

**LITERATURE REVIEW
OUTLINE**

Psychology

SAMPLE



**ACADEMIC
GHOSTWRITER**

Research question: What are the roles and attributes of the knowledge transferor, which factors affect student achievement, the quality of knowledge, and the like. What is the meaning and significance of self-regulation in learning? Which psychic processes and characteristics of students represent a source of individual differences? What are the effects of different aspects of student's intelligence, motivation and personality traits? How do school climate, intercourse interactions, working methods in the school department, etc., relate to the study of the context in which the teaching/learning is taking place?

Purpose: Research is carried out with the aim of ascertaining the factors determining the learning process, especially learning related to education, whether it takes place formally or informally, directly or implicitly, at school or outside.

Thesis: The extensive theoretical and empirical corpus, which today encompasses the field of psychology of education, is the best indicator that the implementation of knowledge is only one of the aspects of this discipline and that it has long since exceeded the exclusively applied character. Research into the problems that have been identified by the educational process and teaching practice has led to the fact that this area, in addition to the applied character, has acquired and more and more elements of the fundamental psychological discipline, whose research finds new knowledge.

Audience: Educators, Academic students, Teachers, Students
Title: Psychology of education

I. Introduction

1. The subject of the psychology of education

2. Methods of the psychology of education

A. Correlation research.

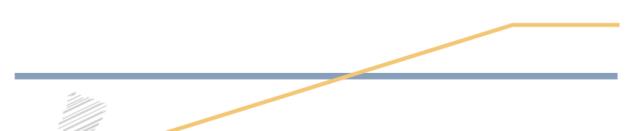
B. Experimental research

C. Descriptive research

D. Evaluative research

E. Action research

F. Meta-analytic research



3. Role of the psychology of education in teacher education

4. Literature

II. Body

1. Concept and forms of learning: Application in education

A. Defining Learning

B. Forms of learning

C. Classic conditioning: acquisition of conditioned reflexes

i. Description of Pavlov experiments

ii. Emotional conditioning

iii. A description of the experiment with little Albert

iv. The practical importance of the conditioning principle

v. Conditional higher order

vi. Generalization and discrimination

D. Instrumental learning

i. Description of the experiments

ii. The notion and types of corroboration

iii. Positive and negative corroboration

iv. Reaction to escape and avoidance

v. Negative corroboration and punishment

vi. Approximation method

E. Feedback in learning: the pedagogical implications of the principle

corroboration

i. Feedback: meaning and significance

ii. Types of feedback

F. Learning by insight

i. Description of experiment

ii. Pedagogical implications of learning by insight

G. Learning by model

i. Description of experiment

ii. A learning flow by model

iii. Imitation and identification

H. Literature



3. Remembering and Forgetting

A. The process of memory and implications in teaching

B. Defining memory

C. The information processing model of Atkinson and Schiffrin: three stages of memory

i. Sensory memory

ii. Capacity and duration of information

iii. Type of information

iv. Cognitive processes of retention and processing of information

D. Working memory

i. Capacity and duration of information

ii. Type of information

iii. Cognitive processes of retention and processing of information

E. Long-term memory

i. Capacity and duration of information

ii. Type of information

iii. Processes of retention and processing of information

iv. Use of information in long-term memory

F. Forgetting

G. Determination and the course of forgetting

