

Better Teaching Means Better Learning: 45 Minutes, 100 Years of Educational Psychology, and 4 Concepts You Can Apply Today

Cheryl Arndt

Lehigh Valley Health Network, cheryl.arndt@lvhn.org

Follow this and additional works at: <https://scholarlyworks.lvhn.org/education>

 Part of the [Education Commons](#), [Medical Education Commons](#), and the [Psychology Commons](#)

Published In/Presented At

Lehigh Valley Health Network, Department of Education, Education Grand Rounds

This Presentation is brought to you for free and open access by LVHN Scholarly Works. It has been accepted for inclusion in LVHN Scholarly Works by an authorized administrator. For more information, please contact LibraryServices@lvhn.org.

Better Teaching Means Better Learning

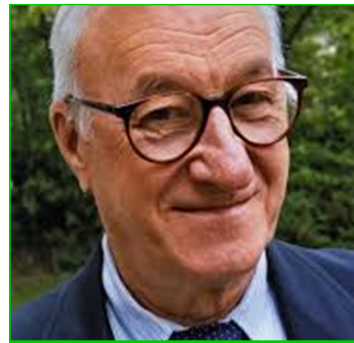
Lehigh Valley Health Network, Department of Education

October, 2019

Social Cognitive Theory

Modeling
and
Self-efficacy

- American Psychologist
- Early work on social modeling and aggression
- Later work on self-efficacy
- Bridged behavioral and cognitive learning theories
- National Medal of Science Award Winner, 2004



Albert Bandura

Image from bandura@Stanford.edu

Bottom Line:
*people, behaviors,
and the environment
interact reciprocally
In learning*

Social Constructivist Theory

Scaffolding
and
Peer
Collaboration

- Russian, Marxist scholar
- Critical of Pavlov's Classical Conditioning
- Focused on social learning
- Work banned in the Soviet Union until 1980s
- Increasingly studied



Lev Vygotsky

Image from the Vygotsky Project

Bottom Line:
*learners
construct knowledge
within
a social environment*

Bandura—Social Cognitive Theory



photo created by peoplecreations - www.freepik.com

Modeling

- Models have high status when they've had past successes
- Models are viewed as competent when they demonstrate success on behaviors the learners will perform
- When learners believe they would get similar consequences, they learn vicariously
- Complex skills often start with vicarious learning
- Learners can also learn from others' failures

“Human well-being and attainments require an optimistic and resilient sense of efficacy....

To succeed, one cannot afford to be a realist.”

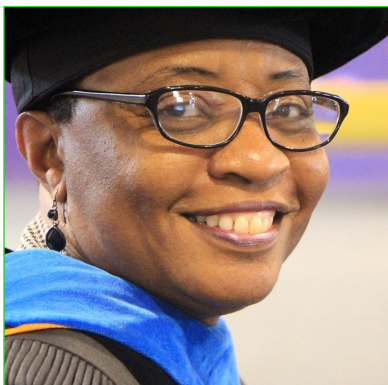
-Albert Bandura, 2013

Self-Efficacy

- One's personal belief about ability to learn and perform actions
- Impacted by intrapersonal, behavioral, and environmental factors
- Heightened by
 - ⇒ history of success
 - ⇒ positive feedback
 - ⇒ assistance from teacher or model
 - ⇒ alignment with traditional gender roles
 - ⇒ success of peer models
 - ⇒ small group work that leads to success

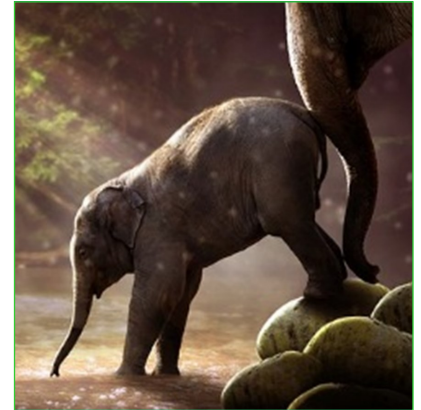
Instructional Self-Efficacy

- Teachers' beliefs about their ability to help learners learn
- When low, challenging activities and restating concepts are avoided
- Improved by
 - ⇒ observing others
 - ⇒ practicing
 - ⇒ increasing knowledge of subject matter
 - ⇒ being supported by administration in improving teaching ability
 - ⇒ working collaboratively with others on teaching goals



Scaffolding

- Teachers actively structure learning situations
- Focus first on what the learners already know
- Builds on what learners can master quickly
- Sets small, achievable goals
- Helps learner move just beyond current knowledge
- Learning occurs in the Zone of Proximal Development
- See one, do one, teach one
- I do, we do, you do



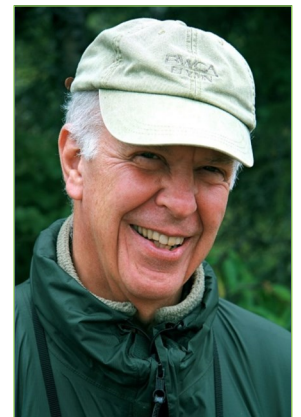
Effective Peer Collaboration

- Based on the idea that knowledge is co-constructed with others
- Encourages learners to seek and value other viewpoints
- Uses discussion and feedback
- Requires clear, overall objectives
- Combines positive interdependence with individual accountability
- Ensures that each learner is clear on his or her area of responsibility
- Does not move forward until all learners obtain competency
- Works best when applied to real-world problems



Parker Palmer—The Courage to Teach

- “Good teaching cannot be reduced to technique”
- “Good teaching comes from good people”
- Good teachers connect themselves, their subjects, and their students
- The need to perform, fear of diverse opinions, and fear of conflict are limiting
- Different types of teaching suit different teachers
- When the teacher’s and learners’ passion for the subject is central, the classroom is neither teacher-centered nor learner-centered



References

- Association for Psychological Science. (2013). Inside the psychologist's studio with Albert Bandura. Retrieved from https://www.youtube.com/watch?v=-_U-pSZwHy8
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology, 52*, 1-27. Retrieved from <https://media.proquest.com/media/pq/classic/doc/>
- Bhattacharjee, J. (2015). Constructivist approach to learning—An effective approach of teaching learning. *International Research Journal of Interdisciplinary & Multidisciplinary Studies I(VI)*, 65-74. Retrieved from: <http://oaji.net/articles/2015/1707-1438677336.pdf>
- Hunt, M. (2007). *The story of psychology*. New York, NY: Knopf Doubleday Publishing Group.
- Nwiran, Y. (2017). Three ways to build self-efficacy and boost your resilience. Retrieved from: <https://positivepsychologyprogram.com>
- Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life*. (10th ed.). San Francisco, CA: John Wiley & Sons.
- Schunk, D. H. (2012). *Learning theories: An educational perspective*. (6th ed.). Upper Saddle River, NJ: Pearson.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Walberg, H., & Haertel, G. (1992). Educational psychology's first century. *Journal of Educational Psychology, 84*(1), 6-19. doi:10.1037/0022-0663.84.1.6

Contact Information

Cheryl Arndt, PhD
Senior Education Consultant
Department of Education
Lehigh Valley Health Network
1247 S. Cedar Crest Boulevard, Suite 200
Allentown, PA 18103
cheryl.arndt@lvhn.org
610-402-2413