psychological and physical tests are designed to make it easy to compare the performance of a given person or group with another person or a group. There are *different types of tests* i.e., standardised tests, teacher made tests or observation scales. The characteristics of instruments of test including reliability, validity, item statistics and usability - should be taken into account when tester selects and develops the test or instrument. It would be unwise to draw conclusions in many instances from tests which have been standardised in the West. There are always problems of "cultural" differences.

3.1   Compulsory Reading

Illingworth, R. S. (1969): *The Development of Infant and Young Child*, Churchil Living Stone, Chapter 2, (pp2-26).

Comments:

> The philosophy of developmental testing is not so much a concern of a teacher, but still a glance of reading will do no harm.

Instruction:

> Please go through page 7 and read carefully the Newcastle study.

3.2   Self-Assessment Questions

Q-1   Answer the following questions by indicating Yes or No.

a.   The scales enable the examiner to determine whether he (the child) has performed in the normal range or not.

b.   The scale was designed to act as a screen for slow development.

c.   The writers make it clear that they do not intend the scale to be used as an intelligence test.

Q-2   What is the age in the Newcastle study and scale given for walking without help?

Q-3   What are the four milestones included in Newsastle study?

1.   Gross motor   2.   3.   4.

3.3   Activity

(A)   Please read from page 11 to 14 and then compare the different approaches in examining children.

- Arnold Gesell emphasised the importance of alternative observation.

- Ruth Griffith believes _____

- Jedryrek suggests _____

(B)   Now let us move the pages 24 & 25 to write down what can be predicted and cannot be predicted in the test. In other words limitation of the test:

Can be diagnosed by the test	*Difficulties in diagnosing by testing*
1. _____	1. _____
2. _____	2. _____

4 ENVIRONMENT FACTORS AND DEVELOPMENT

Child development is influenced by two basic factors; heredity and environment. By heredity we mean "the genetic code that people inherit from their parents. Environment refers to the broad range of experiences that an individual encounters over a life time. (Crider-et-al, 1983). Each of these factors make a unique contribution to the development.

Can be diagnosed by the test   *Difficulties in diagnosing by testing*

There is a substantial body of research which indicates the aspects of the physical environmental effects on the learning of a child. Most Psychologists believe that individual variations in I. Q. are the product of genetically inherited characteristics interacting with the environment. How much individual I. Q. variation is due to genetic factors and how much to environmental factors is a matter of controversy.

4.1   Compulsory Reading

Illingworth, (1969): *The Development of Infant and Young Child*, Churchill Living Stone, (pp.62-77).

Comment:

This is an interesting part of the second unit. You will enjoy reading about various issues in our everyday life.

It is generally agreed that the home and school have a profound effect on a child's intellectual development.

Instruction:

> Let us find out how the home and school environment effects the child's learning. Please go through pages 62 & 63 in Illingworth's book.

4.2   **Self-Assessment Questions**

Q-1   What happens to a new born lamb, if left without any stimulation?

Q-2   What is the difference between ants who are kept in a lively atmosphere and those kept in a dull non-stimulating environment?

Q-3   What happened to the puppies who were kept in a kennel for the first seven weeks compared to these kept in a more happy environment?

Q-4   Examining the animals show that there is a particular period of development in which there exists the learning-response. The experiments with the animals show that there is a particular period of development in which the learning-response to the appropriate stimuli easier than at other times. What is it called?

Q-5   What did Maria Montessori recognize about the sensitive period? (See page 64.)

Instruction:

> Let us find out the effects of Emotional Deprivation in homes. Have you gone through the pages 68-71?

Q-6   What are the desirable qualities in home which enable a pre-school child to achieve his best?

Q-7   What are the main points Illingworth emphasises in Chapter 4 for the handicapped child for his development in his environment?

Q-8   Did Bayley and his colleagues find differences in the test scores among Negro and White infants in the first 15 to 18 months of their life? (See page 64-65.)

Comment:

> *Kellmar Pringle* showed that during the first five year of life, children learn more than any other compareable period of time.

> *Bloom suggested* that the whole pattern of learning is established before the child starts schooling.

4.3 Activity

■   Please make a list of things you would like to provide for special children for their development before they start schooling.

5 ANSWERS TO SELF-ASSESSMENT QUESTIONS

3.2   SAQs (Self-Assessment Questions)

Q-1   a.   Yes   b.   Yes   c.   Yes

Unit No. 3

COGNITIVE DEVELOPMENT
(Concept Formation)

Written by:
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Revised by:
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CONTENTS

INTRODUCTION

Cognition is the processing of thoughts and images at a conscious level. It is "process of knowing used by psychologists for any mental activity, including using language, thinking, reasoning, solving problems, conceptualizing, remembering, and imaging". *(Davidoff, 1987)*

Much of cognitive development takes place through interaction of biological characteristics (nature) and environmental influences (nurture) informal ways. The question is heredity or environment the more powerful influence on the development of some specific characteristics is debated by the scientists for centuries and this issue is known as the nature-nurture controversy.

When studying cognition, "Psychologists are concerned with the ways children gather, process and use information. In this context, Swiss Psychologist Jean-Piaget has done a unique work.

This unit of cognitive growth can be exemplified in Piaget's description of the period of cognitive development where the interest is in the functions of mental development. Piaget had worked with the children in an effort to observe and measure their awareness of the natural world around them. He subsequently chose to describe cognitive development as a series of stages through which all children pass in a sequence. According to his theory, the older children do not merely know more than the younger but also their thought processes are qualitatively different. The rate at which children pass from stage to stage depends on their physical motivation and their experiences with the world. Many children may not reach the final stage of formal operations.

SPECIFIC OBJECTIVES

After reading this unit, you will be able:

1.   To learn Piaget's theory of cognitive development.

2.   To realise the developmental processes of the sensorimotor stage.

3.   To visualise how a child moves from sensorimotor stage to preoperational stage.

4.   To appreciate the concrete operational stage.

5.   To consider formal operational stage as a logical system.

COMPULSORY READING

1. Clifford, M. M. (1981): *Practicing Educational Psychology* Houghton Mifflin.

2. McNally, D. W. (1973): *Education and Teaching* the Harvester Press.

SUGGESTED/ADDITIONAL READING LIST

1. Biyant, P. (1974). *Perception & Understanding Young Children* Methen & Co.

2. Breed, R. M. (1976). *An Outline of Piaget's Development* Psychology, Routledge & Kegan Paul.

3. Flavell, John, (1979). *Cognitive Development* Prentice Helm. Inc.

4. Oates, John, (1979). *Early Cognitive Development* Croom Helm.

5. Kastenbaum, R. (1979). *Human Developing* Allyn & Bacon Inc.

6. Piaget, J. (1977). *The Development of Thought* Equilibration of Cognitive Structure, Block Well.

7. Vasta, W. (1979). *Child Behaviour*. Houghton Mifflin Co.

1 PIAGET THEORY OF COGNITIVE DEVELOPMENT

Piaget (1954) has made prodigious contributions in understanding young children. He did not give psychometric tests to the very young. Instead he observed their behaviour carefully and provided them with small challenges such as finding a hidden toy. He was not interested in quantitative scores, but seemed to be more anxious to find out the processes of mental life. He believed that each child passes through sensormimotor period to the formal operations period.

Piaget began with the idea that human infants like other animals possess the need and ability to adapt (fit in) with the environment so adaptation is natural and this process expands the mental capacities. Adaptation is composed of two sub-processes.

(i) assimilation   (ii) accommodation

Besides the ability to adapt, animals inherit a tendency to combine two or more separate physical and/or psychological processes into one smoothly functioning system. (*Davidoff, 1987*) and Piaget called this system as organization.

Adaptation and organization operate throughout the life. But the ways of handling information changes. Piaget applied the term scheme, schema (*Plural: Shematar*) or structure to "both actions and associated concepts used in processing sensory materials".

1.1   Compulsory Reading

1.   Clifford, M. M. (1981). *Practicing Educational Psychology* Houghton Mifflin, (pp.57-61).

Instruction:

> Piaget's stages of cognitive development are heavy going. There are lots of Piagetion terms which might be new for you. The glossary attached with D. W. McNally (1973), (pp.153-157) will help you in understanding the Piagetion terminology.

Piece of Advice:

This unit is very important in understanding child's intellectual/cognitive development. Piaget used his own terms for explaining the developmental stages of a child. You are requested to read very carefully. Do not get upset if you could not understand it in one reading. Once you understand the basic points, the rest will become very interesting.

All the stages of child development from 0-10 are interconnected. Try not to skip the pages, otherwise you would not be able to appreciate the major contribution Piaget has made in the understanding of developing child.

All the self-assessment questions are based on short answer to check whether you have extracted all the relevant points.

Instruction:

> Please read M. M. Clifford (1981) from page 57 to 61 carefully before you attempt self-assessment questions.

1.2 Self-Assessment Questions

Q-1 What is the cognitive development?

Q-2 Name the four major shapes of cognitive development.

Q-3 What are the two functions of intellectual process?

Q-4 What are the basic concepts of Piaget's theory of cognitive development?

Q-5 What is cognitive equilibrium and disequilibrium?

Q-6 What is the meaning of organization in Piaget's theory and how do children organize their experiences?

2 SENSORIMOTOR STAGE (0-2 YEARS)

The infant begins with very little ability to cope with his/her environment physically or mentally. The child's mind and body are active from the start and develop rapidly together. Within the short span of two years, the infant begins not only to walk, run and manipulate objects, but also to carry out mental manipulations and to participate in the exchange of words. Throughout the entire sensormimotor period, the very young child is developing a basic sense of stability.

In brief children learn to:

- See themselves as different from objects around them.

- Seek stimulation by lights and sounds.

- Try to prolong interesting experiences.

Define things by manipulating them.

Regard an object as constant, despite changes in its location or in his or her own point of views. *(Gag and Barliner, 1984)*

2.1 Compulsory Reading

1. McNally, (1973). *Education and Teaching.* The Harvester Press, (pp.12-19).

Instruction:

> Please read carefully McNally (1973), from pages 12 to 19.

2.2 Self-Assessment Questions

Q-1 How does McNally describe the sensorimotor stage?

Q-2 What are the six sub-stages of the sensorimotor stage? Name them.

Q-3 How does a child learn to distinguish between satisfying and non-satisfying suckable objects?

Q-4 How does a child coordinate existing scheme into more complexed in Primary Circular Reaction (1-2 to 4 months)?

Q-5 What are the characteristics of sensorimotor age?

Q-6 At this age what does a child begin to do?

> How are you doing so far?
>
> Let us move to pages 16-17

Q-7 What kind of coordination activities does a child have in Secondary Circular Reaction stage, which are no longer reflexes?

Q-8 How does a child build the concepts of time and space?

Q-9 Do you agree with Piaget that at the Secondary Circular Reaction stage a child develops an elements concern for the relation of objects to one another?

Q-10 Write what a child can do in the coordination of Secondary Schemes stage to achieve his predetermined goal?

Q-11 A child makes considerable progress with respect to the concept of object permanence.

Q-12 Piaget calls 18 to 21 months old stage the beginning thought. Can you compare what a child can do which he could not perform in the previous stages?

Comment:

Have a glance at sensorimotor stage.

Sensorimotor

Sgate	Descripton	Specific achievement
Birth to 20 months. Motor activities and sensory impression from mental operations are later derived.	The child learns to differentiate herself from the external world, she learns that objects exist independently of her own actions, she gains some appreciation of cause and effect, past and future.	If an object is hidden the infant will search for it. The infant can retrace her steps to reach the goal.

2.3 Activity

If you have access to 8-12 months old child, try to do an experiment with a child. While he was watching hide the toy (which he was playing with) under a cushion. You will see that he will reach to the cushion and find the toy under it. You can try the same experiment with other children with some disabilities and write the differences.

3 THE PREOPERATIONAL STAGE (2-4 & 4-7 YEARS)

Around the age of two, there is a transition to a more advanced stage of development. This is known as the representational stage or the *Preoperational stage*. It is during this stage that true symbolic functioning such as language emerges. During the sensorimotor stage, the infants have learned the use of various signals and signs from the environment.

In these stages of development: children
"are markedly self-centred and often incapable of putting themselves in another person's shoes, that is taking another person's point of view in perceiving the physical world.

43

Can classify objects on the basis of single conspicuous feature.

- *are unable to see that objects alike in one respect may differ in others.*
- *are able to collect things according to a criterion, including a shifting criterion.*
- *can arrange things in a series, but cannot draw inferences about things not adjacent to each other in the series ─────────── ".* (Gage and Berliner, 1984)

Suggestion:

> Let us do little bit of reading before we jump into Piaget's preoperational stage of development.

3.1 Compulsory Reading

1. McNally, (1973): *Education and Teaching,* The Harvester Press, (pp.19-33).

Comment:

> Let us start the preoperational stage. This period extends approximately 2-7. From 2-4 years period is known as preconceptual or symbolic period and from 4-7 years in described as intuitive or perceptual period.

Instruction:

> Before we proceed, please read D. W. McNally, (1973), pp.19-27.

3.2 Self-Assessment Questions

Q-1 How many sub-stages are in the development of a child in the preoperational stage?

Q-2 What is the most significant development which happen during symbolic function?

Q-3 Explain how the formation of mental symbols can be traced directly to imitations?

Q-4 Do you agree with Piaget that visual perception is just as much an activity as causing the body or parts of the body to imitate an object or event?

Comment:

> One very important aspect of the function of mental symbols is the meaning that is attached to them. Remember that as the child grows older, the symbolic function will involve both symbol - what the object means to the child himself and sign (word) and the cultural accepted label. The word stands for meaning, cannot be the real object. It must always be an intellectual or mental construction of the real object.

Q-5   Symbolic play or the game of pretending in another fact of symbolic function which is unknown at the sensorimotor level.

Q-6   Do you agree with Piaget that drawing is like a symbolic play, give the child pleasure and also assist him to interpret the world by imitating the real?

Q-7   How far do you agree that language and thought go together?

Now we are moving towards the intuitive (perceptual) and the concrete operational stages.

Comment:

> At this stage the child has made considerable progress. His thought has developed to the stage where he can give reasons for his action and for his beliefs. He is able to classify at a higher level. Language progresses rapidly and assists internalization of behaviour through representation which acts to speed up the rate at which experiences take place.

Instruction:

> Please read carefully the page from 27-32 on D. W. McNally (1973), then you will be able to apply the knowledge for the purpose of activities.

3.3   Activity

To determine whether the child is still at the intuitive stage or has passed to the concrete operational stage, Piaget tested the young children with a simple experiment. A problem is presented to the children of different ages (Say one is 4 and other is 7). Show them two identical balls of Plasticine and after he has agreed upon examination that they are same, you, can deform one ball into a snake. Ask the child if there is still the same amount of Plasticine in the deformed ball and the deformed snake.

Comment:

> A child at the intuitive stage is likely to say something like, "there is more Plasticine in the snake because it is long or there is less Plasticine in the snake because it is thin. The child who has reached the stage of concrete reasoning might say, there is still the same amount because you could roll the snake up again and it would be a ball again or there is still the same amount because you did not take any away.

Piece of Advice:

You should take two ages 4&7 separately for the asked 'Activity' in 3.3.

4 THE CONCRETE OPERATIONAL STAGE (7-11 YEARS)

The concrete operational stage of mental development describes the stage in which rules and facts are understood but not abstract thought. The children become capable of mental or physical actions so long as manipulable objects are involved.

During this stage, children begin to use classification system i.e. able to use more complex logical ideas e.g:

- Composition

- Associativity

- Reversibility

4.1   Compulsory Reading

1.   McNally, (1973): *Education and Teaching*, The Harvester Press, (pp.32-50).

Comment:

> We have reached the concrete operational period. You have conquered the main parts of Piaget's theory of development. Now you are in a position to appreciate the final stages of the children's development and hope you can relate the developmental processes with special children.

Instruction:

> There are quite a few words which come often in Piaget's work.

> Please read D. W. McNally, (1973), pp.33-50.

4.2   Self-Assessment Questions

Q-1   Can you define conversation and decentration in Piaget's terms?

Q-2   What is the clearest indication of a child who has reached the concrete level of reasoning?

Q-3   What are the five conditions of grouping which form a logical - mathematical scheme?

Instruction:

Please read pp. 32-33 in D. W. McNally, (1973).

Q-4   Now fill in the blanks:

    (i)   There are five conditions which form a logic-mathematical scheme:

        ————— ————— ————— ————— —————

    (ii)   Classification, seriation, number and space, all of which are _____ of fundamental importance to real understanding in the infants and primary school children.

    (iii) Operational thinking is fundamentally the application of a _____ system in the service of thought.

    (iv)   The structure available to the child now enables him to compensate _____ on a logical basis.

    (v)   He is no longer tied to surface appearance because his thought is more _____ and determined by the logic of the situations.

Instruction:

Please read carefully pp. 34-37 in D. W. McNally, (1973).

Q-5   Piaget looked at classification as a developmental process! Can you make a table and identify the characteristics of classification in a particular stage?

    For example:

Stage-1	Stage-2	Stage-3
(Age 2-5)	(Age 5-7)	(Age 7-)

Q-6   What do you understand by Ordinal Relations?

Q-7   What are the three stages of ordinal relations? Write what children at different stages can do?

Q-8   What are the two aspects of numbers which interest Piaget.

Instruction:

> Have you read the pages 37-39 in D. W. McNally (1973).

Q-9   Can you make a table for number conversation development among children and see what a child of 4-5 years old, *Cannot do* while in stage-3 (age 7) *can conserve it*

Stage-1	Stage-2	Stage-3
(Age 4-5)	(Age 5-6)	(Age 6-7)

Q-10   What are Piaget's view on weight and volume?

Q-11   How is the concept of space developed?

Q-12   How does "Goodenough's" "draw a man test" determine child's level?

Q-13   What are the three stages which Piaget identified in the development of coordination of horizontal and vertical understanding?

5 THE FORMAL OPERATIONAL STAGE (12-15 YEARS)

Formal operation is Piaget's highest stage of mental development. The young adolescent can reason on purely verbal or logical statements. He/she can relate any element or statements to any other manipulate variables in a scientific experiment and deal with proportions and analogies. She/he can construct a whole system of beliefs, becomes actively engaged in the world of ideas and reflects on his own activity of thinking.

In other words children are capable of:

-    hypothetico-deductive thinking

-    combinational analysis

-    prepositional thinking

-    scientific thinking.

5.1 Compulsory Reading

1. McNally, D. W. (1973): *Education and Teaching*, The Harvester Press, (pp.50-55).

Instruction:

Please read D. W. McNally, (1973), pp.50-55.

5.2 Self-Assessment Questions

Q-1 What are the characteristics of formal operational stage?

Q-2 What are the two major changes which appear when the formal thinker approaches the task of combination of colourless chemical problems?

Q-3 What are your comments concerning the incidence of concrete and formal operations in the primary and secondary schools?

Have a glance at
Piaget's stages of Cognitive Development:

Units in the Development of Intelligence According to Piaget

Sensorimotor Period - six stages

Exercising the ready-made sensorimotor schemata	0-1 mo.
Primary circular reactions	1-4 mo.
Secondary circular reactions	4-8 mo.
Coordination of secondary schemata	8-12 mo.
Tertiary circular reactions	12-18 mo.
Invention of new means through mental combinations	18-24 mo.

Concrete Operations Period

Preoperational subperiod	2-7 yr.
Concrete operations subperiod	7-11 yr.

Formal Operations Period	11-15 yr.

All ranges are approximations

For detail:

Stage (approximate ages)	Characterization
1. Sensorimotor (birth-2 years)	The infant is born with some innate reflexes, which form the basis of its exploration of the physical world. He or she begins with a totally bodycentered view but through use of the senses gradually becomes aware of the external world beyond his or her body, including the separate objects within it.
2. Preoperational (2-7 years)	The young child acquires language, which permits symbolic representation of objects and events. He or she makes progress toward a less self-centred view, but concepts of space and time remain centred on the child and the present. In examining objects, he or she focuses on one property at a time: height or width, for example, but not both.
3. Concrete operational (7-12 years)	The older child begins to use logical reasoning, but this is still based primarily on "concrete," or realistic physical relationships. He or she becomes able to classify and number objects and to arrange them in series. He or she also achieves a number of forms of conservation, including number, mass, and weight.
4. Formal operational (12-15 years and up)	The adolescent begins to think in abstract terms, being able, for example, to consider complex issues of right and wrong or to discuss hypothetical events. He or she can solve a problem by systematically investigating a series of possible relationships and can work with a variety of subtle relationships, such as probability. "

* John C. Ruch (1984) *Psychology: The personal Science* Wadsworth Publishing Co.

6 ANSWERS TO SELF-ASSESSMENT QUESTIONS

(i)   Combinativity or closure
        Reversibility
        Associativity
        Identity
        (a)   Tautology
        (b)   Interaction

(ii)   Concepts

(iii)   Logical

(iv)   Internally

(v)   Autonomous

Unit No. 4

SOCIAL DEVELOPMENT
(Affective Development)

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CONTENTS

INTRODUCTION

Sociology is a social science which attempts to build up a set of logical and consistent understanding about society in which we live in, it is study of society and social behaviour. Sociology aims to (1) provide a basic understanding of social life, (2) prepare for other careers (3) broaden the range of perspectives from which one tries to understand the social world, (4) provide orientation to the use of research techniques applicable in a wide variety of contexts and (5) help us to understand ourselves and our position in society. (Eshleman and Cashion, 1985)

Socialization is the process through which children acquire certain behaviour, beliefs, standards and values of their culture. In the context of relationships, a child explores the physical and social world and makes continuous biological and behavioural strides towards competence. Children who experience continued problematic social relationships in the family, school or peer context in their childhood, appear to be at disadvantage in achieving social competence.

SPECIFIC OBJECTIVES

After reading this unit you will be able:

1.   To define methods of social influence.

2.   To appreciate the family as a social institution.

3.   To recognise the importance of social interaction in the school.

4.   To compare the pattern of interaction with the peer's group.

5.   To recognise the importance of play.

COMPULSORY READING

1.   Clifford, M. M. (1981), *Practicing Educational Psychology*, Houghton Mifflin Company.

2.   Hurlock E. B. (1978), *Child Development* Mcgraw Hill Kogakusha.

3.   Musgrave, P. W. (1972), *The Sociology of Education* Methuen.

4.   Kastenbaum, R. (1981), *Human Developing* A Lifespan Perspective, Allyn & Bacon, Inc.

SUGGESTED/ADDITIONAL READING LIST

1. Awan, M. H. Social Psychology to the Handicapped Unit No. 6 in Awan, M. H. (1993): *Perspectives of Special Education* Allama Iqbal Open University.

2. Baqal, M. S., (1975): *Social Order in Pakistani Society*, National Book Foundation.

3. Hendrik, C. (1977): *Child Behaviour*, Houghton Mifflin Co., Boston.

4. Jeffree, D. M., McConkey & Hewson, S: *Let me Play*, Human Horizon Series.

5. Vasta, W., (1977): *Child Behaviour*, Houghton Mifflin Co., Boston.

1 METHODS OF SOCIAL INFLUENCE

Social development of the child is, to a great extent, a process of imitation and identification. Persuasive techniques and play also greatly influence the social behaviour of the children. The research evidence suggests that each of these processes play an important part in determining a person's social behaviour. The teacher has the opportunity and the challenge of using these processes to help promote socially acceptable patterns of behaviour.

1.1 Compulsory Reading

1. Clifford, M. M. (1981): *Practicing Educational Psychology*, Houghton Mifflin, (pp.168-185).

A Piece of Advice:

In this section we will look into how children learn certain type of behaviour. Before attempting S.A.Qs please read carefully the above mentioned pages. The self-assessment questions are based on the compulsory readings.

1.2 Self-Assessment Questions

Q-1 What is the nature of imitation?

Q-2 What is the evidence provided by M. M. Clifford concerning imitation?

Q-3 Do you think, imitation and identification are same or different?

Q-4   What is the nature of identifications?

Q-5   What are the factors that have been examined alongwith power and reward which are thought to influence identification behaviour?

Q-6   What do you understand by persuasion?

Q-7   Can you give some examples concerning persuasion and punishment?

2 THE FAMILY AS A SOCIAL INSTITUTION

Socialization is a complex process. Early socialization takes place in the family where a child develops close ties with his parents and other family members and acquire motivation, knowledge, language, skills, roles, values, norms that enable him to function as member of a particular group.

Social scientists visualized the family as universal social institution while others "refer to a distinctive characteristic of the social life of particular cultures and epochs"., (Harris, 1985). Howerver, much of these views are the result of different political commitment.

Now, family is not regarded as universal social institution but seen as a set of constructions or types of constructions built around the activities of biological and ideological reproduction, so a definition which is more biological referenced is:

> "A group of kin united by blood, marriage, or adoption who share a common residence for some part of their lives and assume reciprocal rights and obligations with regard to one another". *(Eshleman and Cashion, 1985)*

2.1   Compulsory Reading

1.   Clifford M. M. (1981): *Practicing Educational Psychology*, Houghton Mifflin, (pp..204-211).

Comment:

> According to M. M. Clifford (1981) the family social class, structure, and interaction pattern is the most persuasive factor in the child's social development.

Q-1   What is a family?

Q-2   What do you understand by social class?

Q-3   Into how many social classes M. M. Clifford has divided the whole society?

Q-4   How do young children's social recreational activities differ from the social classes?

Upper middle class   Middle class   Lower class

Instruction:

> Let us examine how the size and social class are closely related in their effects on social development. Before we proceed any further, please read M. M. Clifford (1981), (pp.196-198).

Q-5   What are the problems M. M. Clifford identified in the low income and large family?

Q-6   What advantages do the children from smaller families have? You can add your own experiences as well.

Q-7   The employment of parents influence adolescent's attitudes. Different studies indicated different points in M. M. Clifford (1981), p.197:

1.   Hartley (1960) research indicated _____

2.   Vogel et.al. (1970) _____

3.   Douvan & Adelson, 1966 & Etaugh, 1974 _____

Q-8   What was reported in the studies carried out during the II world war about the boys raised without fathers?

Instruction:

> Let us move to page 198 in M. M. Clifford's book.

Q-9   What did the researchers note among the young children whose parents were separated?

Q-10   What did Sciara & Kelly (1975) indicated in their study?

Q-11   How did the absence of the father appear to affect girls and boys differently?

Girls   Boys
1. _____   1. _____
2. _____   2. _____
3. _____   3. _____

Instruction:

> Now we will concentrate on the interaction patterns among different classes.

Q-12   What is the importance of interaction on child's development?

Q-13   Family Communication has great impact on self-esteem. Can you name the rest.

Q-14   Saltz (1973) compared two institutions caring for children between the age of sixteen months and six years. One employed foster-grand parents. In the other institution the children received no special attention. What differences did they find in the two institutions?

Q-15   Fill in the blanks:

Care by the mother or father is loving, _____ and _____ has been found to be associated with _____ and _____ relatively high level of social _____ and _____ competence in babies.

3 THE SCHOOL

There has been a growth in the importance of school for the social as well as intellectual development of the child. Children who are at school between the ages of six and sixteen spend more of their working hours in schools than in any other single setting.

School teaches more than reading, writing arithmetic and other basic skills. School helps in self-development, provides competitive environment, disciplines students to cooperate with others and to obey the rules. Moreover, school teaches citizenship in a number of ways.

Learning at home occurs at personal, emotional level while learning at school is mainly intellectual. Although personal factors are also involved in learning at school.

3.1 Compulsory Reading

1. Clifford, M. M. (1981): *Practicing Educational Psychology* Houghton Mifflin, (pp.211-221).

Instruction:

Please read M. M. Clifford (1981), pp.

3.2 Self-Assessment Questions

Q-1 What are the main points John Dewery had presented for advocating child-centered schools?

Q-2 School is a highly social activity, a process of learning through an interpersonal exchange of information and activity. In your opinion how can the school be constructive or a crucial experience for social development?

Q-3 Do you agree that the school environment leads to positive social as well as intellectual development?

Q-4 Competition is a social comparison activity. Should teachers encourage competition or discourage in the classroom? If yes, how?

4 PEER'S GROUP IDENTITY

A peer group is an informed primary group of people who share a similiar status and usually fall in the same age group. The factor which is the most important characteristic is 'equality'. Other important characteristic is informally comprising of primary relationship.

Peer's group identity is that part of self-concept which is based on association with others of the same age and status. The emergence of peer's relationship continues from childhood to adolescence offering a choice between the social worlds of parents and friends. Under this topic we will see how peer's group influences the process of thought and activities. Children's activities and opinion are greatly influenced by the peer they choose to be with.

4.1 Compulsory Reading

1. Clifford, M. M. (1981): *Practicing Educational Psychology*, Houghton Mifflin, (pp.204-211).

4.2 Self-Assessment Questions

Q-1 Please write your comments on the conversation given on page 205 between mother and her school going child. What kind of argument he/she is putting for not wearing the dressy pants?

Q-2 Are parents or peers more influential as a model?

Q-3 Why children need to interact with their peer's group?

Q-4 What are the five points concluded in the study on peer's interactions?

5 PLAY

A review of studies on play indicates that today the views of psychologists and teachers play as an important determinant of personality, role, stability, social developments, creativity and intellectual growth. The play is viewed as a language-building activity in which children effortlessly learn the basic vocabulary and grammatical rules of their language. It is also seen as an exercise which develops physical strength, coordination and ability. Many theorists consider play a process that helps to develop the child's power of concentration and tendency to explore and create.

5.1 Compulsory Reading

1. Hurlock, (1978). *Child Development* McGraw Hill, (pp.287-311).

2. Kastenbaum, (1979). *Human Developing* Allyn & Bacon, Inc. (pp.262-271).

5.2   Self-Assessment Questions

Q-1   What is the meaning of play?

Q-2   Write the categories of play.

Q-3   How does 'work' differ from play?

Q-4   Write the contributions of play to children's development.

Instruction:

> Please read E. B. Hurlock, (1978), pp.291-296.

Q-5   What are the characteristics of children's play?

Q-6   What are the different stages Hurlock (1978) describes in the development of play?

Instruction:

> Let us move to page 294 in E. B. Hurlock's book.

Q-7   What are the main factors influencing children's play?

Instruction:

> Let us see what R. Kastenbaum (1979) has said about the play. Please read pp.262-264.

Q-8   What are the different reasons put by R. Kastenbaum for taking play seriously?

5.3   **Exercise**

I hope you would have enjoyed reading this unit. Let us now do some self-quering to test ourselves. You have just to write 'T' for true and 'F' for false.

1.   Symbolic models are usually much less effective than real-life models.   Y/F

2.   Children's television programmes, such as "Sesame Street" and cartoons, seldom provoke socially deviant behaviours.

3.   Exchange of compliments among adults is likely to encourage imitation of this behaviour by children.

4.   Hero worship is typically accompanied by identification.

5.   Nurturant fathers are likely to hinder the social development of boys.

6.   Parent-child communication patterns have a major impact upon young children's social behaviour, but little impact upon adolescents.

7.   Children from minority races generally prefer to imitate models of their own race.

8.   The use of persuasion is a deterrent to social development.

9.   Authoritative parents are generally more effective modifiers of behaviour than are authoritarian parents.

10.   The tendency to play is so predominant in young children that it occurs in spite of circumstances.

11.   There is research to suggest that play may affect the structure of the brain.

12.   Social class is a major influence in the Socialization of the child.

13.   Parental separation occurring after age eight generally has more detrimental consequences on boys sex-role behaviours than does separation occurring during the pre-school years.

14.   Gentle physical contact during infancy and early childhood aids cognitive and social development.

15.   The importance of peers as models-decreases with age.

16.   Research suggests that as adult-child interaction increases, social interactions with peers also tend to increase.

17.   The behaviours for which most boys are typically reproached in school generally lead boys to conclude that they have little academic ability.

18.   The discussion of children's socially deviant behaviours is unethical on the part of teachers.

5.4   Activities

Ask children of five, nine, thirteen and seventeen years age to identify their favourite friends and persons they like least. Have them explain what they like and dislike

about each. Use a form similar to the one given below. After collecting your data, study them carefully in the light of the following questions:

a. Do children limit their choice of "friends" and "enemies" to their own sex?

b. Do the explanations for friends reflect enviable traits i.e., "He is very smart". "She has very pretty clothes" Do they show peer's acceptance i.e. "He plays with me", He helps me with my work" or "We like the same kind of thins") (similarity).

c. Do the explanations for dislike reflect peer's rejection i.e., "He always wants to fight". "She's mean to me." or class distinctions, "He thinks he's so smart because his Dad's a lawyer", She is so dirty and messy or intellectual discrepancies, She's so dumb". "He always has his nose in a book. Observe whether the nature and explanations of friends and enemies change with age.

		Explanations of individuals Friends: (F) Enemies: (E)	
Sex	Age	Sex	Explanations
		(F)	
1.		(E)	
		(F)	
2.		(E)	
		(F)	
3.		(E)	
		(F)	
4.		(E)	

6 ANSWERS TO SELF-ASSESSMENT QUESTIONS

2.2   Self-Assessment Questions (SAQs)

Q-1   Blanks
Stimulating   Accepting   Language   Cognitive

5.4   Exercise

1.	F	2.	F	3.	T	4.	T	5.	F	6.	F
7.	F	8.	F	9.	T	10.	F	11.	T	12.	T
13.	F	14.	T	15.	F	16.	F	17.	F	18.	F

Unit No. 5

MORAL DEVELOPMENT

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CONTENTS

INTRODUCTION

"Moral development has been a topic of research interest in Psychology for many decades. The moral issues have occupied philosophy from the time of Aristotle. The sustaining interest in the topic may lie in its importance for the organization of society as well as the fact that it epitomizes the existential human dilemma of how people come to grips with the conflicts between their personal egoistic needs and the moral obligations".
(Hoffman, 1984).

The development of character is both a prerequisite and an integral part of the learner's part of the learner's intellectual or cognitive development. It has been argued that it is dangerous to help a person acquire intellectual skills without first helping him develop a sense of values – of right and wrong, of goodness, justice and proportions.

This unit is concerned with the moral development of a child in which the teacher can be an active participant in the process of emotional sensitiveness by bringing into the classroom real and hypothetical situations that the children are encouraged to discuss or act.

SPECIFIC OBJECTIVES

After reading this unit you will be able:

1.   Discuss morality.

2.   Appreciate the moral internalization theories of today.

3.   Recognise the pattern of moral development.

4.   Determine the effectiveness of the role of school and teachers.

COMPULSORY READING

1.   Belkin, G. S. Gray, J. L. (1977). *Educational Psychology* Wm. C. Brown Co.

2.   Bornstein, M. H. and Lamb, M. E. (1984). *Development Psychology* LEA Publications.

3.   Clifford, M. M. (1981). *Practicing Educational Psychology*, Houghton Mifflin.

4.   Hurlock, E. B. (1972), *Child Development*, McGraw Hill Kogakusa.

SUGGESTED/ADDITIONAL READING LIST

1.   Bee, H, (1975). *The Developing Child*, Harper & Row.

2.   Berkowiz, M. W. & Oser, F. (1985). *Moral Education*, Theory and Application, LEA.

3.   Dutman, H. (1978). *Meaning: The Moral Science*, Routledge &Kegan Paul.

4.   Frosting, M. (1976). *Education for Dignity*, Grune & Stration.

1 MEANING OF MORALITY

The psychological study of morality has many perspectives but the term moral development "has predominantly been associated with the cognitive development (structural) approach of Jean-Piaget and Lawrence Kohlberg". *(Berkowitz, 1985)*

Behaviour of an individual is usually determined by ethical ideas about what is right and what is wrong and why. Moral knowledge grows with the development of child, with experience and time, "small percentage" of people posses the principled morality which is acceptable by concerned society.

Children's early conformity to the customs and practices taught by their parents probably stem from their desire to avoid being punished, but, there is also reason to believe that children's unwavering respect for and dependency on authority figures inspite children to copy and adopt the practices of their elders.

Moral development has both an intellectual and an affective aspect, children learn to behave in a socially acceptable manner. When they are old enough, their awareness of a code of conduct increases, which emphasises the roles and duties performed by individuals in various capacities.

1.1   Compulsory Reading

Hurlock, E. B. (1978). *Child Development* (pp.386-392).

Instruction:

> Please read E. B. Hurlock (1978), pp.386-392 carefully.

1.2   Self-Assessment Questions

Q-1   What do you understand by morality?

Q-2   What is the difference between immoral behaviour and numeral behaviour?

Q-3   Is a child born with values? If not, how values are learned?

Q-4   How do the roles of laws, customs and rules help in moral development?

Instruction:

> Let us move to pages 388-390 in E. B. Hurlock (1978).

Q-5   What is the traditional view on the role of conscience in moral development and what is the changing belief about the conscience of a child?

Q-6   What do you understand by 'inner light', 'superego' and 'internalized policeman' and how are they developed?

Q-7   How has guilt been explained?

Q-8   What is the difference between 'guilt' and 'shame'?

Comment:

> Guilt is the feeling of responsibility for offences. The affect of guilt has detrimental effects on behaviour in general and moral behaviour in particular (Gilligan, 1963).

Q-9   In which way does social interaction play an important role?

Q-10   What does a child learn during early social interaction with his parents, siblings, family members and school.

Comment:

> Moral development is dependent upon intellectual development. It occurs in predictable stages related to stages in intellectual development. By the time, intellectual development reaches its mature level, moral development should also reach its mature level.

2 MORAL INTERNALIZATION THEORIES

The development of morality in children is of great importance for parents as well as teachers. Teachers and parents want the children to develop good internalized rules of the society in which they live in. Internalization theories deal with those experiences and process that provide people with the moral sense and motivation to act morally in situations involving conflict between their own needs and the needs of others.

2.1 Compulsory Reading

Bornstein, M. H. and Lamb, M. E. (1984): *Development Psychology*, LEA. (pp 297-319).

Instruction:

> Please read carefully the above mentioned pages.

2.2 **Self-Assessment Questions**

Q-1 In which way is there a disagreement in the definition of moral internalization?

Comment:

> You may find the psychoanalytic theory a bit hard, if you are encounting it for first time. Do not be bogged down with the terms. Try to get the meaning.

Q-2 Who presented the first complete theory of moral internalization? What is the central thrust of the theory?

Q-3 What is the attributional explanation of moral internalization?

Q-4 Which points does Denstbier (1978) stress in his attribution theory?

Q-5 Cognitive developmentalists tend to avoid the term moral internalization. Can you name the different terms?

Q-6 What are the two assumptions made in cognitive developmental theory?

Instruction:

> Let us move to page 303-306 in M. H. Bronstein & M. E. Lamb (1984)

Q-7   What four points does Hoffmans (1977 & 1983) research emphasis?

Q-8   Why is the moral internalization essential in the society?

3 PATTERN OF MORAL DEVELOPMENT

Children seem to observe stages of moral development which are relatively independent of specific training and specific rules. Children show a regular sequence in moral development.

Moral development depends upon intellectual development. It occurs in predictable stages related to stages in intellectual development. As children's ability to perceive and understand develop, they move on to a higher level of moral development. Children differ according to the level of their intellectual development. By the time intellectual development reaches its mature level, moral development should also reach its mature level.

3.1   Compulsory Reading

1.   Hurlock, E. B. (1978). *Child Development* McGraw Hill Kogakusta, (pp.386-392).

2.   Belkin, G. S. and Gray, J. L. (1977). *Educational Psychology*, WmC Broan Co. (pp.279-282).

Instruction:

> Please read carefully the pages 390-392 in E. B. Hurlock (1978). As you are familiar with Cognitive and social theories of today, hopefully you will find easy to connect it together. Let us move to Piaget's stages in moral development.

3.2   Self-Assessment Questions

Q-1   According to Piaget, the moral development occurs in how many stages?

Q-2   What are the characteristics of the first stage?

Q-3   How the second stage of moral development differs from the first stage?

Q-4   At what age does the child's concept of justice begin to change?

Q-5 How the second stage of moral development coincides with Piaget's cognitive development?

Instruction:

> Let us find out more about Piaget's ideas on moral development. Please read G. S. Belkin' J. L. Gray (1977) from pages 279-281.

Q-6 What are the three basic motives of his theory?

Q-7 What does Piaget mean by "morality of constraint"?

Q-8 How a child moves from moral realism to 'moral relativism'?

Q-9 Can you explain Piaget's position on moral development from Heteronomy to Autonomy?

Instruction:

> Let us move on to Kohlberg's stages in moral development. See pages 391-392 in E. B. Hurlock (1978).

Comment:

> Kohlberg attempted to retain Piaget's analysis and fit it into a more refined, comprehensive and logically consistent framework.

Q-10 Describe Kohlberg's three levels of moral development.

Q-11 What are the two distinct phases Kohlberg indicated in the moral development?

Q-12 What is the difference between moral behaviour and moral concept?

4 THE ROLE OF SCHOOL IN MORAL EDUCATION

As the potentiality for both the good and evil is increasing in our time, a stronger and deeper commitment to moral principles in needed. The school teacher can play an important role in the development of morality among the growing children.

So sense of right and wrong in children can be cultivated and children can make an appropriate moral judgement. The principal objectives of moral education is accom-

plishment of next higher level of moral development and it involves skills which lie in the cognitive and affective domain.

4.1   **Compulsory Reading**

Clifford, M. M. (1981). *Practising Educational Psychology*, Houghton Mifflin, (pp.154-159).

Instruction:

Please read page 154 in M. M. Clifford, (1981).

4.2   **Self-Assessment Questions**

Q-1   To what extent a teacher should try to influence moral development?

Q-2   How far do you agree that moral development is not a subject to be taught as cognitive skills of reading, writing? Suggest some of the ways to incorporate the moral development into development classroom.

Q-3   What are the two points of view about the moral development M. M. Clifford indicated on page 154?

Q-4   Can you point out the warning point indicated by Deplama & Feley (1975) on page 154 in M. M. Clifford (1981)?

Q-5   What are the main teaching methods for influencing moral development?

Q-6   Do you agree that moralizing or lecturing by itself is not likely to have much effect in encouraging socially acceptable moral behaviour? Why?

Q-7   The role playing activities can have good effects on the behaviour of emotionally disturbed children. Can you describe some of the reasons?

Q-8   What are the predicted and conclusive remarks of Devereux (1970) made on page 157 in M. M. Clifford about the peers interaction?

Q-9   Identify three situations or circumstances in which many individuals are likely to lie.
        1. _____
        2. _____
        3. _____

Q-10   Describe three situations or circumstances in which people are likely to cheat.

Unit No. 6

INDIVIDUAL DIFFERENCES AND
PERSONALITY DEVELOPMENT

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CONTENTS

INTRODUCTION

The purpose of this unit is to outline the dimensions of individual differences, to describe psychological approaches to the study of individual differences and to assess the implication of theory and research on individual differences for education of special/exceptional children.

The individual differences in personality have been a major concern of Psychology. Each personality pattern is unique in the combination and organisation of the traits. The personality traits are defined as enduring characteristics of responding across situation. No two children present precisely the same problem. Each child has a unique pattern of strengths and weakness, likes and dislikes, personal values, attitudes and interest. It is important that the teachers have a clear picture of the nature of individual differences and then application in the classroom.

SPECIFIC OBJECTIVES

After going through this unit, you will be able to:

1.   Appreciate the factors that account for individual differences.

2.   Evaluate the cognitive differences among children.

3.   Recognise the physical and social differences.

4.   Define the meaning of 'self-concept'.

COMPULSORY READING

1.   Clifford, M. M. (1981): *Practicing Educational Psychology*, Houghton Mifflin.

2.   Cook, M. (1984): *Levels of Personality*, Holt and Rinher and Winston.

3.   Hurlock, E. B. (1978): *Child Development*, McGraw Hill.

SUGGESTED/ADDITIONAL READING LIST

1.   Cartwright, D. S. (1974): *Introduction to Personality* , McNally & Co.

2.   Jafree, D. M; McConkey, R; & Hew Son. S. (1981): *Teaching the Handicapped Child*, Prentice Hall.

1 INDIVIDUALITY AND FACTORS THAT ACCOUNT FOR INDIVIDUAL DIFFERENCES

The children differ in their physical, social, economical, religious and academic background. The teacher ecounters these differences in the classroom. Recognising and responding appropriately to the differences present a challenge as well as a responsibility, to the teachers. There have been different explanations of individual differences. Geneticsts and biologists see these difference in terms of genetical or heredity reasons, while the psychologists believe that individual differences are largely due to people, environment and experiences. Most psychologists agree that heredity and environment and the interaction between the two elements plays an important part in individual differences.

1.1 Compulsory Reading

1.   Hurlock, E. B. (1978): *Child Development*, McGraw Hill (pp.528-531).

2.   Clifford, M. M. (1981): *Practicing Educational Psychology*, (pp.401-407).

Instruction:

Please read E. B. Hurlock, (1978), pp.528-529. Please attempt the self-assessment questions after studying the compulsory readings.

1.2 Self-Assessment Questions

Q-1   Do you agree with Allport (in E. B. Hurlock, 1978) that individuality is a 'never repeated phenomenon'?

Q-2   Define individuality - How and why is every individual different from each other?

Q-3   What do you understand by traits? Can you write some examples of traits common in our culture. For example:
(1)   Sociability   (2)   (3)

Q-4   Can you give two examples of how two children use their common traits in a unique way?

Instruction:

Let us move to M. M. Clifford (1981) for reasons of individual differences. (See pp.402-404).

Q-5   What are the two main reasons for individual differences in human beings?

Q-6   What do you understand by heredity? What does the research on this topic show?

Q-7   How do the different studies suggest that heredity plays an important part in explaining individual differences?

Comment:

> Environment is another reason for individual differences. Environment is the social, psychological and physical surrounding of a person in which he lives.

Instruction:

> Let us look at some of the research in M. M. Clifford (1981) to see how heredity and environment effects our individual differences. (See p.404).

Q-8   What genetic differences did Tryon, R. C. (1940) show in his experiments on rate in mazes?

Q-9   What did Cooper and Zubek (1958) do to improve the maze learning among dull-rates?

Comment:

> Heredity and environment play an important part in individual differences. They are inextricably interviewed "to ask how much of an intellectual personality trait depends upon heredity and how much upon environment is a meaningless question. The question should be reformed in terms, not of how much but of how". (Anastasi 1958 pp.83-84.)

Q-10   What is the difference between 'genotype' and 'phenotype'?

Q-11   What did Tyler propose for the development of genetic potential?

2   COGNITIVE DIFFERENCES

The cognitive differences have been suggested by researcher as cognitive styles that may be related to learning. Messick (1976) has defined cognitive styles as characteristic way of organising and processing information and experience. Although cognitive styles are often classified as personality traits, they also reflect consistent differences in cognitive functioning and this reflects both differences in ability and personality.

2.1 Compulsory Reading

Clifford, M. M. (1981): *Practicing Educational Psychology*, Houghton Mifflin (pp.407-425).

Instruction:

> We have covered cognitive development in Unit 3. It is hoped that you will be able to interpret the two topics together. Let us move to M. M. Clifford (1981), pp.407-414.

2.2 Self-Assessment Questions

Q-1 What is the definition of intelligence given by Alfred Binet?

Q-2 What is the difference between I. Q. and intelligence?

A Piece of Advice:

Please look at the page 410 in M. M. Clifford (1981) for the kindergarten child to assess the mental processes. The teacher or parent who thinks a child lacks in any of the areas, e.g. perceptual discrimination can make up exercise and games that will improve the child's discrimination skills.

Q-3 What do you understand by cognitive style? How do the children vary in their cognitive modes?

Q-4 Can you make a list of other objectives which are included in the other conceptual style text?

Comment:

> Individual cognitive styles lead to differences in the perception and response to classroom activities. To accommodate the individual differences a variety of experiences should be provided in the classroom. Please read carefully the pages 429 in M. M. Clifford (1981) before you attempt next question.

Q-5 Let's capture some of the research by filling in the blanks:
1. Field independent students do much better at _____ and _____ .

2. Field dependent students tend to be better at noticing _____ and _____ .

Instruction:

> There are useful tips for teachers on pages 422-423 in M. M. Clofford (1981), please read them carefully.

Instruction:

> Please do not miss the table 9.2 test for cognitive style' in M. M. Clifford (1981) on page 421.

3 PHYSICAL AND SOCIAL DIFFERENCES

Development is one of the two important characteristics of human social behaviour. Within the limits of development trends, there are enormous differences among children, through it is a complex process of interaction. This process involves motor skills, emotional impulses, also and remains under the influence of social group and "impelled" by the interest of child.

Development is influenced by physiological factors, like physique and character, physique and social attitudes and innate likes. While in physical differences; among so many factors, poverty and class status makes a lot of difference.

The difference in growth pattern is not only related with physical environment but also includes mental and personal development. Growth in functions vary from one individual to another and rate of development varies within individual.

The relationship between affection and healthy physical growth in infancy has unknown degree effect on school education but the degree varies from individual to individual.

3.1   Compulsory Reading

1.   Clifford, (1981): *Practicing Educational Psychology*, Houghton Mifflin, pp.427-435.

2.   Hurlock, (1978): *Child Development*, Mcgraw Hill, pp.34-41.

3.2   Self-Assessment Questions

Q-1   What is a common belief about different skills of girls and boys. For example: a.Girls are good at _____ .   b.   Boys are good at _____ .

Q-2   How far do you agree that these differences between girls and boys are cultural and result from sex-role stereotype.

Comment:

Research studies clearly point out that at the present time social, cognitive and physical differences exist between males and females. An important first step for dealing effectively with these differences is to become aware of behaviour to our bases and stereotype.

Q-3   What are the other factors that account for individual differences?

Q-4   Is the social-economic status an important reason for differences among students? Of course yes! Why?

Q-5   Suggestion:
The teacher can help to break down the barriers in a classroom by:

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____

3.3   Activity

We have prepared an interesting activity to find out the individual difference in the environment and their physical growth of the pupils in your class.

Take about ten to fifteen pupils in your class. Check the following difference among them.

1.   Parent situation, whether living with parents ____ or living with other relatives ____ .

2.   Siblings situation, sister ____ brother ____ other relatives.

3.   Living in the family, grand mother ____ grand father ____ any other relatives ____ .

4.   Age   Year _____ Months

5.   Weight   Kilograms _____

6.   Height   Meters _____

Instruction:

4 SELF-CONCEPT

The self-concept is a multi-dimensional and complex concept. It is an image of one's self which is developed through childhood to adolescence with formative influences from home, school, peers and social environment. Self-concept is the basic factor in a formation of personality and in the determination of behaviour.

Home background, social class, child reading practices, teachers, type of school, motivation, personality factors have tremendous influence on self-concept. Psychologist and teachers are becoming aware of the fact that person's own view of himself is closely related to his learning behaviour.

4.1 Compulsory Reading

Cook, M. (1984): *Level of Personality*, Holt, Pinehar and Winston, (pp.99-110).

Instruction:

> Please read carefully the above-mentioned book before you attempt self-assessment questions.

4.2 Self-Assessment Questions

Q-1 According to M. Cook, what are the two abilities which make the human being superior to the animals?

Q-2 A. Can you explain in your own words what is self-concept?

B. How the self-concept gives the personality theorist a possible way of explaining behaviour?

Comment:

> Most self-theories view the self as developing, not as present from birth, but developing from the infant's and child's struggle to control its urges and to please its parents.

Instruction:

> Let us move on the three self-theories on page 100 in M. Cook (1984).

Q-3 What are the names of the regions in which Sigmund Freud's self and instinct theory is divided?

Q-4 Can you explain the development of ego and super ego with reference to personality?

Q-5 How does M. Cook explain Cattel's sentiment and motives in terms of personality development?

Comment:

> Sentiments unlike motives are socially defined.

Q-6 How does Cattel explain self-sentiment in term of personality development?

Q-7 How Roger explains the development of 'self' and organism?
Q-8 How does self-concept develop according to different authors on page 105 in M. Cook (1984)?

a. All port
b. Thigper Clecklay
c. Cooley
d. Mead

Q-9 What role do parents and friends play in the development of self-concept and how?

Q-10 How does 'the self' operate, according to H. C. Lindgren (1980)?

Unit No. 7

PSYCHOLOGY OF
LEARNING AND TEACHING

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CONTENTS

INTRODUCTION

Learning is a multisensory process which occurs as a result of some intervention with the environment. In order to understand what is meant by learning and what takes place during learning, teachers need to ask several fundamental questions to understand the factors at work in the learning process. Why is it that we remember some facts and forget others. While we are learning facts we are remembering and adapting knowledge in a new light. The human learning is an open system which is highly individual and complex organic process that allows the individual not only to adapt to his environment, but to change and to shape them in an infinite number of ways. There are many theories of learning which either belong to the stimulus-response school or the cognitive school.

CHARACTERISTICS OF THE LEARNING PROCESS

a   Learning is a cognitive, multisensory process.

b   Learning is individual.

c   Learning occurs according to the readiness of the learner.

d   Learning requires feedback.

e   Learning requires an experience with regard to people, things, relationships, time and space.

SPECIFIC OBJECTIVES

After you have gone through this unit, it is hoped that you will be able to:

1.   Define the nature & types of learning.

2.   Evaluate the stimulus-response theory.

3.   Recognise the facts of cognitive theories.

4.   Appreciate the theories and processes of teaching.

COMPULSORY READING LIST

1. Belkin, G. S. Gray, J. L. (1977): *Educational Psychology* Wm. C. Brown Company Publishers.

2. Clifford, M. M. (1981): *Practicing Educational Psychology* Houghton Mifflin.

SUGGESTED/ADDITIONAL READING LIST

1. Connell, B. O. (1973): *Aspects of Learning* George Allen & Unwin Ltd.

2. Conner, K. O. (1977): *Learning: An Introduction* Scott Foreman.

3. Gagne, R. (1977): *The Conditions of Learning* Holt Sauders.

1 THE NATURE AND TYPE OF LEARNING

Education, whether it is formal or non-formal aims at development of learning. Learning does not exist outside the individual. "It is a process or product which results into some overt or covert or potential behavioural capabilities or an activity which causes some change in the behaviour or performance or performance capability of an individual" (Pandey, 1988). This involves individual with an inter-active relationship with his/her environment.

Learning is relatively permanent change in a behavioural tendency and is the result of reinforced practice. So reinforced practice is the cause of learning. One can observe the performance, not learning. A person has learned when he can perform something which he could not do before. So result is change of behaviour or performance (learning does not always change behaviour).

But some areas do not fall in learning. First area is of reflexes, second area is of maturation and third area is of temporary states of organism due to fatigue, habituation or drugs (DE CECCO, 1968). It should be noted that definition of learning states nothing about direction of change in behaviour. Usually when we talk of learning, it is either cognitive or psychomotor learning but there is also another type of learning called affective learning.

Basic external conditions of learning are contiguity, practice, reinforcement, generalization and discrimination.

1.1   Compulsory Reading

1.   Belkin, G. S. and Gray, J. L. (1977). *Educational Psychology* Wm. C. Brown Company Publishers, (pp.211-213).

2.   Clifford, M. M. (1981). *Practicing Educational Psychology* Houghton Miftlen, (pp.274-287).

Instruction:

> Please read carefully the above-mentioned pages before you attempt the self-assessment questions.

Gage and Berliner (1984) identify five kinds of learning.

1.   respondent
2.   contiguity
3.   operant
4.   observational
5.   cognitive.

1.2   Self-Assessment Questions

Q-1   What are the two critical conditions of learning?

Q-2   What is the definition of learning according to G. S. Belkin and J. L. Gray?

Q-3   What are the different factors that must be considered when defining and measuring learning?

Q-4   Do you agree with G. S. Belkin and J. L. Gray that all performance is not a result of learning? Some is the result of growth or maturation? Can you bring some examples from your teaching experience?

Q-5   Do you agree that effects of different situational conditions play an important role in the learning processes? If yes, how can the teacher plan his/her lesson to provide learning situation?

Instruction:

> Please read the different definitions of learning on p.213 in G. S. Belkin and J. L. Gray (1977).

Q-6   Keep in mind the table 6.1 on page 214 in G. S. Belkin and J. L. Gray (1977). Can you write the processes, condition of learner and situation and the outcomes of learning?

Instruction:

Let us move to "Types of Learning" in Practicing Educational Psychology (1981), pp.271-287.

Q-7   How many types of different learning has M. M. Clifford identified?

Q-8   Can you define verbal learning? How do human beings respond to verbal messages?

Q-9   How is serial learning different from verbal learning? What are the four main conclusions of the researchers?

Q-10   Can you recall some of the characteristics of free recall?

Q-11   A.   What is concept learning according to M. M. Clifford (1981)?

        B.   What are the pre-requisites suggested by Gibson (1955 and 1969) *on p. 280 in M. M. Clifford's.*

Q-12   What are the two basic approaches to concept learning and how they are different? What approach you would adopt for special children?

Q-13   What does M. M. Clifford (1981) suggest for teaching concepts?

Q-14   What are the principles of learning? What are the functions of learning?

Q-15   How is principle learning different from problem solving?

Q-16   Identify the main problem-solving skills.

Q-17   What are the problem-solving obstacles?

Q-18   A.   What are the motor skills?

        B.   Define three phases of motor skill learning.

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2 STIMULUS RESPONSE THEORY

The behaviourist psychologists contend that most changes in behaviour can be explained in terms of reinforcement (operant conditioning) or pairing of stimuli and response (classical conditioning)

*   The stimulus element which involves an environmental event.
*   The response element (behavioural act).
*   The formation of a connection or bond (every stimulus is linked with some kind of response i.e. structure of behaviour).

There are two major implications for stimulus response theories for teachers. First, that effective reinforces must be identified and then systematically administered or denied to the students. Secondly, the stimuli and responses that are to become limited must be presented in close proximity and with enough frequency in order to ensure the desired response.

2.1   Compulsory Reading

Clifford, M. M. (1981): *Practicing Educational Psychology*, Houghton Mifflin, (pp.235-243).

Instruction:

Please read M. M. Clifford (1981), pp.235-243 before you attempt self-assessment questions.

2.2   Self-Assessment Questions

Q-1   What is stimulus?

Q-2   How do the behaviourists explain human learning in terms of responses to stimuli?

Q-3   What kind of experiment were done on animals to test the S-R theory in 1930?

Q-4   How and when did clinical and school psychologists start applying S-R techniques to human beings?

Q-5   What is classical conditioning?

Q-6 - What is the difference between unconditioned and conditioned stimulus?

Q-7   What are the three basic steps of classical conditioning?

Instruction:

> Please see the figure 6.1 in M. M. Clifford (1981).

Q-8   Where can the principles of classical conditioning or stimulus substitution be useful?

Instruction:

> Look at the figure 6.2 in M. M. Clifford on p.239 that reflects the use of classical conditioning in teaching of reading?

Q-9   How can words with pictures help early readers in readings?

Q-10   How useful are Stimulus-Response (S-R) for emotionally disturbed children?

Q-11   How is disturbed Operant Conditioning different from classical conditioning?

Q-12   Please explain positive reinforcement and negative reinforcement.

Q-13   How can a teacher apply the principles of operant conditioning to encourage desirable behaviour in the classroom?

3 COGNITIVE THEORIES OF LEARNING

A great deal of learning occurs when things are simply exposed to people. So one learns without reinforcement operant conditions. Learning largely depends upon the processing and storage of information one conceives from environment.

Cognition in psychology means processing of information coming in from the senses. While learning means a relatively permanent change in behaviour which is a result of experience. Cognitive learning is without any known reinforcement, "a person or animal learns new relationships and associations among events simply as a result of having experienced these events". (Margon, King & Robinson, 1981.) This type of learning involves insight, thinking, reasoning or deductive and inductive logic. Cognitive theorists prefer the students to arrive at perceptions on their own.

Cognitive theorists explain learning in terms of what goes on within the cognitive structure of a person after exposure to written or oral stimuli. The cognitive theories

suggest that a learner must actively respond to the learning material and relate it to his or her cognitive structure. The teacher can structure and present learning material in a manner that is highly organized and compatible with the learner's previous learning and experiences.

3.1 Compulsory Reading

Clifford, M. M. (1981). *Practicing Educational Psychology* Houghton Mifflin, (pp. 254-283).

Instruction:

Please read the above-mentioned pages in M. M. Clifford's book (1981) carefully before you attempt self-assessment questions.

3.2 Self-Assessment Questions

Q-1 How do the cognitive theories explain learning, and how it is different from S-R theory?

Q-2 What is Ausubel meaningful reception learning?

Q-3 What are the two things on which a person's learning depends?

Comment:

The nature of the relationship between new and old knowledge is sometimes artificial, in which case, there is danger that new information will be lost or forgotten.

Q-4 Can you give an example how the new information can be forgotten because of loose connections between the old and new information?

Q-5 How can learning and memory be improved according to Ausubel?

Instruction:

Look at the figure 6.4 on p.256 in M. M. Clifford's book (1981). It shows how different types of Association can lead to high and low meaningful learning.

Q-6   What does Ausubel mean by the process of assimilation?

Instruction:

> Please read the research spot lighted by M. M. Clifford (1981) on p.257.

Q-7   How did the children arrange the related picture set correctly, and when did they make mistakes in arranging pictures?

Q-8   Explain the three ways, when assimilation can be helpful in learning.

Q-9   Please write down the factors that aid meaningful learning.

Instruction:

> Please see the figure 6.6 'Meaningful Learning Set' on p.261 in M. M. Clifford's book (1981). It will give some idea of starting a new concept of learning.

Q-10   What is the difference between discovery and meaningful reception learning?

Q-11   A.   What is Jerome Bruner theory of instruction?

       B.   What are the three modes of learning?

Q-12   What is the function of categorization?

Instruction:

> Please read the research spotlight on p.267 in M. M. Clifford's book (1981), then attempt the next question.

Q-13   What are the five advantages of being able to classify events in terms of conceptual categories?

Q-14   What are the four major principles of instruction? Explain them.

Instruction:

> There are useful tips for teachers on pp.272-273 in M. M. Clifford's book. Don't miss it.

Comment:

> Children's natural curiosity and desire to explore their world provide an infinite number of opportunities for teaching and learning in all kinds of setting. (Jean Clande Lejeun)

4 THEORIES AND PROCESS OF TEACHING

Schools are viewed as the 'place to learn'. The teachers are considered as the determiners or distributors of knowledge. There are various teaching approaches towards classroom teaching e.g. psychoanalysis, humanism, behaviourism and cognitionism. Teaching is a system of actions intended to induce learning. Does teaching occur every time when one person tells another person something that the other one did not know before? We will examine a variety of approaches to teaching while keeping in mind the following principles:

a   Development of personality as a whole.

b   Educating is for a better and more productive living.

c   Appreciating each learner's individual capacity.

d   Clarifying and facilitating individual goals.

e   Helping the learner overcome obstacles to achievement.

f   Instruction of specific subject matter.

g   No man is an island – we learn to live with each other.

h   Growth through learning.

The intellectual, social and emotional development go hand-in-hand. Areas of individual growth are not separated from each other, but related theoretically and functionally within the organic context of the total person.

4.1 Compulsory Reading

Belkin G. S. and Gray, J. L. (1977). *Educational Psychology* Wm. C. Brown Company Publishers (pp.409-441).

> Please read the above-mentioned pages before you attempt self-assessment questions.

4.2 Self-Assessment Questions

Q-1 According to Smith (1961). What are the three definitions of teaching?

Comment:

> When a child does a thing at one stage that he could not do earlier, we are likely to say he has learned something new, (if the changes follow behaviour interaction with environment).

Q-2 a. Could you please explain the three-step process Model?

   b. What are the weaknesses of the Model?

Comment:

> The Helping Model considers teaching as a process that helps the individual to realize his full potential.

Q-3 What are the main characteristics of the Helping Model of teaching?

Q-4 How far do you agree with the fifteen Human Functions suggested by J. H. Manu (1972) that can be cultivated by the teacher?

Q-5 Please explain the three basic areas of development suggested by Robert R. Carkhuff (1971). See Display 11.1 on p.421.

Q-6 What is Joyce and Weil's Models of teaching Analysis?

Comment:

> When we speak of teaching approaches, the first question we must answer is: Is a teaching approach or teaching technique an explanation of what the teacher is doing? Or is it, as has been suggested to be designed/assist to the teacher to make decisions. Techniques serve as guidelines, tentative parameters of approach to help the teacher maintain the delicate balance of the teacher-student relationship.

Q-7   What are the goals of Psychotherapy and Education? How do they go about achieving the goals?

Q-8   Please list the important concepts of psychoanalytical therapy which are directly relevant to the teaching situation.

Q-9   What are the characteristics of humanistic approaches to leading?

Comment:

> Underlying client-centred teaching is a consistent philosophy reaffirms faith in the essential goodness of man and assurance in person's natural tendency towards growth and improvement.

Instruction:

> Please go through pp.432-436 in G. S. Belkin and J. L. Gray (1971) Educational Psychology.

Q-10   What is the client-centred/learner-centred approach?

Q-11   What are the qualities of the client-centred/learner/centred teacher?

Q-12   What are the goals of the client-centred/learner-centred teacher?

Q-13   If the goals are achieved what are the qualities of the students?

Q-14   How has Roger outlined the processes of development which the student experiences in a client-centred school setting?

Q-15   What are the main points of Existential Approach?

Instruction:

> Please read pp.436-441 in *Educational Psychology* to have a better understanding of educational perspective and teaching for self-actualization.

Q-16   Can we in Pakistan lay emphasis on teaching for self-actualization? If yes, how?

Q-17   Would it be a good idea for the student to write down the definition on 'self-actualization'? (It means working to do well the thing that one wants to do.)

Unit No. 8

EVALUATION AND ASSESSMENT

Written by:
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Revised by:
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CONTENTS

INTRODUCTION

Evaluation is a part of both teaching and learning. Evaluation can be defined as the process of judging performance or progress towards attainment. The term testing is often used to refer to both measurement and evaluation. It is important, however, to make a distinction between the concepts. *Measurement* is a means of selection, gathering and analysing information. Measurement may involve paper and pencil or a mechanical or observation instrument. Evaluation is the means of making a decision based on an interpretation of a measurement. That evaluation refers to the values attached to the measurement and the subsequent decisions made on the basis of the value judgement. For example, if one obtains a score of 86 on a 100 point rating scale completed by the teacher, this is a measurement involving a test and score. Furthermore, if the average score on this is 97 and the range is from 85 to 100, this is still a measurement involving analysis of the result.

Evaluation is not a new concept. It was practised by the emperor of China as early as 2200 BC. But evaluation, as it is practised today, is less than a century old, and during the time it has evolved through a number of forms. Achievement tests were devised and used during the last decade of the nineteenth century by Joseph M. Rice, often called the father of educational research. He used these tests to support his contention that school-time is not being used properly. Alfred Binet's test for screening mentally handicapped children from regular classrooms published in 1904 became the basis of all intelligence testing. The two world wars greatly stimulated the testing movement and results in widely usable group tests of intelligence and other abilities.

> Measurement *"The process of obtaining a numerical description of the degree to which an individual possesses a particular characteristic (Answers the question 'how much')*
> *Evaluation: The systematic process of collecting, analysing and interpreting information to determine the extent to which pupils are achieving instructional objectives. (Answer the question 'How good'?)"*
>
> (Gronlund, 1985)

SPECIFIC OBJECTIVES

After going through this unit, you will be able to:

1. Define educational evaluation, its functions types and techniques.

2. Appreciate the current issues of evaluation.

3. Judge goal attainment.

COMPULSORY READING LIST

1. Belkin, G. S and Gray, J. L (1977) *Educational Psychology* Wm. C. Brown Company Publishers.

2. Clifford, M. M. (1981) *Practicing Educational Psychology* Houghton Mifflin Company.

3. Lindvall, C. M and Nitko, J. A (1975) *Measuring Pupil Achievements and Aptitude,* Harcourt Brace-Jovan.

1 THE NATURE AND FUNCTIONS OF EDUCATIONAL EVALUATION

Educational evaluation carries an important place in the whole school programme. It contributes directly to teaching learning process in the classroom and indirectly to a variety of school functions.

School focuses its activities on the desired pupil changes in intellectual, emotional and physical spheres. The intended outcomes are guides by the instructional objectives; so teaching, learning and evaluation are interlinked and following steps are desirable to be included in instructional process.

1. Prepare instructional objectives in terms of desired learning outcomes.

2. Pre-assess the learner's needs.

3. Provide relevant instruction.

4. Evaluate intended outcomes.

5. Use the evaluation results. (Grounlund, 1985)

While secondary purposes of evaluation are to:

1. Improve curriculum.

2. Improve guidance and counselling services.

3. Improve efficacy of administration.

4. Use in research.

As education aims at the development of personality, so it becomes necessary that teacher must use many instruments and procedures, not only tests. A systematic evaluation of pupil progress is advised. Without this, objectivity in evaluation will lack. In brief, educational evaluation is a complex and cumulative process which determines the degree of achievement of educational objectives. Evaluation included a number of techniques including tests but is often confused between educational and psychological tests.

There is often a confusion between educational and psychological tests. Educational testing is concerned with the capability of the student to perform on measurements of educational outcomes. Psychological testing is concerned with measuring the characteristics of students that may affect the outcomes of educational experiences. Attitudes, interests and intelligence are the examples of psychological characteristics that may affect educational outcomes.

Psychological and educational testing are both important in the various functions of evaluation in schools, while educational testing is related to monitoring and terminal assessment.

1.1 Compulsory Reading

1. Belkin G. S. and Gray, J. L. (1977). *Educational Psychology* Wm. C. Brown Company Publishers, (pp.601-613).

2. Clifford, M. M. (1981). *Practicing Educational Psychology* Houghton Mifflin Company, (pp.624-629).

Instruction:

Please read the mentioned pages carefully before you attempt self-assessment questions.

1.2 Self-Assessment Questions

Q-1 What are the four functions of evaluation according to G. S. Belkin & J. L. Gray, (1977). (See p.601.)

Q-2 What are the four functions of educational evaluation?

Instruction:

Please read pp.602-604 in G. S. Belkin and J. L. Gray (1977).

Q-3 Explain the role of selection placement, monitoring and terminal assessment.

Comment:

Both educational and psychological tests can be a part of evaluation in the school.

Instruction:

Please look at the table 16.1 on p.603 in G. S. Belkin & J. L. Gray (1977) before you attempt a new question.

Q-4 What are the similarities and the differences between diagnostic, formative and summative evaluation?

2.1 Compulsory Reading

C. Maulitz Lindvall and Anthony J. Nitko, (1975). *Measuring Pupil Achievement and Aptitude* Harcourt Brace Jovanovich, (pp.3-9).

Instruction:

Please read the above-mentioned pages before you attempt self-assessment questions.

2.2 Self-Assessment Questions

Q-1 Lindvall and Nitko (1975) describe Jan Miller, preparing for her first day of teaching. What kind of problem she was anticipation?

Q-2 Would you like to add some of your experience of first day teaching?

Comment:

The essential purpose of teaching is to produce change in pupils. Any programme of instruction must be based upon and guided by information on pupil aptitude, interest and achievement. (Lindval and Nitko)

Instruction:

Please read pp.4-5 in C. M. Lindvall and A. J. Nitko (1975).

Q-3 A father is teaching his son the lesson 'how to swim' (see p.4). How will he plan his teaching steps?

Comment:

'A child who has shown a capacity for learning physical tasks quickly and easily may not have to be taken through all the steps that would be necessary for a child with less aptitude'. (Lindvall and Nitko 1975.)

Q-4 What are the suggestions Lindvall and Nitko (1975) gave to swimming instructors teaching a whole class of non-swimmers?

Instruction:

Let us move to pp.5-9 in Lindvall and Nitko (1975) to find out the 'Area of Pupil Evaluation'.

Q-5 Identify the four major areas of pupil evaluation.

Q-5   What are the three statistical concepts that are critical in interpreting the results of a test?

Q-6   Define mode, median and mean.

Q-7   Explain the three different measurements of central tendency that can be of importance in measurement.

Comment:

> Central tendency refers to the average score obtained by students on a test............ The median is the middle-most score for the results of a test.

Q-8   Explain variability.

Q-9   What is correlation?

Q-10   What is the criteria used to evaluate measurement?

Q-11   Describe the different occasions on which you would use the different evaluation techniques.

1.3   Activity

List two long-term cognitive goals and one social goal that you wish your student to reach over the course of the year. List way in which you could measure the attainment of these goals on monthly basis.

2 THE ROLE OF STANDARDS AND CRITERIA IN EVALUATION

To fully appreciate the nature of educational evaluation, one has to understand the role of standards and criteria used for measuring and assessing students' abilities. These standards and criteria help to evaluate the academic achievements of students and diagnose performance of individuals and groups of students. Measurement of performance requires the use of standards, criteria and various measurement instruments to facilitate evaluation. A through knowledge of these provides essential background for teachers.

Criterion, referenced or standard based evaluation is that which assesses the student status with respect to some criterion or standard. In this a student is judged by what he can do, not by being compared with others. Criterion referenced tests are designed to have accurate reflection of a given criterion behaviour. The matter of a criterion referenced test is representation of specific objectives, description of behaviour, a well designed criterion referenced test is that which provides a good deal of information about the

Following figures will explain the interlinkage of Instruction and Evaluation

Feedback loops of Basic Teaching Model
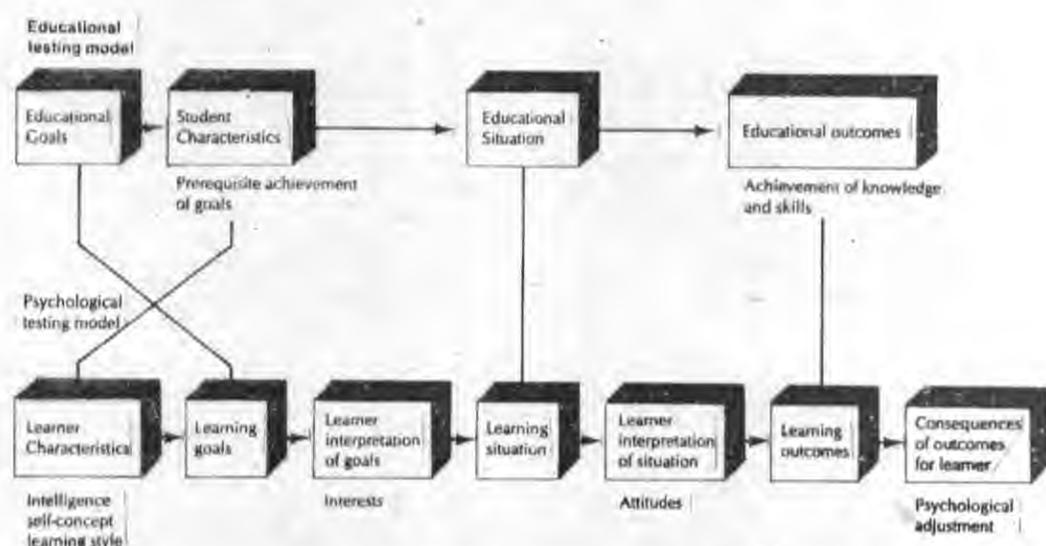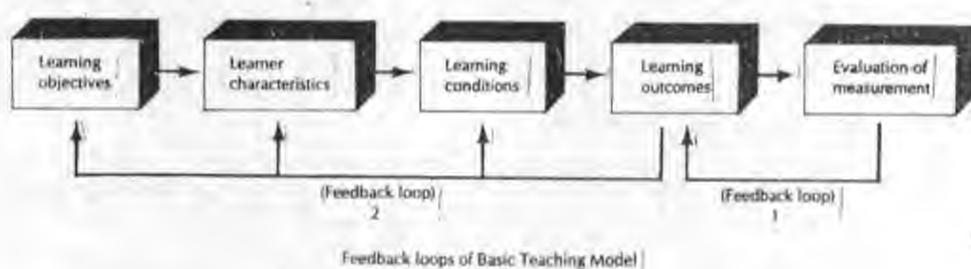
Comparison of Educational and Psychological Testing Models.
(Gay, L.J. and Belkin, S.G. 1977)

Q-6   What are the different procedures a teacher adopts to assess the level of pupil achievement?

Comment:

> The teacher's major 'business' is to produce changes in pupils, and the degree of teacher's success can be determined only through regular assessment of what the pupils have learned.

Q-7   How does a teacher determine a pupil's aptitude in different areas? Explain how some of the aptitude tests can result in more effective instruction.

Instruction:

> Please read 'determining pupil interest' in Lindivall and Nitko (1975), p.7.

Q-8   How do you as a teacher determine a pupil's interest?

Q-9   What kind of suggestions did Lindvall and Nitko (1975) give for evaluating pupil achievement through class discussions?

Q-10 Are pupil's interest and aptitude related variables? Please comment using your own classroom experiences.

Q-11 How can classroom tests be used effectively in teaching?

2.3   Activity
1.   Prepare a chart for recording daily progress of a pupil on a particular skill you want to test.

2.   List long-term and short-term goals for your pupils for assessing social and physical development.

3 PLANNING FOR INSTRUCTION AND EVALUATION

Education is a process of producing desired changes in the behaviour of a learner. To make this process effective, formative and summative assessment should be employed regularly. Behaviour should be based on knowledge, understanding, application, thinking skills, performance skills and desired attitude. To achieve this, it is necessary to state the outcomes clearly and make sound planning for instruction. These will act as guidelines for the whole educational process.

The evaluation of pupil achievement based on instructional objectives will assist teachers in making decisions like these.

1.   Are students able to benefit from instruction?

2.   Do the students understand what they learn?

3.   Are students making sufficient progress towards desired learning goals?

4.   Have students accomplished what was expected of them?

5.   To what extent has instruction been effective?

These decisions lead to perform instructional functions in a better way with the growth of role of evaluation in teaching, it is accepted that evaluation contributes to the improvement in teaching-learning process and pupil learning.

3.1   Compulsory Reading

Lindvall C. M. and Nitko A. J. (1975), 2nd edition, *Measuring Pupil Achievement and Aptitude*, Harcourt Brace-Jovan, (pp.10-27).

Instruction:

> Please read carefully the above-mentioned pages before you attempt self-assessment questions.

3.2   Self-Assessment Questions

Q-1   What is the function of instruction?

Q-2   Explain the three basic steps in the process of instruction.

Comment:

> If instructions/teaching objectives are to serve their purpose of providing the basis for teaching and evaluation, they should be clear and specific.

Q-3   What are the three criteria of specific objectives of evaluation?

Q-4   How did Lindvall and Nitko (1975) on p.13, explain the specific behavioural objectives in developing a seventh-grade social studies unit on Africa?

Q-5   How is flexibility useful in the development of specific objectives?

Q-6   What is the purpose of organising and sequencing objectives?

Instruction:

> Let us go through p. 15 in Lindvall and Nitko (1975) to look at the sequence of units and objectives for three units in beginning multiplication.

Q-7   What are the important kinds of decisions to be made in planning instruction within a curriculum structure?

Instruction:

> Let us move to p.17 in Lindvall and Nitko (1975) 'Choosing the Evaluation Procedure'. Please give a good reading from pp.21-27, before you attempt further self-assessment questions.

Q-8   The teacher should be guided by certain criteria that define the important qualities in any evaluation procedure. Can you name some of the criteria of evaluation?

Q-9   What are the points made by Lindvall and Nitko (1975) in explaining the procedure of validity?

Q-10   What are the important points to remember about the reliability of a procedure?

Q-11   For the student, what could be the advantage of (a) objective evaluation; and (b) subjective evaluation?

Q-12   Comprehensiveness should be a part of planning for any evaluation. How? Please bring some examples from your own classroom experience.

Q-13   What are the other considerations besides validity and reliability which are important in evaluation procedure?

4 EDUCATIONAL REPORTING

Educational reporting has been defined as the communication of educational outcomes. While the purpose of reporting is to facilitate the development of students. Reports help the students to realize their potentials.

There are many methods of recording and reporting the pupil progress but it is very difficult to say which one is best. Student's marks and other reports of pupil progress serve many functions. These can be divided into three broad categories in relation to report users.

1. Pupil and parents.

2. Teachers and counsellors.

3. Administrator.

There must be an effective system of marking and reporting. An effective system will:

1. "Provide the type of information needed by the reporter's users.

2. Present it in an understandable form" (Groulund, 1985)

Report should clearly indicate the strengths and weaknesses of the student in an analytic but definite way so it may provide firm base for guidance and indicate the probable success in continuing work in certain fields.

Evaluators in the past laid emphasis on single measure but now, trend has been shifted to multiple and long time span.

Usually reporting methods use:

1. the traditional marking system

2. the, pass - fail, system

3. check list of objectives

4. informal letters

5. parent teacher conferences.

But each method has its own limitations, it is proposed to combine the most relevant methods together, keeping in view the functions to be served. Further more, it should be kept in mind that no one reporting system can be used in all schools, in all contexts the following guidelines may be useful for devising a multiple marking and reporting system.

1.   System should be guided by the functions to be served.

2.   System should be developed cooperatively by parents, pupils and school personnel.

3.   System should be based on a clear statement of objectives.

4.   System should be based on adequate evaluation.

5.   System should be detailed enough to be diagnostic and practical.

6.   System should have provision for parent teacher conferences, when needed.

4.1   Compulsory Reading

Clifford, M. M. (1981). *Practicing Educational Psychology* Houghton Mifftin. (pp.640-657).

Instruction:

> Please read carefully the above-mentioned pages before you attempt the self-assessment questions.

4.2   Self-Assessment Questions

Q-1   What is educational reporting and what are the three-fold responsibilities for education?

Q-2   What is the first prerequisite for reporting information?

Q-3   A second prerequisite for effective reporting is knowing about the characteristics of one's observations or recorded scores. Explain.

Q-4   What information regarding your child's performance in school is important to the teachers?

Instruction:

> Please go through pp.649-650 in M. M. Clifford regarding Parent Survey Form on Academic Reporting.

Q-5   Do you think that parents' opinion is important in educational reporting?

Q-6   Why is it important to know a student's opinion on academic reporting?

Instruction:

Please read pp.651-652 in M. M. Clifford (1981).

Q-7   What can you, as a teacher, do to increase the probability that students and parents will correctly interpret school reports and respond to them in ways that make it easier to reach educational goals?

Q-8   Look at the tips for teachers on p.652 suggesting the rights of students privacy. Give examples of how you can keep the privacy of the students in your school.

Q-9   Do you agree with M. M. Clifford (1981) that teachers have an obligation to make sure that their observation should on the fact "to protect the privacy right of students"?

Q-10   What are the suggestions given by M. M. Clifford to improve evaluation and reporting?

4.3   Activity

Suppose you are teaching 8-10 years-old children and have decided to send home a weekly progress report with each of your student. Keeping in mind both the limited time allowed for preparing these reports and the need for absolute clarity in what is reported to the student and parents, design a form that includes space for three or four subjects or three or four aspects of a single subject.

Unit No. 9

COUNSELLING AND GUIDANCE

Written by:
Mrs. Khalida Ahmad

Revised by:
Muhammad Javed Iqbal

CONTENTS

INTRODUCTION

Generally there is considerable difficulty in differentiating between guidance, counselling and psychotherapy. There is substantial overlapping in the functions, techniques and clientele. Education and psychotherapy have provided historical traditions towards counselling. Besides this, education and psychotherapy have contributed between goals, mission philosophy and practices of counselling (Stone, 1984).

Counselling is considered to be in the middle of continuum of guidance and psychotherapy. Counselling helps to understand and develop personality of the people with respect to specific problems. Traditionally psychotherapy is prescribed as focusing more on serious disorders through interaction with therapists.

Guidance has been defined in many ways. Some visualize as concept (mental process) or as educational construct (intellectual synthesis). While others consider it as an educational service (action taken to meet a demand), these definitions emphasize on advice and exchange of information.

SPECIFIC OBJECTIVES

After you have gone through this unit, it is hoped that you will be able to:

1   Define the concept of counselling.

2   Develop an understanding of process of counselling.

3   Appreciate the needs of parents and handicapped children.

4   Use counselling and guidance techniques as far as possible in dealing with parents and children.

COMPULSORY READING LIST

1.   Knoff M. H. Counselling the Handicapped in Reynolds, R. L. & Mann, L. Editors (1987) *Encyclopedia of Special Education Volume-I* John Wiley & Sons.

2.   Neely, M. (1982). *Counselling and Guidance Practices with Special Education Students* The Dorsey Press.

3.   MucChielli, R. (1983). *Face-to-Face in the Counselling Interview* The MacMillian Press Limited, pp.1-9.

4.   Roy, McConkey, (1985). *Working with Parents* Practical Guide for Teachers and Therapists, Croom Helm, London & Sydney.

1 CONCEPT OF COUNSELLING AND GUIDANCE

Counselling is seen as a process that assists the individuals in learning about themselves, about their environment and way to handle their roles and relationship' (Hansen, Steive and Warner 1982). It is an applied field where a counsellor uses behavioural knowledge to assist the student. Tylor (1969) another renowned scholar points out that counselling is the word that every one seems to understand but no two people understand it exactly in the same way. It is applied social science which utilizes the knowledge gained from psychology, sociology, cultural anthropology, education, economics and philosophy so it is inter-disciplinary in its very nature.

The "purpose of counselling is to facilitate wise choices of the sort on which person's later development depends" (Tylor, 1969). Thus it helps in individual's optimum development and well being.

Counselling is primarily associated with specific kinds of work settings and professional functions.

Activities which may be considered as core of counselling and guidance.

1.   Scientific approach is adopted.

2.   Focus is on individual, special attention is given to nurturing personal potentials.

3.   Human development is emphasised e.g. educational decisions, occupational choices, and interpersonal adjustment.

4.   Specific professional competencies are necessary in addition to competencies required by all professions.

5.   Struggle over a professional identity.

> Counselling is also seen as a "therapeutic and growth process through which individuals are helped to define goals, make decisions, and solve problems related to personal-social, educational and career concerns. Specialized counselling provides assistance with concerns related to physical and social rehabilitation, employment mental health, substance abuse, marital and family problems, human sexuality, religious and value choices, career development, and other concerns" (Warner, 1980).

Counselling is a learning process carried on in a simple, one-to-one social environment in which a counsellor, (professionally competent in relevant psychological skills and knowledge) seeks to assist the client by methods appropriate to the client's needs and within the context of the total personal programme, to help the client to understand himself, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined life goals so that the client may become a happier and more productive members of his society.

Guidance is a process of helping children learn to self, to others and to circumstances. Successful guidance depends upon.

a. *"Knowing the kind of help the individual child requires.*
b. *Providing much help as child needs at a given time.*
c. *Strategic timing of help.*
d. *Amount and quality of resources available for use in providing help.*
e. *Qualification of those who give the help"* (Alec, 1990)

1.1 Compulsory Reading

Mucchielli, R. (1983). *Face-to-Face in the Counselling Interviews* The MacMillan Press Limited, pp.1-9.

Instruction:

> Please read carefully Mucchielli (1983) 'Face-to-Face in the Counselling Interviews' from pp.1-9, before you attempt self-assessment questions.

1.2 Self-Assessment Questions

Q-1   What are the seven points to remember in a counselling interview according to Mucchielli?

Q-2   How is counselling different from discussion?

Q-3   In what way is a counselling interview different from a journalistic one?

Q-4   Why does Mucchielli suggest not to use a counselling interview as interrogation?

Q-5   In which way do you agree or not agree with the author that 'the counselling interview is not a discourse by the interviewer?'

> Let us read carefully pp.4-5 in Mucchielli (1983) to understand its development stages.

Q-6 Can you explain the developmental stages of counselling.

Q-7 What are the two important capabilities a counsellor must have according to Mucchielli?

Q-8 What are the two expressions Carl Rogers coined from counselling?

Q-9 What are the five principles in client-centred interview?

Q-10 What is, "counselling appropriate"?

2 METHODS OF COUNSELLING AND GUIDANCE

Counselling whether conducted with an individual or with a group has certain common features. It has been indicated in the section of counselling and guidance that the overall aim of counselling is to help the individual to understand and his own potential. The counsellor endeavours to create an atmosphere that is conductive to frank discussion of the persons problems and concerns. He does so by maintaining an attitude of acceptance of the person, any by encouraging him to express his fears, conflicts and self-doubts. The experience of discussing his problems and his feelings about them gives the troubled person a sense of relief and hope that appropriate solutions can be found. He absorbs some of the counsellor's calm objectives and confidence and in this way he gains emotional support.

Counselling and guidance may be seen as relationship. Then following steps may be established.

(i) Initiating the process.

(ii) Continuing the process.

(iii) Diagnosis.

(iv) Decision-making.

(v) Using tests in the process.

(vi) Providing counselling and guidance.

2.1   Compulsory Reading

Mcchielli R. (1983). *Face-to-Face in the Counselling Interview* The Macmillan Press Limited (pp.47-67).

Instruction:

> Please read the above-mentioned pages carefully before you attempt self-assessment questions.

2.2   Self-Assessment Questions

Q-1   Which technique is called reformulation in counselling?

Q-2   What are the three important results obtained through reformulation?

Q-3   Describe the principles of reformulation from the counsellor point of view.

Q-4   Summarize the principles of reformulation from the point of view of general psychology.

Q-5   Summarize the three main procedures with progressive effect, according to Carl Rogers.

Instruction:

> Please look at figure 3 on p.52 in Mucchielli's book 'Face-to-Face' in the Counselling Interview.

Q-6   What is your opinion of the following statement:

'The client's tale is the direct expression of what he feels, with all the hesitation, muddle and confusion that involves. Clarification is the most difficult effective aspect of reformulation. It consists in shedding light and in giving back to the client the very meaning of what he has said.'

Q-7   Explain briefly the important points mentioned by Mucchielli in related techniques of counselling.

Q-8   The meaning of any phrase can be looked for in three directions. Name them and explain.

Q-9   What are the advantages of continuous evaluation?

Instruction:

| Please move onto pp.419 of Encyclopaedia of Special Education. |

Q-10   Prout and Brown (1983) identified these six major theoretical approaches to counselling and psycho-teaching;
   (i)   _____
   (ii)   _____
   (iii) _____
   (iv)   _____
   (v)   _____
   (vi)   _____

Q-11   In more specialized approaches of therapy, the following are important:
   (i)   _____
   (ii)   _____
   (iii) _____
   (iv)   _____
   (v)   _____
   (vi)   _____

Q-12   Handicapped children often have issues those can be resolved through the counselling process. Discuss.

3.3   Activity

How would you benefit as a teacher in a special/normal school using parents as partners in education of a child? In what activities can parents be most effective?

3.4   Suggestions for Activity

Plan out the programme and list of information you intend to impart and enlist in the following:

1   First meeting with parents.

2   Home visits.

3   Follow-up.

4   Weekly meeting with staff.

5   Monthly meeting.

4 ANSWERS TO SELF-ASSESSMENT QUESTIONS.

3.2   *Self-Assessment Questions* (SAQs)

Q-3   (i)   Information giving   (ii)   Parent training

       (iii)   Coordination   (iv)   Therapeutic communication.

Q-4   (iii)   Motor   (iv)   Social emotional

       (v)   Cognitive   (vi)   Physical.

Q-5   (i)   Relationship of the test to treatment

       (ii)   Quality of treatment itself.

Q-10   (i)   Behaviour therapy   (ii)   Reality therapy

       (iii)   Person centred therapy   (iv)   Rational emotive therapy

       (v)   Algerian therapy   (vi)   Psycho-analytic/psychodynamic therapy

Q-11   (i)   Social drama   (ii)   Developmental therapy

       (iii)   Art therapy   (iv)   Music therapy

       (v)   Holistic or Milieu therapy

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