

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



Field Support Programme for Diploma in Secondary Education

**SELF STUDY MODULE FOR
PSYCHOLOGY, GUIDANCE AND
COUNSELING**

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INTRODUCTION

The module is designed to assist you to complete your diploma in education studies. You are to use it while doing your field work in your second year of study. This means that you will use it as you teach in the school you are posted at. The module has two main purposes. First of all, the activities in it are designed to help you to link the theory you studied during your first year with practice in the field. This will improve your professional competence as a teacher. Secondly, the module is intended to keep you informed and to make you ready for your final examinations, which you will sit for at the end of the course.

This module is not replacing the one you used during your first year at the college. Instead, it complements the first module. You are expected to use both modules for studying. You will use the first module to read about the theory of educational psychology and for revision while you prepare yourself for the final examination. This self-study module is to help you link the theory with practice.

The module has three parts: This first part is the introduction. The second part is a guide that shows you how to use the module. The third part provides you with activities to do during your field practice. This third part is organised according to the topics and sub-topics of the psychology syllabus. As already said, this part three aims at assisting you to link the theory of psychology with your practical work in the field.

HOW TO USE THE MODULE

This module links your first year content with the practical work you are doing in the field during the second year. Use the notes in this module as a guide for studying the topic carefully. Your study should first begin by reading the notes in your first year module. But in many cases, this information in the module is not enough. So, find other readings on the same topic and read as much as you can to get a deep and sharp understanding of the topic.

Your work in this module is organised in topics and sub-topics. For every topic and subtopic there are notes, expected competencies, activities, and self-evaluation. You are to go through the work, understand it clearly and do the activities as instructed.

Do not forget to keep all important records in your diary and portfolio. These records are essential for report writing and for evaluation.

STUDY TOPICS

The following work is organised according to the topics in your syllabus

TOPIC ONE: PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY

Introduction

The topic aims at introducing you to the meaning, origin and branches of psychology in general and educational psychology in particular. It has two sub-topics namely psychology and educational psychology. Go through these sub-topics and do the given activities.

1.1 Psychology

The word Psychology has a Greek origin and it literally means the study of the mind. It is a science, which deals with studying the behaviour and thinking of organisms, particularly animals of different kinds. It has many branches. Some of its branches, which are related to professions, are: Occupational (or industrial) psychology, Health (or sports or community) psychology, Forensic (criminological or legal psychology), Clinical psychology, Counselling psychology and Educational psychology.

Competencies:

After going through and understanding this sub-topic, you are expected to develop the ability to differentiate among some of these branches and to match them with their actual users in our working environment.

Activities: From the brief notes above, from module you used in your first year in the college, and from other literature you can find, read about what psychology is and what branches there are. Think of the branches of psychology that help you as a teacher. Then find out some other professionals who use psychological theory from different branches in their field and ask them about how they do so. How many people have you talked to from different professions? Take notes from what you find out and keep them in your portfolio.

Evaluation: Assess yourself how much you have developed your competencies by doing the activities. The following questions can help you to reflect on your improvement:

- Have you improved your understanding and ways of explaining the meaning of psychology?
- How many branches of psychology can you actually match with professionals who use them?
- Can you explain how these professionals other than teachers apply psychology in their work?

1.2 Educational Psychology

As the name shows, Educational psychology is a branch of psychology, whose main application is within educational settings. It mainly deals with learners, learning and teaching. As a teacher, you're an educational psychologist and your main concern is how best your teaching can enhance high quality learning. The theories of educational psychology will help you to study and understand better your students' characteristics, their learning environment and how they learn. By understanding this, you are expected to decide how best to facilitate their learning through teaching. In this particular sub-topic, you are to sharpen your understanding on the importance and functions of educational psychology. Remember that different people explain differently about this importance and functions; by reading different texts, you will have a broader understanding and your analysis will be better.

Competencies:

The activities given here are expected to improve your ability to analyse the importance and functions of educational psychology so that you can more effectively use the theory of this field of educational psychology in your practical work as a teacher.

Activities: Revisit and analyse the functions of educational psychology. Then, use these functions to show how you can use educational psychology in your work as a teacher. Give examples from what you are actually doing.

Evaluation: Make a self-evaluation by asking yourself about your improvement as you go through the topic and activities. The following questions can help you:

- Can I explain in a clearer and simpler way about the importance of educational psychology? Can I do the same about the functions of educational psychology?
- Can I identify particular areas in my work, where I will apply the principles and theories of educational psychology?

TOPIC TWO: HUMAN DEVELOPMENT AND PSYCHOLOGY OF TEACHING AND LEARNING

Introduction

This topic is concerned with human development and how this development is related to learning. In human development, educational psychologists study the growth of the mind (i.e. cognitive development), improvement of relations with others (i.e. social development), changes of the body and its different parts (i.e. physical development), maturation of emotional control (i.e. moral development), understanding and acceptance of moral values (i.e. moral development), and changes of how one appears to others (i.e. personality development). As teachers, we want to know these developments and how they affect learning; whether positively or negatively. After this understanding, we can design better ways of facilitating learning.

2.1 Physical development

The physical growth of the human body can be studied from before birth through the stages of childhood and adolescence to adulthood. We teachers need to study and understand these developmental stages because they are related to how learning takes place. At the stage of adolescence for example, young people are faced with drastic changes within their bodies. These changes pose challenges to the young people. In this subtopic, you are expected to broaden and sharpen your understanding of how the physical development is related to learning. As a teacher you have to know how you can best assist students to learn effectively and cope with the challenges they face due to this rapid development.

Competencies:

You are expected to develop the practical ability to identify the physical development of your young learners, especially when they change from childhood to adolescence; study and identify the challenges these young learners face in relation to the growth; and design ways of helping them to cope with the challenges so that these challenges do not hinder their learning.

Activities: Choose a few students who are at their changing stage from childhood to adolescence. Study their changes and behaviour to identify some of the challenges they face during this stage of growth. Work closely with them so that they understand themselves and cope with the challenges they are facing in learning. Keep your records in a diary and in your portfolio.

Evaluation: Assess yourself to see how much this activity has improved your competence in:

- Identifying young people who are at their changing stage from children to adolescence
- Identifying some challenges that the young people face when developing physically
- Designing ways to help the young learners cope with the challenges so that these challenges do not hinder their school learning

2.2 Cognitive development

In this sub-topic, you have to revisit and deepen your understanding about how physical growth of the body goes together with maturation of the mind (i.e. cognitive development) and how this maturation develops stage by stage. You are to use Jean Piaget's analysis of developmental stages to study children in order to see how cognitive development relates to learning. You can find out for example, how it is true in your environment that at a certain age, children can only learn certain things. Is it true that during the early stages for example, the child can only learn things she can sense by let us say seeing or touching (i.e. concrete things). But at later stages, she can understand abstract concepts or ideas. It is also explained in developmental psychology that if the brain is damaged or its growth affected in any way, the stages of cognitive development will not go as smooth as expected. How is this true in your environment?

Competencies: You are expected to be able to relate the theory of cognitive development with what you actually see in the field. This means that you have to be able for example, to analyse what your learners of different age groups can do in learning by using Piaget's stages of cognitive development. Do they match or are there areas of disagreement? You are also expected to be able to identify problems in cognitive development of children and relate them to problems of learning disabilities. Here you are expected to answer the question, how do defects in cognitive development affect learning ability?

Activities: You are to do two main activities: The first one is to observe children of different age groups and relate their ability to learn with Piaget's stages of cognitive development. How does what you find out match with what Piaget says? To do this, you have to design questions and activities that will show you how the children are able or unable to understand at different levels.

The second activity, you are to study one or several children with brain problems. Study their ability to learn by asking them questions or giving them activities for learning. Match their abilities with Piaget's stages and say which stage each belongs to. How do their abilities match or differ with Piaget's stages. Ask about the problems that lead to their brain problems. Here you might need to consult a medical doctor or talk politely to parents if they know about this.

Evaluation: Assess yourself if you have developed the expected competencies. You can ask yourself the following questions:

- Can I identify the level of cognitive competence/ability of my learners? Can I use this understanding to design appropriate learning activities?

2.3 Social development

The sub-topic demands you to revisit what you have learnt about social development and use it to solve practical problems in your school and community. It is known for example that as children grow, they learn how to live and behave in their society. They learn about habits, customs, and what is good and bad in the society where they grow. We know that in Tanzania for example, many of our children grow in societies where there is discrimination between male and female

members of society. Also, there are customs and habits in these societies, which lead to spread of diseases such as HIV/AIDS. But our schools and nation want to get rid of these unwanted habits. As a teacher, you need to deal with this and other related issues.

Competencies: By going through this subtopic and its activities, you should be able to study and identify the behaviours of your students and relate them with some of the unwanted customs and habits, which originate in our societies. Design ways of helping the students to get rid of these unwanted habits.

Activities: Through observation and analysis, identify unwanted habits (e.g. gender discrimination) and how they are related to social customs and habits of some of our societies. Design and use strategies to get rid of these behaviours. Use your diary and portfolio to keep records on how you study and the results you get.

Evaluation: For self-evaluation, ask yourself how much you have developed the expected competencies. The following questions can help:

- Have I been able to study and identify some of the unwanted behaviours of my students and their possible origins?
- Am I able to design strategies to eliminate/get rid of the behaviours?
- Am I able to keep the right records in my diary and portfolio?

2.4 Moral and emotional development

The sub-topic demands you to study deeply the concepts of moral and emotional development and use the knowledge to contribute to developing acceptable moral values in our society starting from your class and school. You have to understand for example that moral values make people judge what is good and what is bad. Like in social development, moral values develop within societies where individuals live. As we grow up in society, we learn what is accepted as good and bad in that society and we internalise these values into our own beliefs. This means that people who grow up in societies with different moral values are also expected to have different moral beliefs. When we are developing a nation like Tanzania, where there are different belief systems, we need to have some common values, which we have to develop among our students. This is one of your key roles as a teacher.

You also have to note that emotional feelings, which include fear, anger, distress, wonder, amusement, love, joy, and appetite, develop positively or negatively as people grow in society. Their development depends on the physical and social environment in which individuals grow. They can be enhanced or suppressed by the environment. These emotional feelings have effects on learning. As a teacher, your main role is to create an environment that is the most suitable for learning. High quality classroom learning, for example, is expected to take place in an environment that brings joy, amusement, and feeling of creativeness. If there is fear, anger, and feeling of distress, learning is not expected to be of good quality.

Competencies: By going through this sub-topic and doing the given activities, you are expected to be able to study and identify your students' moral behaviours and emotional

feelings, which might become obstacles to their learning; and create an environment that will allow high quality learning.

Activities: Study and identify moral behaviours and some emotional feelings that you think have negative effects on your students' learning. Design strategies to eliminate or get rid of them so that learning becomes more effective.

Evaluation: For self-evaluation, ask yourself how much you have developed the expected competencies. The following questions can help:

- To what extent have I been able to identify moral and emotional behaviours that hinder the learning of my students?
- How much have I been able to design strategies to eliminate the behaviours?

2.5 Personality development

The sub-topic needs you to revitalise your understanding of personality and how it can be studied for the purpose of enhancing learning. Your concern as a teacher, should be on how to study your students' personalities and identify their thinking, feelings and behaviours that either inhibit or enhance learning. The aim can be either to modify the personality or to create environments suitable for learning in relation to these personalities. You need to remember that there are different theories that can assist in studying personality. As suggested in the syllabus and in your first year module, ideas from Erickson, Freud and others can help in this regard.

Competencies: By going through this sub-topic and doing the given activities, you are expected to develop the ability to study and analyse the personalities of your students for the purpose of assisting them in learning.

Activities: Choose a student or a few students; collect information about their ways of thinking, about their feelings, and about their behaviour; and use this information to decide on their personality. Develop strategies to assist every one of them in his or her learning.

Evaluation: Assess how much you have developed the expected competencies. The following questions can assist you:

- How much have I been able to analyse the thinking, feelings and behaviours of my students in order to understand and judge their personality?
- Am I able to design successful strategies to assist the students on their learning?

TOPIC THREE: LEARNING THEORIES

Introduction

The topic deals with some explanation of what learning implies. This explanation is given differently in different theories. For example, in behaviourist explanation, learning is explained in terms of a change in behaviour. In cognitive theories on the other hand, learning is explained to be a development in the cognitive structures. It is expected that the way we teachers understand what learning implies, affect our teaching approaches. And as we know, choice of teaching approaches has effects on the quality of learning. Thus, you have to understand clearly from the different theories what teaching implies, design and try out different teaching approaches and evaluate how they facilitate effective learning. You are expected to go through the sub-topics and do all the given activities so that you can improve your competencies in teaching.

3.1 Behaviourist learning theories

In this sub-topic, you are expected to sharpen your understanding of the behaviourist theories, particularly classical and operant conditioning, and use this understanding to analyse teaching. In your analysis, you are also to consider the quality of learning that is facilitated by this teaching approach.

Competencies: You are expected to develop competencies in analysing teaching and identifying teaching techniques originating from the behaviourist approach, particularly from classical and operant conditioning theories; and evaluating how these techniques contribute in facilitating effective learning.

Activities: Observe teaching of a colleague (especially one who has been teaching for a long time). In your observation, identify teaching techniques that you think have their origin in the behaviourist theories. Assess the contribution of these techniques towards active learning. Record your findings in your diary and portfolio.

Evaluation: In your self assessment, ask yourself how much you have been able to identify teaching techniques originating from the behaviourist approach and if you can evaluate their contribution towards effective learning. The following questions can help you:

- Have I been able to identify techniques originating from the behaviourist theories?
- How much can I assess their effectiveness in facilitating learning?

3.2 Cognitive learning theories

In this sub-topic, you have to revisit and sharpen your understanding about cognitive learning theories, especially ideas by Piaget, Vygotsky, and Brunner; and use this understanding to design teaching activities that enhance active learning in your class. In thinking about the quality of the activities you design, you should consider concept such as active learning, cooperative learning, contextual and situated learning.

Competencies: You are expected to improve your competencies in: Designing learning activities basing on the cognitive learning theories; and assessing their effectiveness in facilitating active learning.

Activities: Prepare active learning activities for your class in the subject that you teach. The activities have to take into consideration Piaget's ideas about active learning, Vygotsky's ideas about learning from others (especially from experts), and Brunner's ideas about cooperative learning. Use the activities in actual teaching and assess the quality of learning that results from the activities. From your assessment, suggest how you can improve your teaching.

Evaluation: Make a self-assessment on how you have improved your competencies on designing, using and assessing the effectiveness of teaching techniques and activities (based on cognitive theories) on students learning. The following questions can assist you:

- How much am I able to design active learning activities?
- How much can I assess the effectiveness of these activities for the purpose of improving my teaching?

TOPIC FOUR: LEARNING IN SCHOOL SETTINGS

Introduction

In this topic, you have to revisit and sharpen your understanding about motivation, memory and transfer of learning. The aim is to make you improve your competencies in motivating your students, helping them to improve their memory and making them able to learn better in different situations.

4.1 Motivation and reinforcement

This sub-topic is concerned with how best we can motivate students so that they learn better. It demands you to deepen and sharpen your understanding of motivation and reinforcement so that you can be able to design strategies that enhance learning through motivating and reinforcing students' relevant behaviours. In your revision about reinforcement, you should consider the effects of negative reinforcement on learning.

Competencies: You are expected to improve your competencies in: Designing simple strategies for motivating and reinforcing students' behaviours and achievement at school; assessing the effects of negative reinforcement on learning; and advising parents on how best to motivate and reinforce their children's behaviours.

Activities: In your classroom teaching, study the behaviour of your students and design simple ways to:

- Increase their interest (i.e. raise their motivation) on learning
- Reinforce good behaviour and get rid of unwanted behaviour

Study and evaluate the effects of using negative reinforcement strategies such as punishment. From what you find out, prepare suggestions for parents on how best they can reinforce behaviours of their children.

Evaluation: Assess yourself on how you have improved your competencies in designing motivation and reinforcement strategies to improve learning and how to advise parents on good ways to motivate and reinforce their children's behaviours. The following questions can help you:

- How have I improved myself in motivating students and helping them to shape their behaviour?
- How much am I able to advise parents on how to modify the behaviour of their children?

4.2 Memory and learning

In this sub-topic, you should deepen and sharpen your understanding about what memory is, some of its main types, and how to enhance it for effective learning. You have to note that effective learning involves processing information and keeping it in the long-term memory.

Competencies: You are expected to improve your competence in designing teaching activities that enhance deep understanding and long-term memory among students; and in evaluating the effectiveness of such activities in learning.

Activities: Identify key characteristics of teaching activities that improve study skills and enhance long-term memory among students. Design some of these activities and use them in your teaching. Assess how these activities enhance learning and help students to remember..

Evaluation: For self-evaluation, assess how much you have improved your competencies in designing learning activities that improve study skills and enhance long-term memory; and evaluating their effectiveness in learning. These questions can help you:

- Have I been able to analyse the key characteristics of teaching activities that improve study skills and enhance long-term memory?
- Can I design and use these activities in teaching?
- How much can I evaluate their effectiveness in improving students' learning?

4.3 Transfer of learning

In this sub-topic, you are to revise and clarify your understanding about what transfer of learning is, what its main types are, and how it can be enhanced among students to improve their learning.

Competencies: You are expected to improve your competence in organising learning in such a way that it enhances positive transfer of learning.

Activities: Ask your students about the different strategies they use in studying. Use this information to identify those strategies, which assist positive transfer of learning. Use this information as a base for designing study strategies with the students that enhance their transfer of learning. Evaluate with them how effective the strategies are in improving their learning.

Evaluation: Assess how much you have improved your competence in organising your teaching to enhance students' transfer of learning. The following questions can help you:

- Can I study and analyse my students' strategies of learning or studying and identify those strategies that enhance positive transfer of learning?
- Can I identify the main characteristics of teaching that enhances positive transfer of learning among students?
- How much am I able to organise my teaching in ways that enhance positive transfer of learning among my students?

TOPIC FIVE: DIVERSITY AND LEARNING

Introduction

The topic is concerned with diversity of students' characteristics and diversity in learning needs. It reminds us teachers that when we teach students in a classroom we have to remember that we are dealing with individuals every one of whom has a different personality and therefore different interests and needs. Thus, during our teaching, we have to think how to develop strategies, which take care of these differences.

5.1 Learner with diverse learning needs

In this sub-topic, you have to revisit what you learned about diverse needs of learners, sharpen the knowledge, and use it to study your learners in order to identify their diverse needs. Then design strategies to cater for these different learning needs.

Competencies: You are expected to improve your competencies in: Identifying the diverse learning needs of your learners, designing and using strategies to satisfy the needs during classroom teaching, and evaluating the effectiveness of these strategies.

Activities: In your class, study and identify the different individual learning needs of your students. Design teaching strategies that will satisfy all or most of these needs. Apply the strategies in your teaching and evaluate how they are successful. Use your diary and portfolio to keep record of what you do and find out.

Evaluation: Assess how much you have improved your competence in identifying the different individual learning needs of your students, in designing teaching strategies to cater for these needs, and assessing how successful the strategies work. The following are some questions you can use:

- How much have I improved myself in the ability to study and identify the learning needs of my individual students?
- How much have I developed in designing teaching strategies that satisfy the different learning needs of my students?
- How much can I assess how successful my teaching strategies are?

TOPIC SIX: GUIDANCE AND COUNSELLING

Introduction

In this topic, you have to revise and deepen your understanding about guidance and counselling and use this understanding to assist your students to solve their academic and social problems in the school. The aim is to provide guidance and counselling services to students to make their school and future lives healthy, comfortable and productive.

6.1 Concept of Guidance and Counselling

The sub-topic demands you to make sure that you have a clear understanding of the meanings of the concepts guidance and counselling, so that you can use the understanding to identify counsellors and learn what they do.

Competencies: You are expected to improve your competency in identifying and communicating with different counsellors in order to learn about their different roles in counselling and how they perform these roles.

Activities: Study your environment and identify people whose work involves counselling. Communicate with them in order to identify and analyse their roles in counselling. Compare their roles with yours and draw lessons from this so that you may develop yourself to become a better counsellor.

Evaluation: Assess how you have improved your competencies in: Identifying different counsellors, communicating with them, analysing their roles in counselling and drawing lessons from them. You can ask yourself the following questions:

- Can I identify and work with other experts in guidance and counselling?
- How much am I able to draw lessons from their work?

6.2 Guidance and Counselling in schools

This sub-topic requires you to re-deepen and sharpen your understanding about the importance of guidance and counselling in schools and analyse possible situations where these are needed. You are then expected to use this knowledge in your fieldwork to identify situations where your students need guidance and counselling services from you.

Competencies: You are expected to improve your competence in identifying situations where your students need guidance and counselling services, analysing these situations to find out the actual needs, and deciding on the kind of guidance or counselling services to be provided.

Activities: Follow closely the behaviour and activities of your students to identify situations where they need guidance and/or counselling. Study these situations by analysing them in order to find out the nature of the issues/problems involved and

decide what kind of services will cater for them. While making decision for each problem ask yourself questions like: Does the problem demand for guidance or counselling? If it demands counselling, what kind of counselling will be appropriate?

Evaluation: Assess yourself how much you have improved your competencies in finding and analysing situations, which need guidance and counselling services; and in deciding on the appropriate service to offer for each problem? You can use questions such as:

- How much have I improved my ability to identify and analyse situations that demand guidance and counselling?
- How much have I improved my expertise in deciding about the right guidance or counselling service to offer?

6.3 Types of Counselling

In this sub-topic, you are first of all expected to thoroughly revisit and deepen your understanding about the qualities of a good counsellor and the necessary techniques for doing counselling activities; and about vocational and career guidance in school. You are then expected to put the knowledge in practice by doing actual guidance and counselling and evaluating how successful your work is.

Competencies: On counselling, you are expected to improve your competencies in designing and applying appropriate counselling techniques according to situations and nature of problems, evaluating your success in using the techniques to solve students' problems.

On guidance, you are expected to improve your competence in carrying out vocational and career guidance to students in your school.

Activities: When you have identified and analysed a situation in which counselling is needed, design and carry out a counselling session either to a group or an individual student. Follow up to find out if your service has been successful in solving the problem. From time to time, provide opportunities for your students to assess you anonymously so that you can get feedback about your qualities in counselling. This will help you to adjust yourself and hence, improve your counselling skills.

Study the academic and personality characteristics of your students and prepare vocational and career guidance sessions to motivate to study effectively at school and to prepare them for their future career.

Evaluation: Assess how much you have improved yourself in providing guidance and counselling services to your students. You can assess yourself through self-reflection questions and by going through students' anonymous feedback to you.