

Why should Psychology meet Didactics?

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Why should Psychology meet Didactics?

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Why should Psychology meet Didactics?

The title of my presentation focusses on the nucleus of our subject at schools concerning

- (1) how the national programmes for teaching of psychology are created and developed
- (2) how and where the students of teaching of psychology can study their subject in teachers education programmes at universities.
- (3) whether the national programmes for ToP include didactics of our disciplin (e.g. Fachdidaktik - a special German term, but also a special understanding).
- (4) how the curricula and syllabuses differ from each country to each country (from the North of Europe to the South, from the West to the East).
- (5) whether key qualifications are guiding *paradigmas* of national curriculum development.

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1. The challenges of the Bologna space

Twenty years ago a bestseller has been published:

I **1988: *Winning the Brain Race*, by**

Kearns, David T. & Denis P. Doyle (1988): *Winning the Brain Race*, San Francisco: ICS Press

I ***The schoolsystem with competition abilities is the bases for competitive economical branches***

I ***The importance of key qualifications has been a real challenge for the world, taking into account, that the USA „produced“ 60.000 Teachers of Psychology year by year:***

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- 20 years later we are facing a European scientific area including 660 000 000 (!) people (including Russia !):**
- **the Bologna space (since 1999 40 European countries joined the „Bologna Treaty“: Equilibration of educational systems; fostering students mobility)**
 - **enormous social and human capital in space without „borders for knowledge“ (Jeremy Rifkin: **The European Dream, New York: Pinguin, 2004**)**
 - **2010: Diploma Supplements and „Europass for Education and Formation“**
 - **Equal and comparable contents (modules) on BA- and MA-level (common standards of qualification)**

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2. Do we need a common basic curriculum?

Teaching of psychology on the pre-university level is becoming an „European Subject“

- based on scientific sources without national borders
- the accumulated knowledge of psychological research is immense, which leads to the question:
- which psychological knowledge is to be chosen for teaching of psychology at schools (below the university level)?
- My main thesis: *Giving psychology away to give psychology a way* needs a common basic curriculum (according to the current situation of the young people in Europe)

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3. Current situation of young people all over Europe on the upper secondary level:

- They will reach the matura (Abitur) within 12 years
- They have mastered (and will have to master) essential developmental tasks (R. Havighurst)
- They have dreams and desires (question of unconscious)
- They have interests in social and cultural events: The adventure of life...
- They have problems with parents
- They have problems with violence, tolerance, prejudices and religious borders
- They may have problems with drugs, abusing, delinquency, health, trust...

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4. What does Didactic mean ?

In the spirit of enlightenment:

“Enlightenment is the outgoing of a person out of self indebted mental immaturity. Immaturity is the inability to use own intellect without guidance of any other person. This immaturity is self indebted, if the reasons for it are not lying in a lack of intellect but in decision to use it without guidance by another person!

Sapere aude! Take courage to use your intellect - this is the motto of enlightenment!”

Quelle: Kant A 481; Werke 1966, Bd. VI, S. 53

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General definition:

Didactic includes theory and practice of teaching and learning

= far and wide definition; includes all aspects of instruction, teaching, contents, pupils, public factors and so on...

= Is it a real scientific definition? It's just a hypothesis of scientific work!

Other possible definition:

Didactic is a scientific discipline

= Does this discipline belong to the natural sciences?

= Does it belong to "The arts" ?

= What are the principles of the scientific approach or methods?

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Didactic takes care on the following questions:

- | Who (shall or will learn or study)
- | What
- | When (at what time)
- | Together with whom
- | Where
- | How
- | With what
- | Why
- | To what

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Didactic is the science of “the arts” of teaching !

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Other useful definitions:

Lijnse, P. (2000)

- I “Didactics, taken as a scientific activity, can, I think, best be characterised as way of educational engineering, while much of science education research seems to aim at understanding teaching and learning (science) as theoretical science.”

Origin:

- I Lijnse, P. (2000): Didactics of Science: The forgotten dimension in science education research?, in: Millar, R., Leach, L. & Osborne, J. (Hrsg.): Improving science education – The contribution of research. Buckingham: Open University Press, 308 – 326

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I Definition by Schank, Roger C.

I (Institute for the Learning Sciences, Northwestern University, US)

Central interest of didactics for „Goal Based Scenarios“ (GBS) is the instruction of skills in the sense of development compatible anticipations (estimations) and the learning (interiosation) of appropriate reaction on the occurrence of anticipations (estimations)

This needs the following abilities:

- *selfcompetence*
- *dealing with complexe informations*
- *dealing with media and multimedia*
 - *social competences*

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5. How to prepare students for practice:

- Training in didactical thinking
- Observing good practice at school
- Report of observed lectures
- Planning lectures: 12 steps to go

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6. Twelve steps to go

6.1 Actuality of the topic

6.2 The topic and the curriculum/syllabus

6.3 Materials, sources, references, medias, literature

6.4 Access to the topics

6.5 Analysing the learner group

6.6 Didactic analysis

6.7 Analysis of aims/goals of learning and description of general aims and specific aims

6.8 Sequences of lessons

6.9 Methodical analysis („Methodology of Teaching“)

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6.10 Concrete description of lecture plans

6.11 Carrying out the lecture plans in classes

6.12 Evaluation of lectures (accumulation of knowledge, aims we have achieved, performances of pupils, performance of teacher, teacher's behavior, critics, feelings in problematic situations, what to do next and so on)

This thinking is embedded in a common culture of learning!

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7. Common understanding of „Learning culture“ (LC)

7.1 Culture of teaching:

Flexibility in lectures surroundings (places of learning inside and outside of school)

Variety of teaching forms and methods

Involving pupils in planning the lectures (pupils problems based teaching) (PPBT)

Involving pupils in choosing the contents in correspondance to their „Life questions“

Cooperation and interaction of both, pupils and teachers, with „outerworld“ institutions

Using „field studies“ and going into the fields

Involving experts out of school

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7.2 Culture of communication:

Cooperation on different levels: peers, mentoring younger pupils, subject level

Developing common educational aims and values in correspondance with „Developmental Tasks“ (DT; Havighurst)

Pupils conference initiative (Teachers are only in the background as guides, not as guards)

Creating a platform for briefings: Pupils and teachers

Tasks to enforce team spirit

Active dialogue with parents and responsible educators

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7.3 Culture of organisation:

Just cooperative school leadership

Transparency in decision making

Delegation of responsibilities and trust in increasing responsibility among colleagues and pupils (dialogue ability)

Flexibility in modelling the schedules and time tables

Developing a common education programme involving all (teachers, parents, pupils)

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This „Learning Culture“ leads to a (possible) common „Culture of Teaching“:

8. New Teaching Culture:

Psychology as a subject at school will appear boring, when we present the psychological terms, topics and theories just only with chalk at the blackboard like learning vocabulary in foreign languages.

NACHTIGALL (1997) on the contrary to the old fashion of „filling in as much as possible“ (Germany: „Nürnberger Trichter“; China: Man Tan Guan; scientific position: Encyclopedism) claims for a new

Teaching -Learning-Climate

(TCL)

generally.

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Needed abilities of modern psychology teachers:

- I **good relations with pupils**
- I **enthusiasm for the subject matter**
- I **implementation of emotions and values**
- I **getting involved in the work**
- I **mastering of communications techniques**
- I **handling of fear, stress, social isolation, prejudices, life problems, stigmatisation, stupidity, frustration, etc...**
- I **being familiar with intuition-modifying mental procedures**
- I **ability to anticipate steps to violence & having strategies to prevent actions of violence in the classroom**

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4+1+2= 1“CC“ (for Cultural Coexistence)

- I This is no „magic formula“, but result of A. BAEZ‘ „Guidelines for Science Education in the Year 2000“, published 1980, earlier than the edition of „Winning the Brain Race“ by KEARNS & DOYLE (discussion of key qualifications)
- I BAEZ pointed out 4 „C(s)“:
 - Curiosity
 - Creativity
 - Competence
 - Compassion (=4)
- I NACHTIGALL announces + Cooperation (=5)

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I I propose two additional „C(s)“:

**Communication
Complementation**

I Summarizing:

7 C's

Cultural Coexistence

(4+1+2=1 „CC“)

Generating the seven „E's“

Ö

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Generating the 7 E's in Psychology Classes for Encouragement

1. **Expectation**
2. **Effort**
3. **Exploration**
4. **Explanation**
5. **Excitement**
6. **Exchange**
7. **Expansion**

= ENCOURAGEMENT

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Final conclusion:

For „Giving psychology away“ to young people all over Europe it might be necessary and helpful to develop a common European curriculum on the pre-university level and BA-level at Universities, so that „Psychology can be brought to the people:

Giving psychology a way“

- ***perhaps for a better world which we are responsible for.***

Thank you for your attention!