

# SZ6600 The Introduction into Education and Psychology

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THE INTRODUCTION INTO EDUCATION – MGR. KATEŘINA LOJDOVÁ, PH.D.

THE INTRODUCTION INTO PSYCHOLOGY - MGR. DAVID HAVELKA

# Lesson 1:

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Definiton of educational sciences

A Brief history of education

# Educational sciences

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What is the subject of educational sciences?

Subject: educational reality

**Educational reality includes its:**

- determinants
- process
- outcomes
- effects

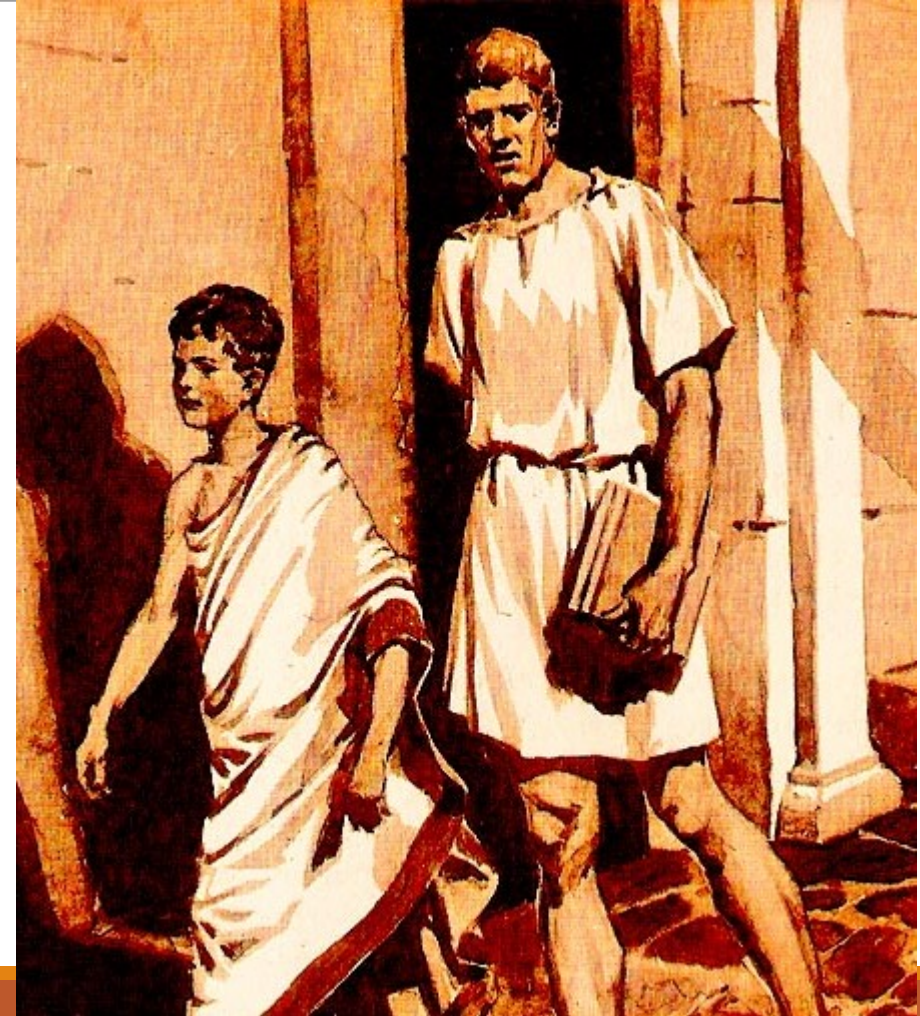
# Educational sciences x Pedagogy

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## Pedagogy - etymology

from Greek *paidagogos*:

"slave who escorts boys to school and generally supervises them"



# What are the up-to date topics of educational research?

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*Czech educational journals (read English issues):*

**Pedagogika:**

<http://pages.pedf.cuni.cz/pedagogika/?lang=cs>

**Pedagogická orientace:**

<https://journals.muni.cz/pedor>

**Studia paedagogica:**

<http://www.phil.muni.cz/journals/studia-paedagogica>

**Orbis Scholae:**

<http://www.orbisscholae.cz/>

# A brief historical overview

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- ❑ up to the end of the 19th century, pedagogical thoughts were totally embedded in Philoshopy (cf. Plato, Aristotle, Jean-Jacques Rousseau, John Locke...)

Reading: *Emile, or On Education*

- ❑ Jon Amos Comenius (1592 – 1670) - formulated the general theory of education

reading: *Didactica Magna*

- ❑ german philoshopher Johann Friedrich Herbart (1776 –1841) can be considered as a founder of pedagogy as an academic discipline

- ❑ G. A. Lindner (1828-1887) the first professor of pedagogy at the Czech Charles-Ferdinand University, since 1882

- ❑ John Dewey (1859 – 1952) an american philosopher, psychologist and educational reformer

# A brief historical overview

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## **Normative Pedagogy vs. Exploratory Pedagogy**

Normative theories of education provide the norms, goals, and standards of education.

From the twentieth century onwards, empirical research became one of the constitutive elements of educational science.

## **The turn of the paradigm?**

Set of concepts or thought patterns, including theories, research methods, postulates, and standards for what constitutes legitimate contributions to a field.

- **Read:** Kuhn: The Structure of Scientific Revolutions

# Educational sciences

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educational research is often conceived as the interdisciplinary study of educational processes and practices

## **Educational sciences:**

History of Education

Didactics

Comparative Education

[Special Education](#)

[Sociology of education](#)

Educational psychology

[Economics of education](#)

## **Discuss interdisciplinarity of educational sciences:**

Philosophy

History

Sociology

Psychology



# The Introduction into Education

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## LESSON 2

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# Teaching profession

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## **Helping profession**

A profession that nurtures the growth of or addresses the problems of a person's physical, psychological, intellectual, emotional or spiritual well-being.

## **Career system**

## **Code of ethics**

<https://www.aeteachers.org/index.php/about-us/aae-code-of-ethics>

# Teaching profession

## Feminization (U. S. example)

Many traditionally male professions (doctors, lawyers, architects, ...) have opened up to women over the last several decades. Surprisingly, this has not translated into fewer women entering teaching:

Figure 7. Percent Female School Teachers, 1980-81 to 2011-12

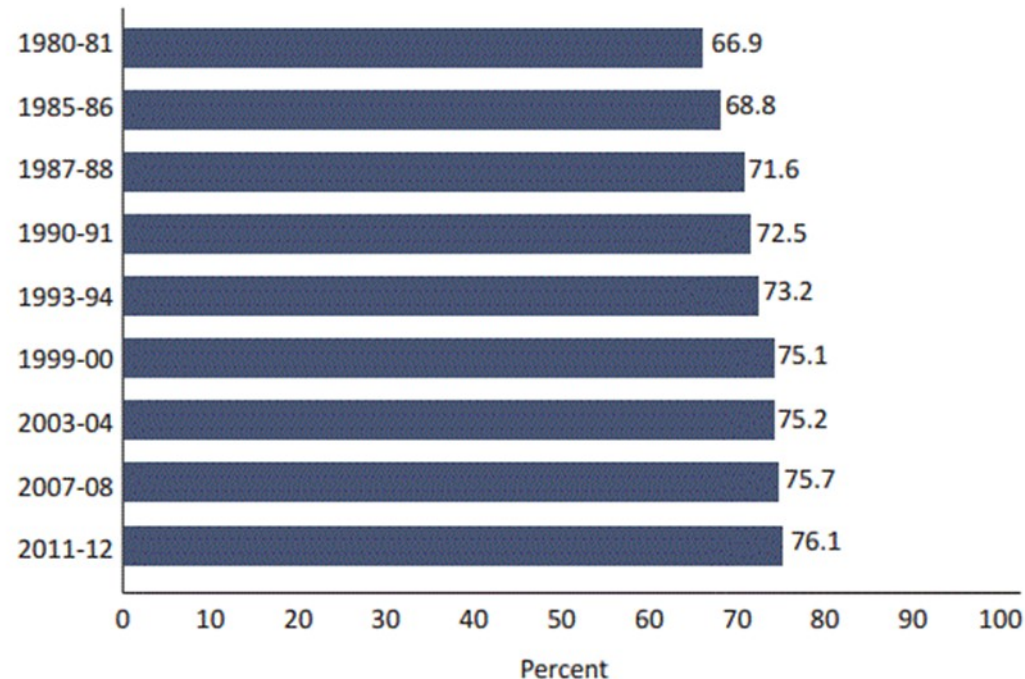
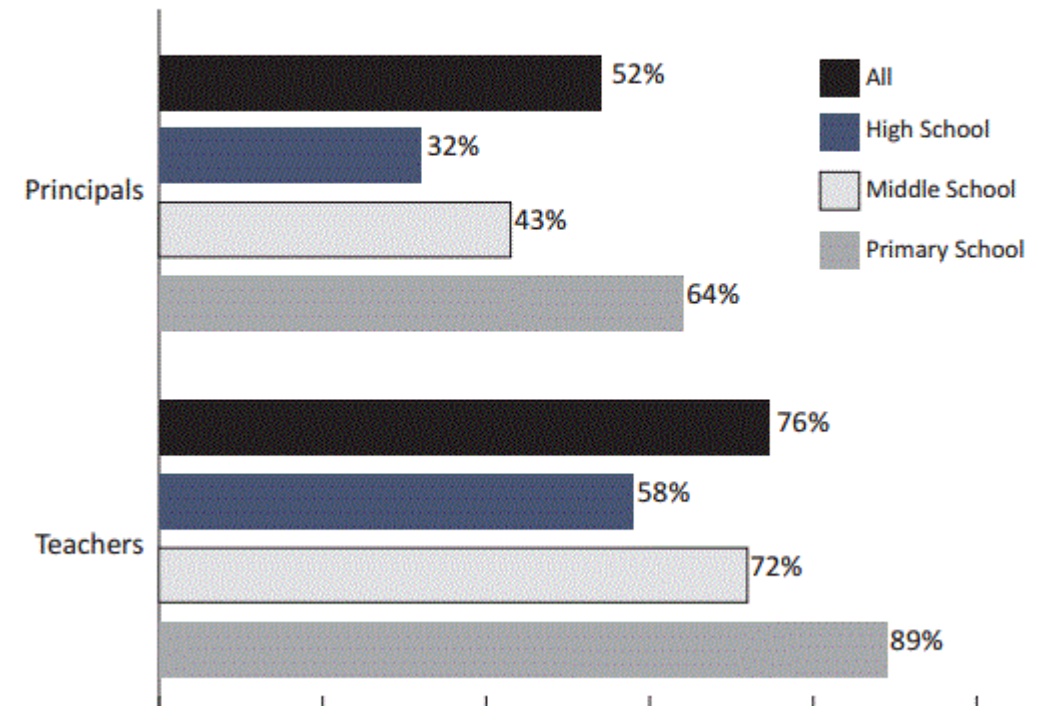


Figure 8. Percent Female School Teachers and Principals, by School Level, 2011-12



# Teaching profession

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## **Feminization** (U. S. example)

Many traditionally male professions (doctors, lawyers, architects, ...) have opened up to women over the last several decades. Surprisingly, this has not translated into fewer women entering teaching

Ingersoll, Merrill and Stuckey conclude that this trend is worrisome:

"If the trend continues, soon 8 of 10 teachers in the nation will be female. An increasing percentage of elementary schools will have no male teachers. An increasing number of students may encounter few, if any, male teachers during their time in either elementary or secondary school. Given the importance of teachers as role models, and even as surrogate parents for some students, certainly some will see this trend as a problem and a policy concern. Moreover, an increasing proportion of women in teaching may have implications for the stature and status of teaching as an occupation. Traditionally, women's work has been held in lower esteem and has paid less than male-dominated work. If the feminization of teaching continues, what will it mean for the way this line of work is valued and rewarded?"

# Teaching profession

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Fenstermacher (1990) notes three critical differences between the practice of teaching and that of medicine:

## **“the mystification of knowledge”**

teaching requires that teachers impart their knowledge not only to their students but also, to parents. This requirement stands in marked contrast to the traditional efforts of most professions to lock away their specialized knowledge even when it is of the most elementary nature.

## **“social distance”**

Impersonality, another characteristic of professional practice, similarly makes little sense with teaching. Students are not “cases” with very specific needs to diagnose and meet, and to treat them in such a fashion contradicts what we know about good teaching.

## **“reciprocity of effort”**

In order to learn, students must engage in the learning process—they must expend effort. This sustained “reciprocity of effort” is another factor that distinguishes teaching from other professions.

# Paraprofessionals in education

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The paraprofessional is able to perform tasks requiring significant knowledge in the field, and may even function independently of direct professional supervision, but lacks the official authority of the professional.

**Teaching Assistant**

**<http://education.ufl.edu/spense/files/2013/05/parasFinal.pdf>**

# Summary of research findings

(Teachers' Qualifications and Their Impact on Student Achievement Findings from TIMSS-2003 Data in Israel )

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## **Teachers' Formal Education**

Findings related to teachers' academic degrees (e.g., bachelors or masters, etc.) are inconclusive

## **Teacher Education in Pedagogical Studies**

Studies have found somewhat stronger, and more consistently positive, influence of education and pedagogical coursework on teacher effectiveness

## **Duration of the Preparation Period**

5-year programs result in a higher retention rate and career satisfaction of their graduates than 4-year programs. It has not been shown that these graduates become more effective teachers.

## **Years of Experience**

Studies on the effect of teacher experience on student learning have found a positive relationship between teacher effectiveness and their years of experience, but not always a significant or an entirely linear one

# Teaching profession

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According to Fenstermacher (1994), there's not always congruence between the knowledge that the teachers obtain during their education and the knowledge acquire through experience. Therefore, he discriminated two types of knowledge in the teachers, **formal knowledge** and **practical knowledge**.



# The Introduction into Education

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## **LESSON 3: REFLECTION AND PORTFOLIO IN TEACHER EDUCATION AND TEACHING PROFESSIONS**

MGR. KATEŘINA LOJDOVÁ, PH.D.

# Reflection and self-reflection in teaching professions

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## Reflection

The insight gained through the conscious or unconscious internalization of our own or observed experiences which build upon our past experiences or knowledge (Beard and Wilson, 2002:16);

Reflection is a form of mental processing, like a form of thinking that we may use to fulfill a purpose or to achieve some anticipated outcome (Moon)

Reflection includes self-reflection (Danielson).

## Reflection and learning

'It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated. And it is generalisations that allow new situations to be tackled effectively.' (Gibbs 1988)

# Why reflect?

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## **'We reflect in order to:**

- Consider the process of our own learning – a process of metacognition
- Critically review something - our own behaviour, that of others or the product of behaviour (e.g. an essay, book, painting etc.)
- Build theory from observations: we draw theory from generalisations - sometimes in practical situations, sometimes in thoughts or a mixture of the two
- Engage in personal or self development
- Make decisions or resolve uncertainty ...
- Empower or emancipate ourselves as individuals (and then it is close to selfdevelopment) or to empower/emancipate ourselves within the context of our social groups.'

# Why should be teacher a reflective practitioner?

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- Teaching is an act of thoughtfulness
- Thoughtful teachers engage in reflective practice as a way to think about their teaching and about ways to continually develop and implement curriculum that is personally meaningful and culturally relevant to students
- Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.

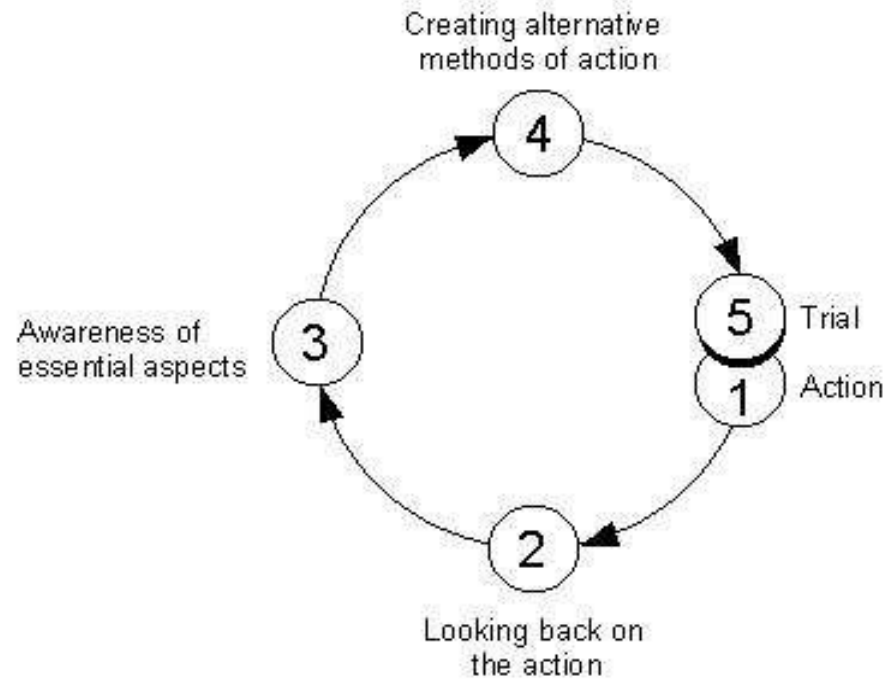
# Tools of reflection

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- Teacher diary
- Videorecord of the lesson
- Feedback from colleague
- Feedback from students
- Diagnostic tools
- Portfolio

# How to reflect?

Fred Korthagen: ALACT



# Deepening Reflection

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- moving beyond the descriptive, and subjecting your experience to greater scrutiny
  
- 1) **Description:** What is the stimulant for reflection? ( incident, event, theoretical idea ) What are you going to reflect on?
- 2) **Feelings:** What were your reactions and feelings?
- 3) **Evaluation:** What was good and bad about the experience? Make value judgements.
- 4) **Analysis:** What sense can you make of the situation? Bring in ideas from outside the experience to help you. What was really going on?
- 5) **Conclusions (general):** What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?
- 6) **Conclusions (specific):** What can be concluded about your own specific, unique, personal situation or ways of working?
- 7) **Personal Action plans:** What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learnt?

# Professional portfolio

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A professional portfolio is a collection of carefully selected artifacts that represent your progress and accomplishments in learning to teach. It is a professional learning tool that you can use to reflect on your growth as a teacher over time.

## **Main goals:**

- presentation
- reflection
- self-reflection
- documentation



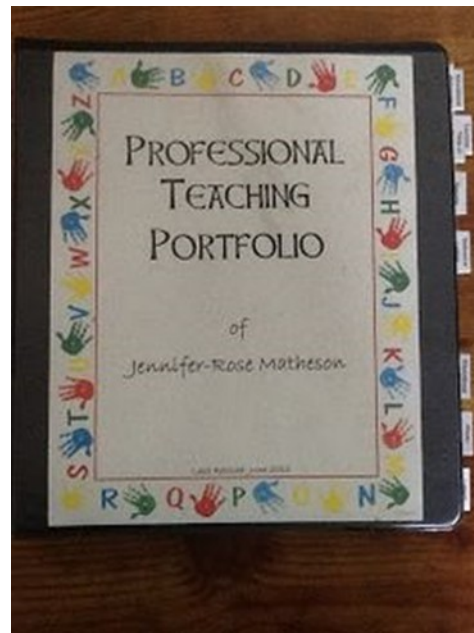
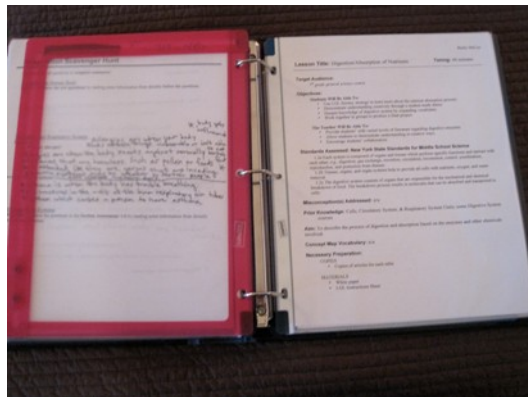
# Student portfolio

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As you engage in reading, writing, thinking, interacting and demonstrating activities to enhance your professional learning in the teacher preparation program, you will also gather and reflect upon various artifacts that will become potential portfolio items:

- seminar papers
- book and journal notes, summaries
- curriculum overviews
- lesson plans, materials
- assessment tools and results
- posters
- videotapes
- pictures

# Student portfolio



**PPIC** inspire  
motivate  
empower

## My Peak Portfolio

share - explore - connect - participate - learn

**MY PORTFOLIO HOME**  
My Guest Book

**PEAK MASTERY RESULTS**  
[FutureSense Feedback Report](#)  
[Peak Purpose Career Compass](#)  
[Peak Readiness Certificate](#)

**MY PEAK PORTFOLIO**  
[All About Me](#) | [Contact Me](#)  
[My Goals](#) | [My Mission](#)  
[Job History](#) | [Volunteer Work](#)  
[My Resume and Transcript](#)  
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**All About Me**

**My Picture**



**Me as a sophomore**

**My School:** The School of the Marketplace

**A favorite motivational quote:** Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people may be engaged in. That everyone may receive at least a moderate education appears to be an objective of vital importance.

**Who said this:** Abraham Lincoln (1809 - 1865)

**My advice for others:** Decide your direction, be sure that it will benefit all including yourself, and then persevere to its conclusion.

**Favorite hobbies:** Fly fishing, history, and philosophy

**Three favorite books and authors:** Good to Great, by Jim Collins  
The Simple Feeling of Being, by Ken Wilber  
History of Warfare, by John Keegan

# The Introduction into Education

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## **LESSON 4: PUPIL AT SCHOOL**

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# A matter of changed?



# Pedocentrism

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**Ellen Key: The Century of the Child, 1909**

„Not leaving the child in peace is the greatest evil of present days methods of training children.“

„Education is determined to create a beautiful world in which child can grow.“

Read here:

<https://archive.org/details/centurychild00frangoog>

# Pedocentrism

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## Reform schools (beginning of 20th century)

- Waldorfs (<https://www.youtube.com/watch?v=tZmAX5adCl0>)
  - Montessori
  - Dalton
  - Jena plan
  - Freinet pedagogy
- 
- **Criticism of traditional school**
    - Intellectualism (lack of complex development: aesthetical, health...)
    - Mechanical learning
    - Authoritative education
    - Lack of individualism
    - Isolation of school and family

# Pedocentrism

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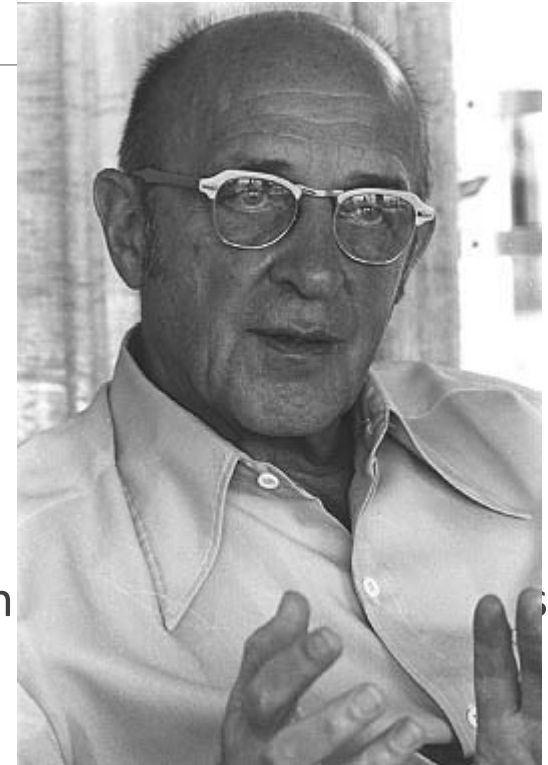
**1921: Summerhill founded by Alexander Sutherland Neill – democratic school**

<https://www.youtube.com/watch?v=2Shah1Ulf98>

**Carl Ransom Rogers (1902 –1987)**

**student-centered learning, also known as learner-centered education**

- aims to develop learner autonomy by putting responsibility for the learning path
- puts students' interests first
- emphasizes each student's interests, abilities, and learning styles
- placing the teacher as a facilitator of learning for individuals



**Carl Ransom Rogers**

# Structural Arrangements of Childhood

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- Social and cultural background
- Social and cultural capital
- Gender
- Race
- Ethnicity

Structural arrangements of these categories will affect the nature of childhood (Corsaro, 2015).

Family provides the basis for its race, cultural and social capital, family traditions and social status.

During adolescence, the child can emancipate itself from some of the family's characteristics, but not from all (Allport, 1958).



# Social and cultural background

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**James S. Coleman (1926–1995):**

- differential achievement of poor children attending private, Catholic, and public schools

Catholic high schools possessed more "social capital",.

Explained the importance of social cohesion that has diminished with social progress.

# Social capital

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- Social capital is the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition. (Bourdieu)
- ‘It’s not what you know, it’s who you know’,
- Coleman’s approach leads to a broader view of social capital, where it is not seen only as stock held by powerful elites, but notes its value for all kinds of communities, including the powerless and marginalised.

# Cultural capital

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Non-financial social assets that promote social mobility beyond economic means. Examples can include education, intellect, style of speech, dress, or physical appearance.

Forms of knowledge, skills, education, and advantages that a person has, which give them a higher status in society. Parents provide their children with cultural capital by transmitting the attitudes and knowledge needed to succeed in the current educational system.

# Why social background matters at school?

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Bourdieu (1998) points out that school contributes to the continuation and transfer of cultural capital division and thus also social space structure. It maintains existing order, namely the distance between pupils with various volumes of cultural capital.

# Why social background matters at school?

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Basil Bernstein: [Theory of language code](#)

## **Elaborated code and restricted code**

There are two factors which contribute to the development of either an elaborated or restricted code:

- the nature of the socialising agencies (family, peer group, school, work)
- the values within the system.

According to Bernstein (1971), “The orientation towards these codes may be governed entirely by the form of the social relation, or more generally by the quality of the social structure” (p. 135).

# Why social background matters at school?

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## **Bernstein and educational research**

He argued that schools are the main place where students shape their own values and intuitive and practical views of the world.

Bernstein's most recent development of his code theory can help the educational researcher to analyze the social processes within educational organizations.

## **Bernstein's Code Theory and the Educational Researcher:**

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.674.5974&rep=rep1&type=pdf>

# Gender

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- Gender is the range of characteristics pertaining to, and differentiating between, masculinity and femininity.
- Gender is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially.
- Gender impacts a child's experience at school across the grades.
- Schools have a tremendous opportunity and responsibility to be inclusive of all students, regardless of their gender identity.
- Gender sensitive education.

# Gender differences between boys and girls at school

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- Small or negligible overall gender differences have been found on IQ tests and tests of reasoning
- The gender gap arises mainly because of differences between boys and girls in language and literacy skills, reflected in differences in performance in English and other subjects which are literacy based.
- The gender gap is small or negligible for Maths and Science.
- Pre-school gender differences in social, cognitive and communication measures have been found, as well as gender differences in the activities that parents carry out with their children:

Parents are more likely to read and teach songs and nursery rhymes with their daughters than their sons.

- Boys are more likely than girls to be identified with special educational needs:
  - Boys are more likely than girls to attend special schools.
  - Girls are more likely than boys to have been the victim of psychological bullying while boys are more likely than girls to have been the victim of physical bullying.
  - Boys are more likely to have committed a criminal offence (e.g. handling stolen goods, stealing, carrying a weapon) than girls (33 percent compared to 21 percent)
- The social class attainment gap at Key Stage 4 (as measured by percentage point difference in attainment between those eligible and not eligible for free school meals) is three times as wide as the gender gap.
- Some minority ethnic groups attain significantly below the national average and their under-achievement is much greater than the gap between boys and girls.



# Reasons of the Gender Gap

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- Girls and boys tend to use different styles of learning. Girls tend to show greater levels of motivation and respond differently to the materials and tasks given to them.
- Girls find it easier to succeed in school settings.
- Type of school does not appear to influence the gender gap: across schools in England, there are hardly any where boys make greater progress than girls.
- Boys are more likely to be influenced by their male peer group which might devalue schoolwork.

## **Gender and education: the evidence on pupils in England**

<http://webarchive.nationalarchives.gov.uk/20090108131525/http://dcsf.gov.uk/research/data/uploadfiles/rtp01-07.pdf>

# Cultural clash

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Fordham a Ogbu (1986)

- perception of academic achievement by black students

Hendrickson: *Student Resistance to Schooling: Disconnections With Education in Rural Appalachia*

- Student reasons for resisting engagement with school.
- Student resistance to school is considered within a White, working-class student population in three main themes: family values and expectations, quality and relevance of education, and misunderstandings between teachers and students.
- These themes underscore the various tensions experienced by students whose schools encourage higher education and abstract concepts, but whose parents encourage values of family and vocational work. Thus, the students do not value the education provided by the school, leading to disengagement and misunderstandings with teachers.

# Summary: discuss

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Pedocentrism as an approach in education.

Structural characteristics affecting schooling: social status and gender.

Elaborated and restricted language code at school.

Gender vs. sex. Gender and schooling.

Gender sensitive education.

## **Read to understand pupils:**

Corsaro, W. A. (2015). *The sociology of childhood* (4th ed.). Thousand Oaks, Calif.: SAGE Publications.

## **Read to understand democracy at school:**

Neill, A. S., & Lamb, A. (c1992). *Summerhill School: a new view of childhood*. New York: St. Martin's Griffin.

## **Read to understand person-centered teaching :**

Rogers, C. R., Lyon, H. C., & Tausch, R. (2014). *On becoming an effective teacher: person-centered teaching, psychology, philosophy, and dialogues with Carl R. Rogers and Harold Lyon*. London: Routledge.

# Educational System and Curriculum

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## LESSON 6

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# Basic facts – Czech educational system

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- Compulsory school attendance
- Literacy rate
- Classification system: 1 – 5
- Preschool enrollment is compulsory for children in their last year before entering elementary school
- Elementary education takes 9 years, usually from ages 6-15
- Elementary education is divided into two stages: primary (grade 1 – 5) and lower secondary (stage 6-9)
- In addition, children have the option to apply for gymnasium or conservatory
- Upper secondary education can be general or vocational
- Upper secondary education takes 3 – 4 years and is mandatory
- Tertiary education: Bologna process

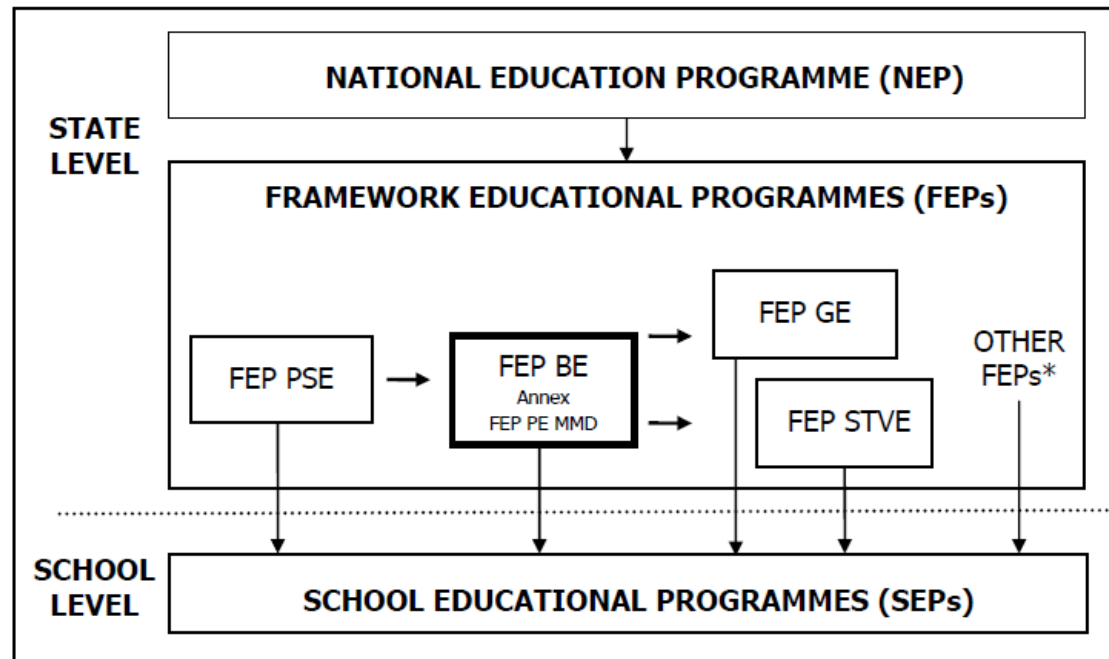
# ISCED

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<https://www.czso.cz/csu/czso/1-46002d8b18>

# Basic education in the Czech Republic

Educational reform: Act No. 561/2004 Sb.



<sup>1</sup> School Educational Programmes are developed by individual schools themselves, based on principles set out in the appropriate Framework Educational Programme. As a tool, the schools can use the *Manual for Developing School Educational Programmes* ("the Manual"), which exists for each Framework Educational Programme. The Manual contains instructions for the preparation of school educational programmes as a whole, procedures for developing the various components of the school educational programme, and specific examples.

# Framework Educational Programme for Basic Education

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[www.msmt.cz/file/9481\\_1\\_1/](http://www.msmt.cz/file/9481_1_1/)

Defines initial education as a whole.

The Framework Educational Programmes devone binding educational norms across various stages: pre-school education, basic education and secondary education (for pupils and students from 3 to 19 years of age)are based on a new education strategy, stressing key competencies, their interlinking with educational contents and the application of acquired knowledge and skills in practical life; build on the concept of life-long learning promote the educational autonomy of schools as well as teachers' professional responsibility for the outcomes of the educational process.



# Objectives of basic education

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- Create preconditions for pupils to acquire basic learning strategies and motivate them to life-long learning
- Stimulate and encourage pupils to creative thinking, logical reasoning and problem solving
- Guide pupils to engage in efficient, effective, open communication on all aspects of their life
- Develop pupils' abilities to cooperate and to value their own work and achievements as well as the work and achievements of others
- Guide pupils so that they should become free and responsible individuals who exercise their rights and meet their obligations
- Induce in pupils the urge to express positive feelings and emotions in their behaviour, ways of acting and when experiencing important situations in their lives; develop in them sensitivity and responsiveness towards other people, the environment and nature

# Objectives of basic education

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- Teach pupils to actively develop and protect their physical, mental and social health and to be responsible for it
- Guide pupils to tolerance and consideration for other people, to a respect for their culture and spiritual values; teach pupils to live together with others
- Help pupils to discover and develop their own abilities and skills in the context of actual opportunities and to use their abilities and skills in combination with their acquired knowledge when making decisions regarding the aims of their own life and profession

# Educational fields

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**Language and Language Communication** (*Czech Language and Literature, Foreign Language*)

**Mathematics and Its Applications** (*Mathematics and Its Applications*)

**Information and Communication Technologies** (*Information and Communication Technologies*)

**Humans and Their World** (*Humans and their World*)

**Humans and Society** (*History, Civic education*)

**Humans and Nature** (*Physics, Chemistry, Natural Sciences, Geography*)

**Arts and Culture** (*Music, Fine Art*)

**Humans and Health** (*Health Education, Physical Education*)

**Humans and the World of Work** (*Humans and The World of Work*)

# Key competencies

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learning competencies;

problem-solving competencies;

communication competencies;

social and personal competencies;

civil competencies;

working competencies

# Cross-Curricular Subjects

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**Cross-curricular subjects** in the FEP BE are subjects related to contemporary present-day issues and represent an important and inseparable part of basic education. They represent an important formative element of basic education.

This contributes to the pupils' comprehensive education and positively influences the formation and development of their key competencies.

Cross-curricular subjects represent a *mandatory part of basic education*. Schools must include all cross-curricular subjects contained in the FEP BE10 into Stages 1 and 2 of education. Not all cross-curricular subjects, however, must be represented at each grade level. It is the school's responsibility to, over the course of basic education, gradually offer pupils all thematic areas contained in the individual cross-curricular subjects.

# Cross-curricular subjects

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- Personal and Social Education
- Democratic Citizenship
- Education towards Thinking in European and Global Contexts
- Multicultural Education
- Environmental Education
- Media Education

# Learning outcomes:

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After completing the course, the student will be able to:

- understand the basics and terminology of education and psychology;
- read common educational and psychological texts for teacher, understand them and think about them creatively;
- distinguish between academic education and psychology knowledge and common popular education and psychology knowledge.

## Literature

Wood, K. (2012). *Education: the basics*. Routledge.

*International handbook of teacher education*. Edited by John Loughran - Mary Lynn Hamilton. Singapore: Springer, 2016.

*The Sage handbook of curriculum, pedagogy and assessment*. Edited by Dominic Wyse - Louise Hayward - Jessica Zacher Pandya. Los Angeles: Sage Reference, 2016.