

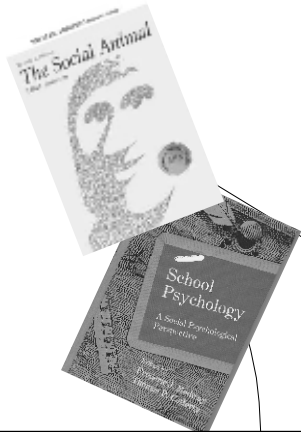
Social Psychology

EDP 7400

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Course texts

- Aronson, E. (2008). *The Social Animal* (10th ed.). New York: Worth Publishers.
- Medway, F. & Cafferty, T. (Eds.) (1992). *School Psychology: A Social Psychological Perspective*. Hillsdale, NJ: Lawrence Erlbaum & Associates.



Course texts

- Aronson, E. (2008). *Readings About the Social Animal* (10th ed.). New York: Worth Publishers.
- Recommended but optional companion book to *The Social Animal*



Course Objectives:

Students will have knowledge of the following topics and be able to express that knowledge verbally & in writing...

- Function effectively as a collaborative problem-solving team.
- Group dynamics
- Social psychology research methodology
- Social cognition
- Social perception

Course Objectives:

Students will have knowledge of the following topics and be able to express that knowledge verbally & in writing...

- Prejudice
- Self justification
- Attribution theory
- Expectancy theory
- Altruism & helping behavior
- Persuasion
- Attraction and interpersonal relationships

Course Objectives:

Students will have knowledge of the following topics and be able to express that knowledge verbally & in writing...

- Conformity
- Motivation
- Conflict, aggression and violence
- ...and applications of these theories to educational and clinical settings for effecting intrapersonal and interpersonal change

What is Social Psychology?

- The study of how the thoughts, beliefs, attitudes, feelings and behaviors of people are *influenced by other people*.
- It is important to note that *social influence* can result from the real, imagined, or implied presence of people

Social Psychology impacts us on the *intrapersonal* domain.

- Social influence impacts:
- Our self-referent thoughts, perceptions, judgments, and attitudes, and self-efficacy.
- How we make decisions.
- How we make attributions.
- Our expectancies.



Social Psychology impacts us on the *interpersonal* domain.

- Social influence impacts:
- How we relate to others.
- How others influence our thoughts, attitudes and behaviors.
- Our prejudices, attractions, and tendencies to help or be aggressive.



Social Psychology impacts us on the *interpersonal* domain.

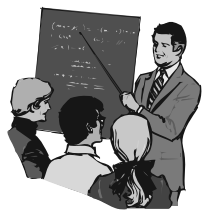
- It involves explaining:
- The impact of culture, gender, and group dynamics.
- Persuasion
- and conformity



Social Psychology includes some powerful, over-arching theories that explain many human behaviors.

- Cognitive dissonance and self-justification theory
- Attribution theory
- Expectancy theory

Social Psychology in School



Every Aspect of an Educational Professional's Job Can Have a Social Component:

- Establishing rapport with students
- Communicating the findings of evaluations to parents and teachers
- Persuading teachers, parents, and administrators to try interventions
- Solving the problems of behavior and learning of students that occur within a social setting: classroom, family or community
- Trying to change attitudes and perceptions about students
- Determining attribution of motives

Every Aspect of a School Psychologist's Job Can Have a Social Component:

- Success in your job requires others trusting you, respecting your contributions, and working collaboratively with you
- Important decisions about students are done collaboratively

What is School Psychology?

- Using the scientific method of psychology to provide answers to practical and educational problems
- These problems are within a social context—school!
- Thus, school psychology cannot omit social psychology

Historical Development of Social Psychology & School Psychology

- Both involve the scientific method dating back to Plato & Aristotle.
- Aristotle was the first to study attitudes and persuasion.
- Jeremy Bentham (1748 - 1832) – Hedonistic Theory – individuals act to maximize happiness and avoid pain.
- Thomas Hobbes (1588 - 1679) – Egoism—drives for power over others is even more basic than pleasure seeking.

Historical Development of Social Psychology & School Psychology

- Precursor of Bandura, Miller & Dollard -- Gabriel Tarde (1843-1904) *The Laws of Imitation*.
- Inferiors imitate superiors.
- Imitation occurs within cultures that are similar rather than different.
- Comte (1790-1857) – founder of sociology.

Historical Development of Social Psychology & School Psychology

- Wilhelm Wundt (1832 - 1921) founder of experimental psychology.
- Lightner Witmer (1867 - 1956) founder of clinical and school psychology.
- 1880 - 1920 Massive immigration to the US doubling the school population and dramatically changing schools from one room schoolhouses to multi-grade institutions with progression to the grades dependent on mastery of lessons.

Historical Development of Social Psychology & School Psychology

- Early 1900s social reform such as child labor laws and compulsory school attendance.
- 1905 first intelligence test developed by Binet & Simon.
- Translated in English in 1911 by Henry Goddard
- Soon after, major cities had child guidance clinics to deal with the growing number of children determined to be mentally retarded, maladjusted and delinquent.

Historical Development of Social Psychology & School Psychology

- Triplett (1895, 1897) first published test of a social psychological hypothesis, spawned by his interest in bicycle racing.
- He noticed riders were faster when racing against other riders than when racing against the clock.
- Experimentally tested hypothesis and found participants wound fishing reels faster when competing than when alone.

Historical Development of Social Psychology & School Psychology

- Gustave Le Bon (1895) crowd theory based on observational data.
- Found that in crowds, people are more emotional, less rational, more prone to extreme behaviors, and more easily stimulated by leaders from one kind of extreme feeling to another in short periods of time.

Historical Development of Social Psychology & School Psychology

- 1908 first two published books on social psychology.
- World War I saw intelligence tests used extensively to screen military recruits.
- After the war these tests were used in schools for individual diagnosis and treatment.
- 1920s development of scientific ways to measure attitudes (Thurstone, Likert, etc.)

Historical Development of Social Psychology & School Psychology

- Floyd Allport (1924) influential textbook *Social Psychology*.
- Researched topic of social facilitation from a behaviorist perspective.
- Sights and sounds of others were a stimulus to more intense responses.
- Muzafer Sherif (1930s) through a series of classic experiments determined that people look to other people for a frame of reference and norms about how to interpret reality.

Historical Development of Social Psychology & School Psychology

- 1930s Gestalt trained psychologists migrate to the US: Kurt Lewin (1890-1947) founder of experimental social psychology & Fritz Heider (1896-1987) originator of attribution theory.
- Theorist such as Lewin saw social psychology as a tool for solving social problems.
- Lewin known for "Field Theory" which emphasized the way internal and environmental forces combined to influence behavior as people negotiated their way through their perceived world or "life space."

Historical Development of Social Psychology & School Psychology

- With pre-WWII world problems developing, the focus of social psychology was focused on issues with political overtones.
- Social psychologists were enlisted to change political attitudes and counter Nazi propaganda.
- Hovland (1949) Experiments on Mass Communication

Historical Development of Social Psychology & School Psychology

- PA, NY & OH developed certification programs for school psychologists.
- World War II -- many school and clinical psychologists found themselves working in military hospitals working with adults, not children.
- 1944-1947 the APA developed separate divisions for clinical and school psychology.

Historical Development of Social Psychology & School Psychology

- After the war, research institutes established, professional organizations supported.
- Many psychologists emerged from the military hospitals to take university positions where they used students to systematically study attitudes and social influence in the laboratory.

Historical Development of Social Psychology & School Psychology

- 1940s-50s Heider: balance theory, *Psychology of Interpersonal Relations* (1958)
- Solomon Asch (1946) Forming Impressions of Personality. Initial traits form the basis for an initial impression, and later information is made to fit that first impression, often through distortion.

Historical Development of Social Psychology & School Psychology

- Post war until the 1970s, less demand for school psychologists and less interest in psychological testing.
- Social psychology faced new social issues, including the racial integration of schools, the civil rights movement, and the women's movement.
- 1956-1964 the number of school psychology training programs increased 900% and the first school psychology journal and textbooks were written.

Historical Development of Social Psychology & School Psychology

- Festinger (1957) Theory of Cognitive Dissonance. Dissonance predicts attitudes to change in accordance with behavior change.
- 1960s social psychology focused extensively on attitude change

Historical Development of Social Psychology & School Psychology

- From 1950s behaviorism predominated the school psychology field.
- From the 1930s, social psychology embraced a more cognitive approach as evidenced by its interest in topics such as attribution.
- 1970s PL94 142 ensures public school access for handicapped students and links school psychology with the special education process.

Historical Development of Social Psychology & School Psychology

- 1970s cognitive views join behaviorism in school psychology.
- Considerable social psychological research in the 1970s on attributions theories.
- Attribution theories later applied to theories of academic motivation

Historical Development of Social Psychology & School Psychology

- Early 1970s: Both social psychology and school psychology needed to address the issues of the day: Vietnam War, sexual revolution, crime, inadequate health care, drug abuse.
- Consequently, school psychologist training had a greater emphasis on organizational development, crisis intervention, group and family therapy, consultation, and vocational counseling.

Historical Development of Social Psychology & School Psychology

- 1980s, considerable emphasis on “social cognition” in social psychology.
- How people make sense of other people and themselves.
- Includes: social inference, social identity, persuasion, schemas, person memory, attention and consciousness
- Through 1990s—social psychological research had a focus on the self (self evaluation, self esteem, self discrepancy), prejudice and stereotypes, and the influences of gender and culture

Historical Development of Social Psychology & School Psychology

- All of these topics of social psychological research are ultimately of importance to education as well.

Historically, Social Psychology has been utilized to address problems such as:

- Prejudice
- Propaganda
- War
- Alienation
- Unrest
- Political Upheaval

Are Current Social Problems That Different?

What Are the Most Important School Problems That Have Social Components?

- Aggression / violence
- Integration of handicapped students
- Integration of racial/ethnic minorities
- Greater visibility and acceptance of sexual minorities
- Changes in the family
- Growing socio-economic class differences

Do We Have the Skills to Address These Problems?
