

EDUCATIONAL PSYCHOLOGY NOTES

Birth of Psychology:

- In 1590 Rudolph Gockel first time used this word.
- Etymologically psychology has two Greek words – psyche and logos.
- ‘Psyche’ means ‘soul’ and ‘logos’ means ‘study’. Therefore, initially psychology was termed as ‘study of soul’.
- Aristotle and Plato also approved this concept. So, initially psychology was a branch of philosophy.
- Psychology was born at the time of two Greek Philosophers, Plato and Aristotle.
- According to Aristotle psychology is the study of soul.
- Psychology is separate from philosophy in 1870.
- Educational psychology is a guidance process which helps in all round development of a child.
- In 17th century John Locke said, ‘Mind of a child is a Tabula Rasa (blank slate)’.
- In 18th century psychology became the study of mind.

Woodworth (1948):

- To understand mind and soul we needed to study behavior.
- Psychology is the study of mental process and behavior.

Introduction to Educational Psychology:

- First psychology lost its soul, then its mind, then its consciousness. It still has the behavior of sort.
- Firstly, psychology was the study of soul, then was the study of conscious (mind) and now the psychology is the study of behaviors.
- This behavior can be conscious behavior, subconscious behavior or unconscious behavior.
- Behavior is overt (observable like walking, talking) and covert (not observable like thinking process).
- When psychology used in educational process, this is called Educational Psychology.
- Aristotle is called the father of Psychology. He wrote first book, ‘Peri Psyche’ on psychology.
- Edward Lee Thorndike is the father of Educational Psychology.

- It helps in human learning process, motivation, human behaviors in education and teaching methods.
- It provides guidance to teachers 'how to teach'.

Types of Psychology:

There are two basic types of Psychology i.e

(i) Pure Psychology:

It deals with formulation of Psychological theories.

Pure psychology focuses on fundamental mental processes.

For example, General Psychology, Experimental Psychology, Developmental & Social Psychology.

(ii) Applied Psychology:

It is the application of developed theories.

Applied psychology addresses real-world problems with psychological principles.

For example, Educational Psychology, Clinical Psychology & Counseling Psychology.

Educational Psychology has three areas.

- (i) Learner
- (ii) Learning process
- (iii) Learning situation

Scope of Educational Psychology:

- Understanding individual differences and learning styles.
- Studying student behavior, needs, interest and capabilities.
- Classroom management and behavior interventions.
- Flexibility and heterogeneity in learning content.
- Improving instruction, teaching methods and ultimately improving learning.
- Curriculum development and design.
- Guidance and counseling
- Personality development
- The first use of the term 'Psychology' is often attributed to the German scholastic philosopher 'Rudolf Gockel'.

Introspection Method:

- ❖ It was given by **Wilhelm Wundt**, the father of experimental psychology.
- ❖ This is the oldest known method to study behavior.

- ❖ The word ‘**introspection**’ is made up of two **Latin words**, **intra** meaning ‘**within**’ or ‘**inward**’, and **spire** meaning ‘**to look**’.
Hence introspection means ‘**looking within or looking inward**’.
- ❖ **Introspection** involves examining one's own thoughts and feelings.
- ❖ Hence it is the process of **looking inside yourself** and consciously examining your thoughts, feelings and experiences.
- ❖ It's like taking a **mental selfie of your mind** to understand how you think and feel about things.

Psychophysical Method:

- ❖ It involves investigation of quantitative relationship between **stimuli** & **response**.
- ❖ **Gustav Fechner**, a German philosopher and physicist was the founder of it.

Growth:

- ❖ The physical aspect and increase in size such as height, weight and body mass.
- ❖ It is visible, measurable, external and it stops at specific age (**maturity**).
- ❖ **Growth follows two pattern:**
 - **Cephalo-caudal:**
It is head to tail/top to downward growth.
It is length wise growth.
 - **Proximo-distal:**
It is spinal cord to outward or center to outward growth.
It is width wise growth.

Development:

- ❖ It is the change in form, shape and structure. It is internal can only be felt.
- ❖ It includes cognitive, emotional and social changes.
- ❖ Social development involves interaction with the environment and society. It improves interaction with society.
- ❖ Moral development is about conformity to societal values and norms. It involves adherence to societal values.
- ❖ Emotional development involves learning to recognize and manage feelings.
- ❖ Cognitive development pertains to the growth of mental processes and intellect. It refers to intellectual growth.
- ❖ It is rapid at early stages.

- ❖ Development involves acquiring new skills and abilities.
- ❖ Maturation refers to natural unfolding of abilities.
- ❖ Learning changes behavior based on experience.

Difference between Growth & Development:

Growth	Development
Growth refers to increase in size or other bodily changes which can be seen.	Development refers to the outcome of functioning of organs.
Growth is external in nature	Development is internal in nature and we can only feel it.
Growth refers to a particular part of the body	Development implies on the body as whole
Growth is quantitative in nature	Development is qualitative in nature
Growth is limited and stops at certain level of maturity	Development is a lifelong process from womb to tomb

Stages of Physical Development:

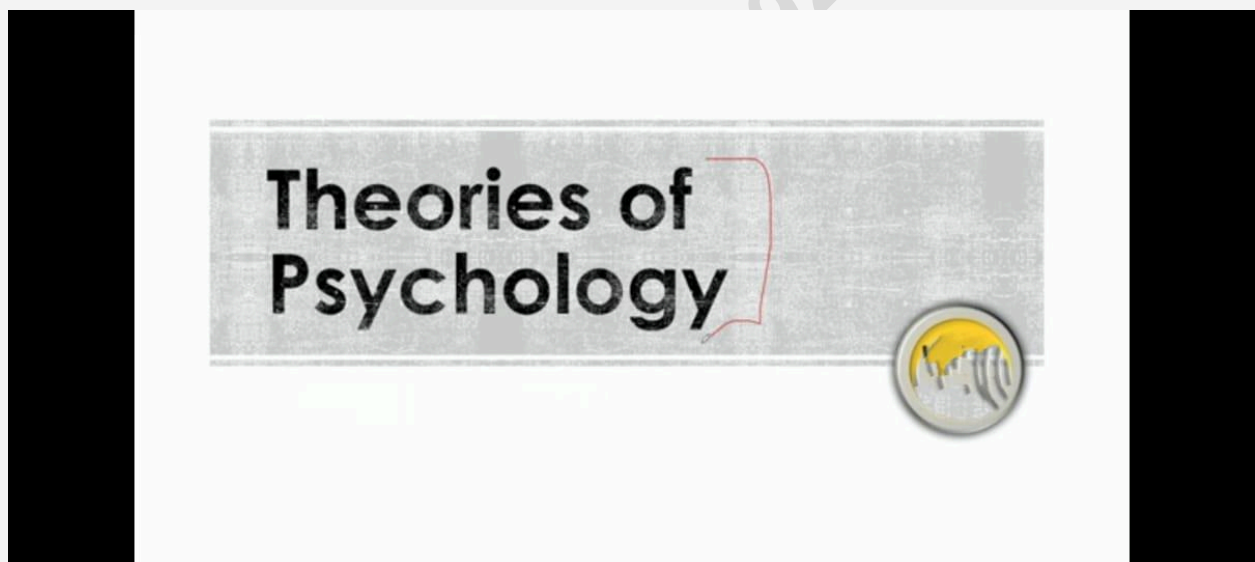
There are 06 stages of physical development.

1. Pre Natal Stage (conception to child birth)
2. Infancy (birth to 2 years)
3. Childhood (3 to 12 years)
 - a. Early childhood 3 to 6 years (why age)
 - b. Late childhood 7 to 12 years (gang age)
4. Adolescence (13 to 19 years)
5. Adulthood (20 to 60 years)
 - a. Early adulthood 20 to 40 years
 - b. Later adulthood 40 to 60 years
6. Old Age (60 years to death)

Phases of Language Development:

PHASE	AGE	DEVELOPMENT
Phase 1 (crying)	Birth to 01 month	Children cry when feel pain, tired, hungry.
Phase 2 (cooing)	1-6 month	Produce similar vowels sounds „ ooo, aaa etc
Phase 3 (babbling)	6-09 month	Similar sounds with little variation ,mixing vowel with consonants Baba, ma-ma
Phase 4 (1 word production)	9-12 month	One word like mama , milk,
Phase 5 (2 words production)	2 year	Two words like give milk, not hungry
Phase 6 (3,4 words production)	3 year	Where is doll?
Phase 7 (4-5 word/sentence)	4 year	What are you doing ?

Theories of Psychology:



Schools of Psychology:



1. Structuralism:

- Wilhelm Wundt (1832-1920) was a **German** professor and founder of structuralism.
- He opened the **world's first psychological laboratory** in **Leipzig** in **1879** with the sole purpose of the systematic study of the mind.
- He wrote book, '**Principles of physiological psychology**' in 1874.
- He used introspection method to analyze the mind.
- Structuralism aims to understand the structure of the mind.
- He said that human beings have certain inbuilt structures in brain to respond for stimuli, i.e, person responses for various stimuli like sound, colours etc.
- Brain applies these pre-existing structures to respond.

2. Functionalism:

- William James gave the notion of functionalism.
- He was the father of American Psychology.
- He wrote the book, '**Principles of Psychology**' in 1890.
- He tried to study the various functions of the brain.
- His focus was on to study '**what brain does**'.
- Marry Whiton Calkins wrote the book, '**An Introduction to Psychology**' in 1901.
- He was the first female President of American Psychologist Association (APA).

Difference between Structuralism and Functionalism:

Structuralism VS Functionalism		
Key Areas	Structuralism	Functionalism
Founder	Wilhelm Wundt	William James
Origin	German	American
Psychology	First school of Psychology	Emerged in reaction to Structuralism
Focus	Structure of mind	Purpose & Function of mind
Method	Introspection	Observation of behavior
Process	Breaking mental experiences into its constituents parts	How mental processes help individuals adapt to their environment
Consciousness	Identify the basic elements of consciousness	Consciousness cannot be broken into its component

Difference between Brain and Mind:

Brain	Mind
<p>The brain is a physical organ in the body, part of the central nervous system, composed of neurons, glial cells, and other supporting structures.</p> <ul style="list-style-type: none"> ▪ A Hardware. ▪ Shape and Weight. ▪ Physical. 	<p>The mind is a more abstract concept that encompasses a range of mental processes, including consciousness, perception, cognition, emotions, and memories.</p> <ul style="list-style-type: none"> ▪ A Software. ▪ Shapeless, weightless. ▪ Metaphysical.

3. Psycho-Analysis:

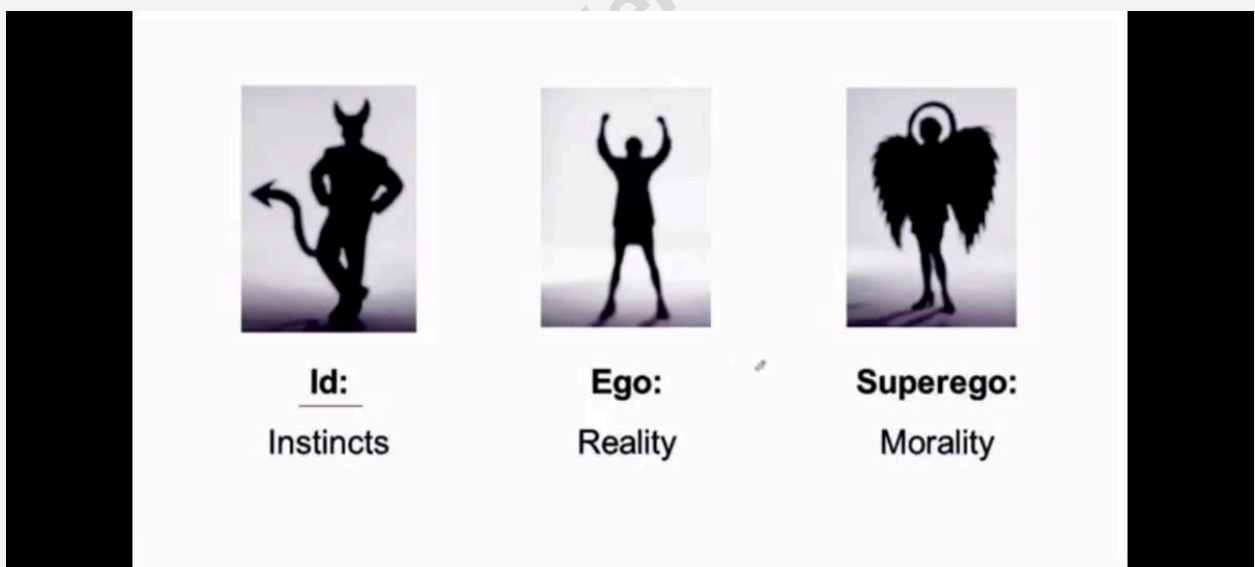
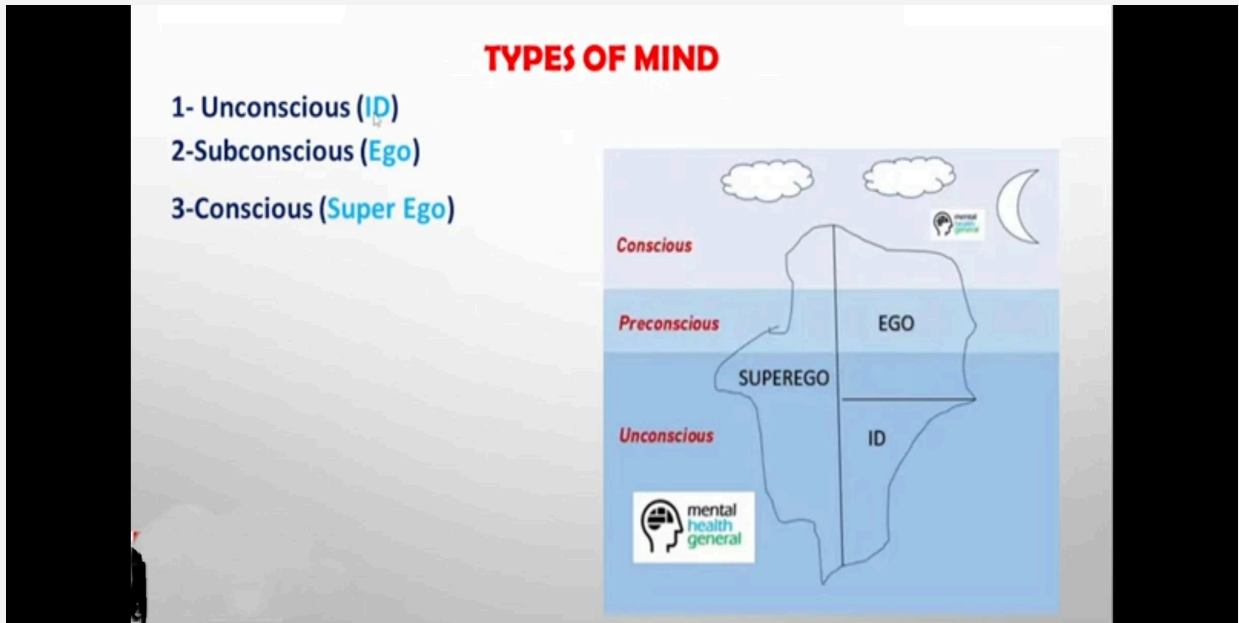
- The clinical method assesses mental health through observation and tests.
- Sigmund Freud developed psychoanalysis using the clinical method.
- Later Adler and Jung also followed this concept.
- He found that dreams are the reflections of our unconscious mind.
- Sigmund Freud described these dreams in his book, 'Interpretation of Dreams in 1899'.

→ According to Sigmund Freud, there are three states of mind — Id, Ego, Super Ego.

Types of Mind:

There are three types of mind.

1. Unconscious Mind (ID)
2. Subconscious Mind (Ego)
3. Conscious (Super Ego)



The ID:- represents inborn instincts and desires i.e hunger, thirst, sex. It is controlled by unconscious mind. It operates on pleasure principle.

The Ego:- creates balance between ID and Super Ego. It operates on reality principle which means it considers the demands of the external world and seeks to balance the desires of the ID with the constraints of the environment.

It is controlled by preconscious mind.

It develops from 2 years & onwards.

The Superego:- represents societal norms and moral values.

It is controlled by conscious mind.

It developed at 5 years & onwards.

It represents the inner sense of right and wrong of an individual.

Unconscious Mind:

It is a process that happens automatically. It stores all repressed thoughts and feelings.

Subconscious Mind:


- All reactions and automatic actions we can become aware of if we think about them.
- **For example**, our ability to drive a car; once we get skilled we stop thinking which gears to use.
- It regulates functions like body temperature, heartbeat and breathing.

Psycho-sexual Development Theory:

PSYCHOSEXUAL DEVELOPMENT THEORY

Freud believed that life comprises of **tension** (anxiety) and **pleasure**. He said that **tension** is due to build-up of **libido** (sexual energy) and that all **pleasure** comes from its **discharge**. This theory is scientifically, socially and religiously **condemned and criticized**. IT HAS 5 STAGES

1. **ORAL (BIRTH-01 YEAR)**: LIBIDO IS CENTERED IN A **BABY'S MOUTH**
2. **ANAL (01-03 YEAR)**: LIBIDO BECOMES FOCUSED ON THE **ANUS**, AND THE CHILD DERIVES GREAT PLEASURE FROM DEFECATING
3. **PHALLIC (03-06 YEAR)**: WHEREIN THE INFANT'S LIBIDO (DESIRE) CENTERS UPON THEIR **GENITALIA**
4. **LATENCY (06 YEAR TO PUBERTY)**: LIBIDO IS **DORMANT** AND NO FURTHER PSYCHOSEXUAL DEVELOPMENT TAKES PLACE (LATENT MEANS HIDDEN)
5. **GENITAL (PUBERTY TO ADOLESCENT)**: IT IS A TIME OF ADOLESCENT **SEXUAL EXPERIMENTATION**



Stages of Psychodynamic Theory:

Stages of Psychodynamic Theory

- Freud believed that life is a combination of tension and pleasure.
- According to Freud, the center of all human actions is satisfaction of sexual libido. on the basis of this fact, he classified following five stages:

1. Oral Stage (0-2 years)

According to Freud, mouth is the first organ to give pleasure. Child gets oral stimulation by breast – feeding, thumb-sucking, biting, etc.

Oral stimulation could lead to an oral fixation in later life.

2. Anal Stage (2-3 years)

Child gets pleasure by stimulation of excretory organs of body. Child gets pleasure by holding, releasing and manipulation of urination and defecation process.

3. Phallic Stage (4-6 years):

Child learns the difference between a man and a woman. Oedipus & Electra develops!

4. Latency Stage (7-12 years):

A child learns to hide his desires by suppression. Freud said that most sexual impulses are repressed during the latent stage and sexual energy can be sublimated by school work, hobbies and friendship.

5. Genital Stage (13-19 years): This is the stage of development of reproduction organs.

4. Behaviorism:

- **B.F. Skinner** was a key figure in behaviorism and experimental psychology.
- **John Broadus Watson** is father of Behaviorism.
- **In 1912**, he denied to accept Psycho-Analysis method of mind and consciousness as a Science.
- **Behaviorism** centers on observable behavior rather than mental states.
- He admitted **Psychology** as a study of stimulus and response which can be measured objectively.
- He was influenced by **I.P Pavlov's** classical conditioning.
- He introduced a toy in front of Albert. When Albert tried to touch the toy, Watson created a fearful sound which made Albert frightened.
- So, there are two stimuli — toy and sound. Hence, there are two responses — touch and fear.

- It means, due to conditioning, Albert connected his fear with the toy, even if fearful sound was absent. This is called connectionism.
- In 1926, **Watson said**, “Give me a dozen healthy infants, well informed and my own specified world to bring them up in and I will guarantee to take any one at random and train him to become type of specialist. I might select doctor, lawyer, artist, merchant chief and yes, even beggar man and thief, regardless of his talents, tendencies, abilities, vocations and race of his ancestors.
- Behaviorists believe behavior is shaped by conditioning.

Gestaltism:

Gestaltism

- Gestalt is a German word which means, perception as a whole.
- Wertheimer was founder of Gestalt School of Psychology.
- Kohler, Kofka and Lewin were followers of Gestaltism.

Humanistic:

Humanistic

- Abraham Maslow, Carl Rogers believed that free will and guided behavior are significant to study.
- Carl Rogers was founder of Humanistic School of Psychology.

Hormic:

Hormic

- McDougal was the founder of **Hormic School of Psychology**.
- **Hormic psychology** lays the greater stress on instincts.
- Therefore it is sometimes called a theory of instincts.
- Purpose is the fundamental concept of **Hormic psychology**.
- Purpose implies two factors; it implies foresight of the result of a certain action, and desire for that result.

Learning and Learning Curves:



LEARNING & LEARNING CURVES

TRANSFER OF LEARNING

Transfer of learning is the ability to learn in one context and applying it to another.

Positive transfer helps you apply skills or knowledge to a new topic, whereas as negative transfer hurts you.

Zero transfer means that old skills or knowledge have no effect on learning new skills or knowledge.

Negative transfer refers to the interference of the previous knowledge with new learning.

OTHER ASPECTS:

- ❖ **Bilateral Transfer:** A skill acquired in a particular task by practice on one hand can often be carried over to the other hand. This Process is known as Bilateral Transfer.
- ❖ **Lateral Transfer:** Lateral transfer involves a learning achievement at the same level as the initial learning but in another context.
- ❖ **Horizontal Transfer:** Generally refers to the influence of learning in one situation on learning in another situation.
- ❖ **Vertical transfer,** on the other hand, requires that learning at a lower level must be transferred to a higher level of cognitive skills.

LEARNING CURVES

- Psychologist described the progress in learning by drawing a line on the graph paper.
- This line is curve, and not straight. So, it is called **Learning curve**.
- Learning curves refers to the graphical relationship between the amount of learning and the time it takes to learn.
- The first person to describe the learning curve was **Herman Ebbinghaus** in 1885.
- Psychologist, Arthur Bills gave a more detailed description of learning curves in 1934.
- He also discussed the properties of different types of learning curves, such as negative acceleration, positive acceleration, plateaus.

STAGES OF LEARNING CURVES

Normally learning curve comprises of four stages.

•Initial stage

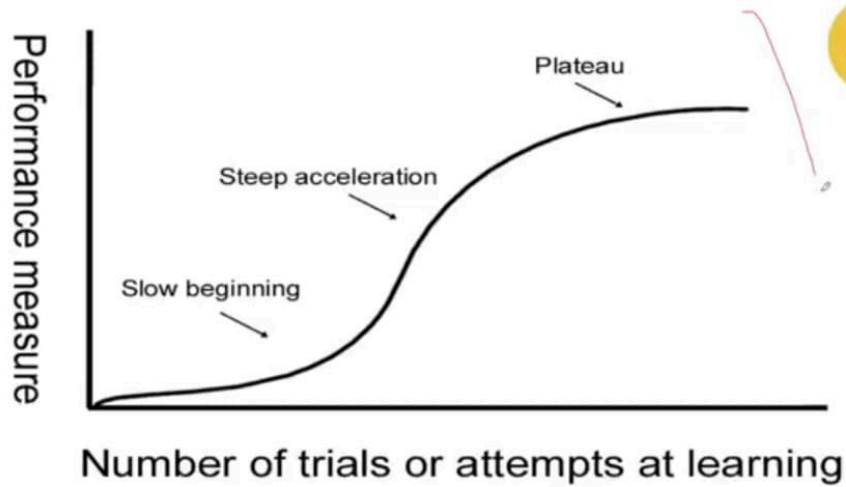
It is also called lag phase. In lag phase the learning is merely zero for first few practices.

•Steep up stage

this is the second stage. It is also called exponential phase. In this stage the learning is suddenly increased and rate of improvement is substantial.

•Intermediate stage

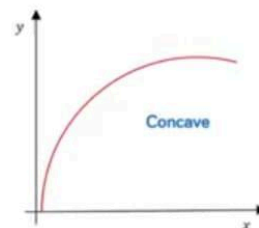
Now there is no progress in learning or improvement is arrested. So, it is called plateau.



REASONS FOR PLATEAU IN LEARNING

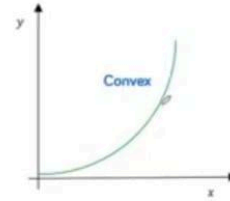
- Poor or faulty method of learning,
- Physical and mental fatigue or boredom,
- Too much difficulty or complexity of the learning material,
- Lack of proper motivation and loss of interest of the learner,
- Poor and unfavorable environment,
- Distraction and inattention of the learner,
- Satisfaction of the learner with moderate achievement.

CONCAVE CURVE



- ❖ This is also called positively accelerated curve.
- ❖ It depicts slow initial improvement in learning that increases with time leading towards the mastery of learning materials.
- ❖ Here the task may be new one or difficult one to the student at the beginning.
- ❖ But with the increasing practice he is doing mastery over that at the end.

CONVEX CURVE



- ❖ This learning curve is also called negatively accelerated curve.
- ❖ It depicts rapid initial improvement in learning that decreases with time.
- ❖ At the initial the rate of progress maybe faster, but at the final the learning rate slows down noticeably.
- ❖ This learning curve is occurring in the learning situations where the task is simple or learner has had previous practice on a similar task.



CONCAVE AND CONVEX CURVE



- ❖ The third curve involves the combination of the first two concave and concave and convex curves, is known as Concave-Convex Curve.
- ❖ It looks like an English letter 'S'. So called **S-shaped curve**.
- ❖ In the beginning this is depending upon the nature of the learner, learning material and the learning environment.
- ❖ It is normally obtained where the situation the learner study the entire learning from zero performance to its mastery.

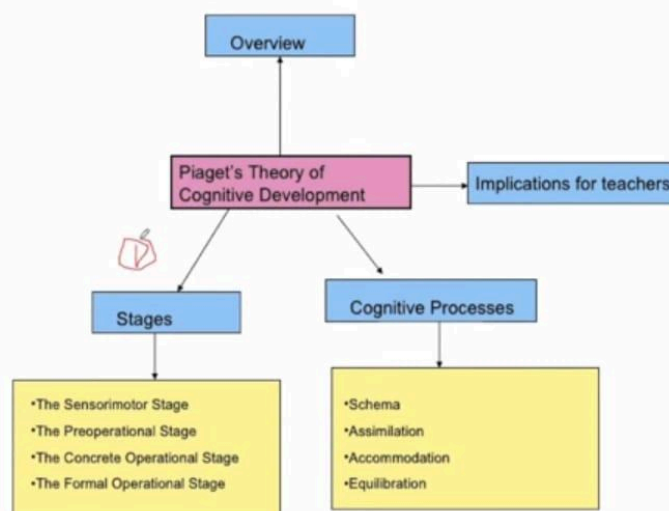


CONCLUSION

- ❖ Learning is modification of behavior.
- ❖ Learning is related with circumstances.
- ❖ Learning depends upon experiences.
- ❖ Learning may be temporary or permanent.
- ❖ Change in behavior due to fear, fatigue or illness is not learning.

Piaget's Cognitive Development:

Piaget's Cognitive Development



Jean Piaget:

- He was born in 1896 and died in 1980.
- Piaget was a Swiss Biologist. Philosopher and Psychologist.
- Being a biologist, he knew the importance of environment and process of adaptation.
- Being a philosopher, he had a keen interest in Epistemology.
- He is also known as the father of 'Child Psychology'.
- **Piaget's theory** tells us that the child is born with a mental/cognitive structure which develops and attains maximum growth around the age of 14 or 15 years.

Constructivism:

- Child is a constructivist.
- He called the child as 'Little Scientists'.
- Child collects small — small units of knowledge.
- Child adds their chunks and makes a bigger concept.
- Child creates his own world of knowledge by their chunks.
- They learn by activity, enquiry and experiences.
- Children thinking quantity is same as elders but of different kind.
- Egocentric speech.
- Development is a discontinuous process.
- First thought comes then language.

Key concepts...



• Schema	• Animism
• Assimilation	• Conservation
• Equilibrium	• Deductive reasoning
• Accommodation	• Decentration
• Object permanence	• Decontextualization
• Ego – centrism	• Integration

Important Terms:

Schema:

- It is mental structure.
- It is the set or pattern or packets of information.
- It is an organized structure of information in our mind.

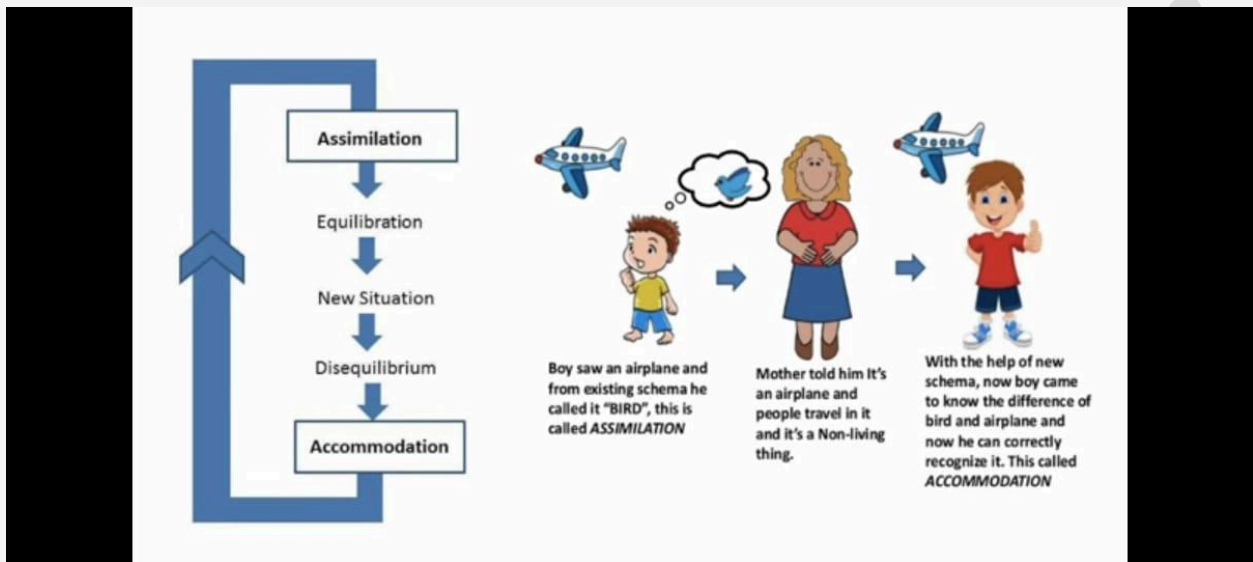
Assimilation:

When new schema (**information**) is added in old schema (**knowledge**), it is called assimilation.

Accommodation:

When pre-existing schema is modified due to introduction of new schema, it is called accommodation.

Summary:



Object Permanence:

The child build the images of the objects which are out of sight in the mind.

Egocentrism:

Seeing and understanding the world from his own perspective.

The child thinks his own point of view, self-centered and selfish.

Animism:

The child believes that non-living things such as toys have human-like qualities.

Conservation problem:

Child can't understand two glasses of different shapes having same quantity of water.

Centration:

It is the act of focussing all attention on one characteristic or dimension of a situation while disregarding all others.

Irreversibility:

The child is unable to reverse the actions. For example the child understand that $4 + 5 = 0$ but he is unable to do $5 + 4 = ?$

Reversibility:

They develop the ability to mentally reverse the actions.

For example, understanding that addition and subtraction are inverse operations.

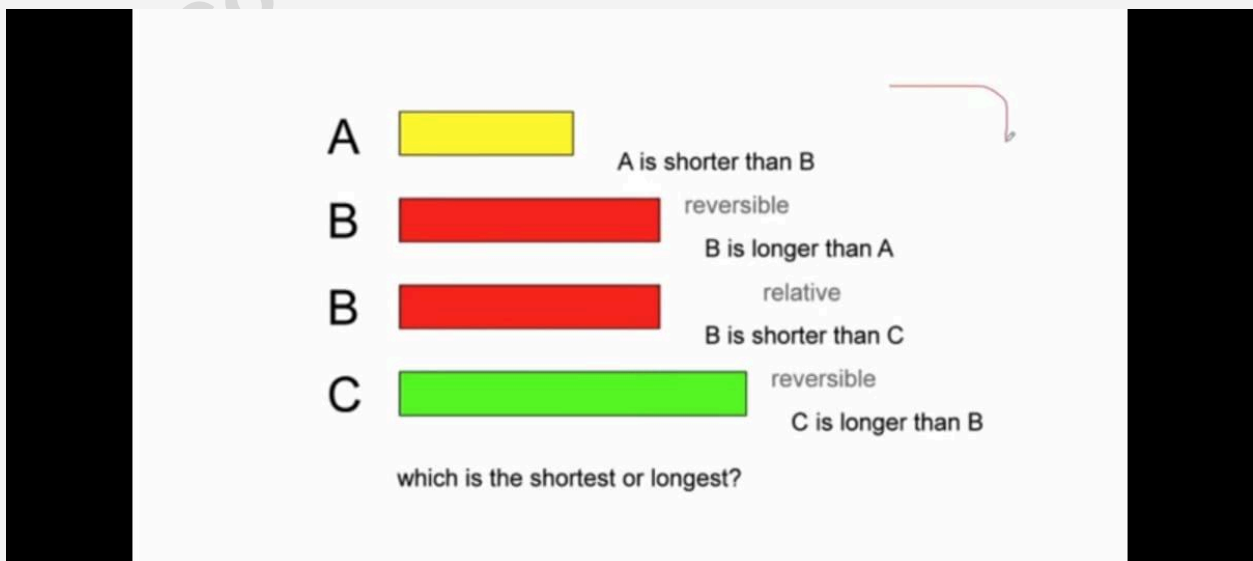
Transductive reasoning:

It is the foolish reasoning. For example, the father told his son that this is the bird and it flies.

The child sees aeroplane and he will establish that since it has wings and it flies so it is the bird.

Transitive inference:

Unable to use previous knowledge or logic.



Stages of Cognitive Development:-

1. Sensory motor stage (0-2 years)

- Understanding of a child is made through his/her senses.
- At the age of 9-10 month, child develops the ability to find hidden objects. This is called ability of **Object Permanence**.
- This stage is also called **infancy**.

1. Sensory Motor Stage (0-2 years)

- Senses are teachers!
- Reflex actions.
- Imitative Behavior.
- Object Permanence- Out of sight, out of mind.

2. Pre-operational Stage (2-7 years)

- The development of language is most significant feature.
- According to Piaget, child learns to think first and develops the language later.
- There are two forms of play **Decentration** and shows **Decontextualization** later.
- Age of transductive reasoning.
- Ego-centrism is there at this stage.
- **Animism** is there.
- **Toy Age/Pre-school age/Pre-gang age**.

2. Pre- Operational Stage (2-7 years)



- "operation"- mental process.
- Transductive Reasoning.
- Crucial stage for Language Development.
- **According to Piaget**, child learns to think first and develops the language later.
- Irreversibility.
- Child shows two forms of play **decentration** and **decontextualization** later.
- This stage is also known as **pre-childhood**.
- **Ego-centrism** – "I"
- Animism
- Toy Age

3. Concrete Operational Stage (7-11 years)

- In this stage, child starts thinking.
- Child develops the ability of **reversibility**.
- Child develops the ability of **conservation**.
- Transitivity comes at concrete level.
- Child is not able to think abstract concepts i.e able to do concrete thinking.

3. Concrete Operational Stage (7-11 years)



- Stage of Logical Thinking & Concrete operations.
- Reversibility develops.
- Transitivity develops.
- Classification comes.
- Seriation.
- Child understands that **quantity, area or volume does not change with the change in form of shape or size**.
- This stage is also known as **later childhood or pre-gang age**.

4. Formal Operational Stage (11-15 years)

- In this stage child develops abstract thinking.
- Child develops the ability of hypothetico-deductive reasoning.

4. Formal operational Stage (Adolescence to Adulthood)

- In this stage child develops abstract thinking.
- Also known as gang age.
- Deductive Reasoning comes.
- Adolescent Egocentrism.
- Hypothetico-Deductive Reasoning.
- Age of Divergent/convergent/creative thinking.



5. Gestalt Psychology

- **The whole is greater than the sum of its parts.**
- Father of Gestaltism is Wertheimer.
- People associated with it are Kohler, Koffka, Kurt Lewin.
- Insightful Learning
- Sultan.

6. Cognitive Psychology

- In 1960, Miller and Jerome Bruner established cognitive school.
- Information Processing Theory is given by Bruner.
- Enactive, Iconic, Symbolic Learning.

Educational Implication

- Provides a broad development perspective to the educator for building a curriculum for the children.
- Piaget based curriculum requires that children should not skip any stage.
- Children learn speedily if we provide concrete material to them.
- A teacher should arouse the curiosity of the child through planned activities.
- Treat a child as a discoverer.



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