

The role of educational psychology in teacher education: expert opinions on what teachers should know about learning, development, and assessment

Hendrik Lohse-Bossenz · Olga Kunina-Habenicht · Mareike Kunter

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Abstract The aim of this study is to identify psychological topics within the areas of learning, development, and assessment that are especially important for teachers and should be included in the university teacher education curriculum. Based on the observation that teacher educators in psychology often face the challenge of having to select certain topics from a large body of possible content, at the risk of causing large variation of knowledge between teachers, we asked 48 experts from different fields of teacher education (psychologists, non-psychologists at university, and educators from the induction phase) to evaluate psychological topics with respect to their importance to teaching. In the following two rounds (Delphi method), experts selected topics which they felt should be taught at university. Although differences existed at the beginning, a ranking of topics was obtained. Further, we explored the way experts with different backgrounds achieved consensus to support the validity and acceptance of the results. Concluding, we discuss the usefulness of the results with a focus on the acquisition of psychological knowledge for teachers and to foster the position of educational psychology within teacher education.

Keywords Teacher education · Educational psychology · Curriculum · Delphi study · Expert panel

Imagine you are a newly employed assistant professor at a school of education or teacher-educating university and you are asked to give a lecture in educational psychology or, more specifically, on psychological aspects of learning in the classroom. To develop your syllabus, you may consult different sources: standards that are part of some certification process either for individual teacher candidates or for teacher education programs in general; textbooks that either cover educational psychology as a broad science or are more focused on learning; or, finally, some of your colleagues' pre-existing syllabi. You will surely be confronted with an

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Teachers Guide To The Psychology Of Learning

Marla J. Lohmann



Teachers Guide To The Psychology Of Learning:

A Teachers' guide to the Psychology of Learning Michael J. A. Howe, 1984 **Psychology in the Classroom** Marc Smith, Jonathan Firth, 2018-01-31 Written by experienced classroom practitioners who are experts in the field of psychology *Psychology in the Classroom* provides a thorough grounding in the key principles of psychology and explores how they can be applied to teaching and learning. It draws on both classic and cutting edge research offering practical advice on commonly overlooked or misunderstood concepts that contribute to positive academic outcomes. It aims to show the value of psychology in enabling teachers to make and justify everyday classroom decisions. Designed to equip teachers with the skills to identify and tackle common issues that affect students learning, each chapter highlights key areas of research and discusses how lesson planning and material design can be informed by the psychological concepts presented. It covers core areas essential for improving learning including memory and understanding, creativity, motivation, independent learning, resilience, cognition and self-theories and mindsets. Full of advice and strategies, *Psychology in the Classroom* is aimed at both new and experienced teachers across primary, secondary and post-16 education, providing them with practical ways to apply these psychological principles in the classroom. With an emphasis on understanding the theories and evidence behind human behaviour, this book will allow you to reflect critically on your own classroom practice as well as making simple but valuable changes.

Teaching How to Learn Kenneth A. Kiewra, 2008-12-11 Help students acquire successful learning strategies using the SOAR approach: Select key ideas, Organize information, Associate ideas to create meaningful connections and Regulate learning through practice.

A Teacher's Guide to the Learning Process May Violet Seagoe, 1961 **A Teacher's Guide to the Psychology of Human Learning** Michael John Anthony Howe, 1984 *A Teacher's Guide to Cognitive Type Theory & Learning Style* Carolyn Marie Mamchur, 1996 A guide to cognitive type theory and learning style describing each of the eight choices defined by the Myers Briggs Type Indicator for determining preferences in the context of teaching and learning and including related readings on learning style and type theory.

How We Learn Klaus Issler, Ron Habermas, 2002-05-17 No one fully understands how learning works but educational psychologists understand a great deal about what works. The collaborative team of Klaus Issler and Ronald Habermas has assembled an integration of theology and instructional theory in *Teaching for Reconciliation: Foundations and Practice of Christian Educational Ministry*. Now they expound on one aspect of educational theory: theology to help teachers choose the method that best reaches particular learners in a specific learning situation. *How We Learn* demystifies the principles of educational psychology. The book identifies means and barriers in learning, motivational factors that make learners receptive, learning's outcome in attitudes, spirituality and behavior. Application sections, special exercises and examples plus dozens of figures and tables aid understanding of learning effectiveness, age-related development, individual learning style, special education and other issues.

Teaching Psychology Douglas A. Bernstein, 2014-06-26 This volume provides thoroughly updated guidelines for

preparing and teaching an entire course in psychology Based on best principles and effective psychological and pedagogical research it offers practical suggestions for planning a course choosing teaching methods integrating technology appropriately and effectively developing student evaluation instruments and programs and ideas for evaluation of your own teaching effectiveness While research based this book was developed to be a basic outline of what to do when you teach It is intended as a self help guide for relatively inexperienced psychology teachers whether graduate students or new faculty but also as a core reading assignment for those who train psychology instructors Experienced faculty who wish to hone their teaching skills will find the book useful too

Approaches To Learning: A Guide For Teachers Jordan, Anne, Carlile, Orison, Stack, Annetta, 2008-07-01 This title aims to make life easier for educators by gathering together the theoretical approaches informing the modern principles and practices of western education The authors are committed to the view that theory has many practical implications and to its value in supporting confirming and optimising best practice

A Student Teacher's Guide to Primary School Placement Denis Hayes, 2003-08-28 School experience is the most significant part of learning to be a teacher It can also be the most confusing stressful and challenging Initially it can be very daunting to walk into someone else's classroom and try to prepare and teach effective lessons to someone else's class It helps to have a clear idea of what to expect and to know how other people have coped and in this book Denis Hayes looks at what life is like for the student teacher in the classroom With plenty of down to earth and practical advice he offers strategies for dealing with challenging situations and positive encouragement to help them succeed The book covers four main areas principles summarises the fundamentals of successful teaching placement provides detailed advice about preparing for and prospering in school placements including case studies of trainee teachers experiences practice looks at practical issues in the classroom including lesson planning teaching skills assessment and evaluation and managing the classroom environment progress covers applying for jobs and interview strategies with newly qualified teachers talking about how they managed in their first few months This text will be invaluable to anyone training to be a primary teacher and about to embark on his or her teaching experience It will also be a useful resource for teacher mentors and course leaders of BEd BA Ed and PGCE programmes

Handbook of Educational Psychology Lyn Corno, Eric M. Anderman, 2015-07-06 The third edition of the Handbook of Educational Psychology is sponsored by Division 15 of the American Psychological Association In this volume thirty chapters address new developments in theory and research methods while honoring the legacy of the field's past A diverse group of recognized scholars within and outside the U S provide integrative reviews and critical syntheses of developments in the substantive areas of psychological inquiry in education functional processes for learning learner readiness and development building knowledge and subject matter expertise and the learning and task environment New chapters in this edition cover topics such as learning sciences research latent variable models data analytics neuropsychology relations between emotion motivation and volition EMOVO scientific literacy sociocultural perspectives on

learning dialogic instruction and networked learning Expanded treatment has been given to relevant individual differences underlying processes and new research on subject matter acquisition The Handbook of Educational Psychology Third Edition provides an indispensable reference volume for scholars in education and the learning sciences broadly conceived as well as for teacher educators practicing teachers policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses in educational psychology human learning and motivation the learning sciences and psychological research methods in education and psychology

The Co-Teacher's Guide Jennifer L. Goeke, 2020-10-05

This pragmatic guide provides concrete detailed strategies for co teachers looking to expand their instructional methods and involvement beyond the One Teach One Support model Including step by step examples practical scenarios and visuals of successful implementations to help you quickly and effectively put these tools into practice each chapter also highlights specific tensions that can arise in your co teaching partnership and frames effective solutions to move beyond them efficiently and effectively While designed for both teachers in a co teaching pair the book's tools can easily be applied on your own making this an ideal resource for co teachers with limited common planning time

THE CLASSROOM

TEACHER'S GUIDE TO MUSIC EDUCATION C. Vernon Burnsed, 1999-01-01 This book is about music education in the elementary school Its major purpose is to develop an understanding of why music education is important how music education works and how music can be a powerful force for the classroom teacher It has realistic expectations for the classroom teacher Music theory and performance skill are kept to a minimum they are not a prerequisite for understanding the content of the book A major emphasis of the text is that classroom teachers can utilize music to enhance the overall learning environment of their classrooms Suggestions class descriptions and lesson plans are given for using music for routine activities whole language integrating music into language arts and social studies and using music to develop the cultural literacy of students The second edition includes contemporary thought on the philosophical rationales for music education results of recent research in music education and an expanded Chapter 5 on Music to Enhance the Learning Environment Chapter 5 includes new greeting songs a section on using music to teach topics and concepts throughout the elementary curriculum and more suggestions for music and language arts New songs are also included in the folk song appendix

A Teacher's Guide to Learning Student Names Michelle D. Miller, 2024-11-12 If teachers want an inclusive engaging classroom they must learn their students names Sound advice certainly but rarely does it come with practical guidance which is precisely what this book offers Eschewing the random tips and mnemonic tricks that invariably fall short Michelle D Miller offers teachers a clear explanation of what is really going on when we learn a name and a science based approach for using this knowledge to pedagogical advantage Drawing on a deep background in the psychology of language and memory Miller gives a lively overview of the surprising science of learning proper names along with an account of why the practice is at once so difficult and yet so critical to effective teaching She then sets out practical techniques for learning

names with examples of activities and practices tailored to a variety of different teaching styles and classroom configurations In her discussion of certain factors that can make learning names especially challenging Miller pays particular attention to neurodivergence and the effects of aging on this special form of memory A Teacher s Guide to Learning Student Names lays out strategies for putting these techniques into practice suggests technological aids and other useful resources and explains how to make name learning a core aspect of one s teaching practice With its research based strategies and concrete advice this concise and highly readable guide provides teachers of all disciplines and levels an invaluable tool for creating a welcoming and productive learning environment Teaching Psychology Douglas A. Bernstein, Sue Frantz, Stephen L. Chew, 2019-11-08 This thoroughly revised third edition of Teaching Psychology synthesizes the latest pedagogical research on effective teaching and translates it into recommendations for classroom application It also takes into account the many changes in the teaching landscape that have taken place in recent years Covering key topics such as planning a course choosing teaching methods assimilating technology and the integration of teaching into the rest of your academic life this book also includes an abundance of supportive supplementary content to guide and inform new teachers This content will also benefit seasoned teachers who wish to reevaluate their current teaching practices and explore new teaching ideas and techniques Presenting a comprehensive and cutting edge teaching guide for psychology teachers this book is a vital resource for those who are training psychology instructors or undertaking a teaching psychology course It is also a useful text for more experienced faculty looking to update their current teaching practices The Teacher's Guide to Action Research for Special Education in PK-12 Classrooms Marla J. Lohmann, 2023-01-09 The use of data based decision making is critical in any classroom but especially in special education settings The Teacher s Guide to Action Research for Special Education in PK 12 Classrooms describes the basic concepts of action research and how this process can support student success in the classroom and beyond This practical approachable and concise guide provides case studies vignettes student learning objectives and review exercises to help teachers understand how to effectively use the action research process to identify and evaluate evidence based interventions with explicit connections to legally mandated IEP planning implementation and evaluation processes Learning Grows Andrew C. Watson, 2019-04-30 Combining a lively voice with scientific research Learning Grows explores the fascinating and useful world of student motivation Written for teachers and everyone interested in teaching and learning Learning Grows helps classrooms flourish by fostering students intrinsic motivation Part I delves into Mindset Although seemingly well known this theory is often oversimplified and widely misunderstood By exploring its step by step historical development we can use it more flexibly and effectively to help learners charge when they might otherwise retreat Part II enters the paradoxical world of Stereotype Threat A surprising cascade of counter intuitive effects can cause students to struggle in school not because they don t care but because they work too hard The right classroom strategies block this demotivational pathway and thereby foster student learning By interleaving psychology and

neuroscience research with dozens of practical classroom examples Learning Grows makes these two theories both clear and immediately useful Learning Grows is the second book in the series A Teacher's Guide to the Learning Brain The first book Learning Begins studies the science of working memory and attention **How the Brain Learns** David A. Sousa,1995 Years of research are collected in this guide to show you how the brain works how memory operates and what brain based learning means Discover cutting edge insights into effective teaching and learning **International Handbook of Psychology Learning and Teaching** Joerg Zumbach,Douglas A. Bernstein,Susanne Narciss,Giuseppina Marsico,2022-12-16 The International Handbook of Psychology Learning and Teaching is a reference work for psychology learning and teaching worldwide that takes a multi faceted approach and includes national international and intercultural perspectives Whether readers are interested in the basics of how and what to teach in training psychology teachers in taking steps to improve their own teaching or in planning or implementing research on psychology learning and teaching this handbook will provide an excellent place to start Chapters address ideas issues and innovations in the teaching of all psychology courses whether offered in psychology programs or as part of curricula in other disciplines The book also presents reviews of relevant literature and best practices related to everything from the basics of course organization to the use of teaching technology Three major sections consisting of several chapters each address Teaching Psychology in Tertiary Higher Education Psychology Learning and Teaching for All Audiences and General Educational and Instructional Approaches to Psychology Learning and Teaching **Understanding How We Learn** Yana Weinstein,Megan Sumeracki,Oliver Caviglioli,2018-08-22 Educational practice does not for the most part rely on research findings Instead there's a preference for relying on our intuitions about what's best for learning But relying on intuition may be a bad idea for teachers and learners alike This accessible guide helps teachers to integrate effective research backed strategies for learning into their classroom practice The book explores exactly what constitutes good evidence for effective learning and teaching strategies how to make evidence based judgments instead of relying on intuition and how to apply findings from cognitive psychology directly to the classroom Including real life examples and case studies FAQs and a wealth of engaging illustrations to explain complex concepts and emphasize key points the book is divided into four parts Evidence based education and the science of learning Basics of human cognitive processes Strategies for effective learning Tips for students teachers and parents Written by The Learning Scientists and fully illustrated by Oliver Caviglioli Understanding How We Learn is a rejuvenating and fresh examination of cognitive psychology's application to education This is an essential read for all teachers and educational practitioners designed to convey the concepts of research to the reality of a teacher's classroom

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