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**Introduction**

In a broad sense, psycho pedagogy refers to the education of people living with mental illness. The rationale behind the psycho-pedagogy approach is that individuals have a clear understanding of their mental state and are self-aware of their strengths, community resources, and coping skills, allowing individuals to deal with problems and their emotions. Happiness is that you are better prepared to contribute.

 The central principle of psycho pedagogy is that education plays a role in emotional and behavioral change. Psycho-pedagogy expands awareness and interpretation of problems as they gain a better understanding of the causes and effects of problems, and this sophisticated perspective has a positive impact on an individual's emotions and behaviors. As a result, better awareness of causality improves self-efficacy (people believe that they can cope with the situation), and better self-efficacy improves self-efficacy. In other words, the person feels less helpless in the situation and gains more control over himself. Educating people about their mental health problems is an effective way to learn the facts and learn effective coping strategies that help them overcome them. The steps needed to help yourself. Psycho-pedagogy is not a cure. In the clinical setting, psycho-pedagogy is the first step in the overall treatment plan.  
Psycho-pedagogy includes everything that educates people about mental health issues. Mental health is not without problems,

But it is about knowing what you can really expect from others and yourself, and what to do when problems occur (coping skills). In the clinical setting, psycho-pedagogy addresses both the patient and the patient's family. Education for major families aims to educate families about what is happening "inside a person" with mental illness and how to care for people with mental illness. Increase. Using what psychological theory (part of psychology) and pedagogical methods (part of education) provide, school psycho-pedagogy is not new and has existed since the 1970s. The current model of psycho-pedagogy was born from a mixture of theories of developmental psychology, cognitive science, and psychology of learning. The classroom focuses on behavioral management theories and methods that teachers can use to manage and change problematic behaviors.

**Body of Assignment**

Psychology Research and Pedagogy Development Education The increasingly popular studies in pedagogy include learning or thinking styles, learning strategies, approaches, and D. Includes research on Burton's preferences, metacognition, brain function and thinking skills, emotional intelligence, and multiple intellects.

Let's take a quick look at the main trends. Accelerated Learning 6 (Smith & Call, 2002) is a collective term for various pedagogical approaches that utilize different theories, including many of the above theories. It encapsulates a set of principles that have guided effective education and learning for some time. Learner motivation is an important principle, as is the expectation that all learners will reach above normal levels. It emphasizes the need to understand how learning is done, not what it learns. While all suggestions are guaranteed to be based on solid research, there is little time for training sessions to consider this research. VAK has three main learning styles (visual, auditory, and kinesthetic), and students are assigned the appropriate tasks according to their individual styles. Emphasis on this single stylistic structure adopts the simplest or most attractive structure offered, rather than thoroughly considering the range of ideas available and their respective research bases. This is an example of a trend. In some educational circles, VAK has become synonymous with learning style and appears to be effectively replaced as a comprehensive term, but this is a dangerously inaccurate approach.

**Learning Styles**

Learning Styles Riding and Rayner (1998) reviewed a huge range of learning style constructs generated during the past 50 years, each predicting style with differing degrees on empirical research, yet many teachers tend only to have heard of the VAK construct. It is easy to understand and internalize, easy to assess, and useful as a labeling device to justify treating pupils in particular ways 7 or having certain expectations of them. Returning to the point that such new pedagogical ideas are promoted and paraded through universal media as a fashion garment might be, with one or two references to an original source providing the appearance of rigorous research legitimacy, it is interesting to consider this specifically in relation to the VAK construct. Exploiting the current international popularity of reality television, one of the mainstream UK channels broadcast a program about how to teach ‘difficult’ children (The Unteachable program Four). In this, the VAK construct was presented as the way in which to identify e, learning style rather than one of several discriminators that might help us better understand learners’ proclivities in different contexts and in relation to different stimuli. This is perhaps not surprising as the DfES and linked agencies, remarkably, promote this to be the case on their websites. Even when almost all the learners in the program were found to favor kinesthetic approaches to learning tasks, neither the award-winning (celebrity?) teacher nor the psychologist advisor queried the methodological validity of the construct, preferring to accept the very limiting notion that those learners only learned effectively when they could interact with the learning task in a physical way. It is interesting to consider how this exclusive use of kinesthetic forms of learning could facilitate pupils’ learning of the curriculum. Emphasis on the identification of Psych pedagogy and personalized learning as a single style attribute could lead to the odd conclusion that pupils would never be expected to interact with visual or auditory stimuli in the form of reading a book or listening to one another.

The power of such government and educational media endorsement is starkly revealed in schools that have adopted blinendorsementsVAK, making pupils walk around with labels identifying their VAK style. This is at many levels, from the lack of critical teacher commitment to enable such practices, to the devastating effects of labeling, thereby limiting learners' potential and opportunities. I’m worried about it. Even at the most basic level, these teachers need to be able to integrate visual, auditory, and motor sensory strategies to observe learners, depending on the task and context. Research in this area represents a vast amount of research, many of which began in Witkin (1978), a field-dependent and specific field, so the VAK structure is completely in the development of learning styles for incumbent teachers. It is a tragedy that has penetrated. Independent way of thinking. Researchers most often assume many style structures that are expressed as polarized behavioral structures. Various attempts have been made to organize the composition of this range within high-level descriptors.  
One of the first, Curry (1983) developed a model which grouped learning style measures into strata which resemble the layers of an onion, distinguishing between a that and involuntary underlying feature of personality, the individual’s intellectual approach to assimilating information and their instructional preference or choice of the learning environment. Three distinct areas of investigation have emerged which can broadly be defined as follows and which align with Curry’s three onion layers, respectively:

**Learning or cognitive style**: a habitual way of and processing information; innate to learner; not susceptible to

**Learning strategy**: a way of the approaching and tackling tasks; learned; capable of change **Learning preferences**: an environmental preferences for learning, as place, light, sustenance, atmosphere, noise.

What characterizes research into style, strategy and preference is that it indicates differences in the way learning happens for individuals but does not attach a value to these differences; particular tendencies or approaches are not better or worse, they are just different. Whereas intelligence theory sets a limit on the capacity to learn, these theories describe the differences between learners’ preferred or involuntary styles. This implies that a match between a learner’s preference and the learning task will remove any such limits on learning potential. On the face of it this is seductive both politically and educationally, hence the ready harnessing of learning style to personalized learning in the name of social justice. That so many learning style constructs have been elucidated begs the question as to whether it is feasible that there can be so many different ways of describing aspects of learners’ processing or thinking styles. Riding and Cheema (1991) argued that a whole host of style constructs were actually different manifestations of (and labels for) the same construct or at least different aspects of the same construct, reflecting just two style dimensions: holist-analytic and verbalizer-imager. Most of the learning (or cognitive) style theorists deal in polar opposites and, whilst they argue that individuals may lie anywhere along a respective dimension and not necessarily at either end of it, the fact that they deal only in linear descriptions may suggest a failure to acknowledge the multifaceted, context-bound nature of learning. Furthermore, the extent to which it is educationally beneficial, let alone viable, to be able to determine whether a learner is an innovator or an adaptor, reflective or pragmatic, etc., is itself questionable. Recognizing that learning styles are not synonymous with one simple, the widely-advertised construct of the VAK, the task of basing pedagogy on more diverse forms of learning styles becomes much more complex. Should educators define each learner across a set of style constructs and adjust assignments accordingly? Should teachers seek to train learners not to use particular learning strategies or require particular environmental preferences? A lot of money is made from the commercial use of style instruments in schools. Coffield et al. (2004) reviewed 71 and concluded that most were unreliable and of negligible educational value, including resources endorsed by government educational websites.

* **Metacognition**
* **Brain Functioning**
* **Multiple Intelligences**
* **Personalized Learning**

**Conclusion**

In a historical analysis of psycho-pedagogy theory and the School of Thought, Wood, Brendtro, Fecser, and Nichols (1999) listed the following models:  
**Psychodynamic model**. Developed by psychologist Alfred Adler, the psychodynamic model puts the most emphasis on emotions in resolving internal conflicts.  
**Behavior model**. This is probably the best-known model in today's general and special education classrooms. Based on learning theory, behavioral models use reinforcement principles to modify observable behavior.  
**Sociological model**. This model sees peer groups as key actors in changing behavior, thinking, and values. This psycho-educational model has a strong foundation in social psychology and its notion of social power and the role of group members.  
**Ecosystem model**. Known as the re-education model, this model combines complex social systems such as mental health and social welfare with personal factors in interaction.  
**Development model**. This model evolved from the theory of personality development and developmental psychology. These theories are about how human traits develop in a healthy way or in predictable and continuous stages. Developmental models believe that experience with others and the social environment influence our behavior, feelings, and ways of thinking. Also, our motivation, attitude and values.  
**Cognitive emotion model**. This is a psycho-pedagogy model that most strongly links our thinking to emotions and behaviors.

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