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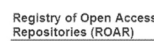
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INNOVATION IN PSYCHOLOGICAL TEACHING FOR PEDAGOGICAL STUDENTS AT THE VINH UNIVERSITY, VIET NAM UNDER CDIO APPROACH

Abstract: To participate in the innovative process in order to improve the effectiveness of vocational training to meet demand of high school education and international integration of the pedagogical sectors of school, the Department of Psychology researched innovation of psychological teaching activities follow to the CDIO approach. The objectives of this innovation are relatively comprehensive including: to develop new contents, programs, teaching and testing method, assessment of module. In the 2016–2017 school year, the syllabus has been completed and tested in the first semester in the 2017–2018 school year and has been evaluated for effectiveness.

Keywords: Psychology, evaluation, contents, program, objectives, pedagogical students, Vinh University, and teaching innovation.

1. General information

Subject: Psychology, number of credits: 4 (60 hours) in which: theory 45 credits, discussion/ exercises/ essay: 9 credits, group activities: 6 credits and self study: 120 credits.

Psychological module equips learners with knowledge of the general issues of psychology, basic phenomena of psychological life, personality and psychological development via the ages, psychological basis of teaching process and education, some issues of

teachers' personality to help learners form their skills and develop their career skills. Psychological module is a prerequisite course for students to study pedagogic terms and participate in pedagogic practice.

2. Objectives

Based on the overall objective, researching team identified the levels of objectives with specific descriptions, the level of the output of the training program and level of competency that learners would have after learning process. In detailed:

Table 1.

Objective	Module discription	Output	Qualifi- cation
1	2	3	4
G1	Analyzing the basic and modern scientific knowledge on human psychology, the development of psychology of children through the ages, the nature and rules of psychology in the teaching and	1.3.1; 1.4.2;	3

1	2	3	4
G1	educational process, characteristics of pedagogical work and teachers' capacity. To know about the theoretical methodology and methodology of studying, to learn about human psychology and psychology of children in the pedagogical process.	1.4.5; 1.3.1;	3
G2	Applying the knowledge you have learned to: <ul style="list-style-type: none"> – Evaluate different perspectives on human psychology, explaining the psychological phenomena that arise in life and in education; – Learn the psychology of children in life, in teaching and education; – Organize pedagogical teaching, educational and communicative activities; – Self-evaluate and develop, complete pedagogical personality. 	2.1.1; 2.1.2; 2.1.3; 2.2.4; 2.2.1; 2.4.1; 2.4.2; 2.4.3; 2.4.4; 2.4.5; 2.4.6; 2.5.4;	3.5
G3	Develop communication skills and teamwork in solving academic tasks	3.1.1; 3.2.1; 3.2.2;	3
G4	Analyze and evaluate in a scientific way and determine how to properly handle the pedagogical situations that arise in the teaching and educational process.	4.1.1; 4.4.1; 4.4.2; 4.4.3; 4.5.3;	3.5

G1: Objectives of knowledge

G2: Objectives of qualities and skills

G3: Target group skills and communication

G4: Career skills target

CDR của CTĐT: the output of the training program

TĐNL: Qualification

3. Output

From the objectives and the outcome of the training program and the qualification that students

need to reach, the research team has set up the output standards corresponding to the specific objectives and the level of teaching for each target.

Table 2.

Objective	Specific objectives	Output descriptions	Teaching level
1	2	3	4
G1	G1.1	Recognizing the psychological life and basic psychological phenomena of human; psychological research methods.	I, T
	G1.2	Explaining the nature of human psychological phenomenon follow to the point of view of dialectical materialism.	I, T, U
	G1.3	Explaining conscious is the most advanced psychological phenomenon in man and analyzing the basic psychological attributes of attention.	I, T, U
	G1.4	Describe the psychological attributes of individuals and state their role in personality.	I, T

1	2	3	4
G1	G1.5	Analyzing personality formation and the factors that govern the formation and development of personality	I, T
	G1.6	Explaining the basic concepts of cognitive activity, cognitive activity and teaching, education	I, T
	G1.7	To identify memory and language concepts, stages, and roles for cognitive processes	I, T
	G1.8	To clarify the basic concepts and rules of emotional life, the role of emotional life, the essential difference between them and consciousness.	T
	G1.9	Understanding the basic concepts of will-action, the relationship between cognition-emotion-will in action and human life.	T
	G1.10	Describe the principles, rules of psychological development, the basic psychological characteristics of each stage in the development of children.	I, T
	G1.11	To distinguish the characteristics of psychological development of secondary school students and psychology of high school students.	I, T
	G1.12	Explaining the nature and psychological rules of teaching and learning processes	I, T
	G1.13	Describe the structure of pedagogical personality	I, T
	G1.14	Analyzing some psychosocial issues and pedagogical communication	I, T, U
G2	G2.1	Applying the learned knowledge for the analysis, orientation of the formation and development of pedagogical personality	T, U
	G2.2	Collecting, analyzing theoretical and practical materials on psychological life, analyzing and solving the case of the pedagogical task of studying and practicing.	T, U
	G2.3	Practicing pedagogical qualities and capacity that have been identified and formed a pedagogical behaved system	T, U
G3	G3.1	Be able to participate and implement in a team effectively	T, U
	G3.2	Be able to communicate pedagogically	T, U
G4	G4.1	Analyzing, evaluate about psychology of situations that arise during pedagogical process.	T, U
	G4.2	To introduce and select, decide the right solution to solve the situation suitably.	T, U

Where: Gx.x: specific goal

Teaching Level: I (Introduce): Introduction; T (Teach): Teach; U (Utilize): Use

4. Evaluation of the module

On the basis of the learning outcomes, the module assessment was conducted by a process assessment (50%) and a final assessment (50%). It evaluates the process twice more than before and is composed of three specific assessments: learning

sense, case record, and periodic assessment. Periodic and end-of-term assessments are conducted by using an objective test where the exam questions are randomly assigned from the exam bank and rebuilt on the basis of the exam bank before. Specific components of evaluation:

Table 3.

Evaluaiton components	Evaluation lesson	Output	Rate (%)
A1. Processing evaluation			50%
A1.1. Learning awareness (attendance, attitudes)			10%
A1.1.1.	Attitude and timeliness	G1.1 – G4.2	5%
A1.1.2.	Collaborative attitude with faculty and team members, class, demonstrates progress in learning process.	G1.1 – G4.2	5%
A1.2. Course profiles (assignments, group tasks, etc.)			20%
A1.2.1	Academic chapters 1,2,3,4,5,7,8	G1.1; G1.2; G1.3; G1.4; G1.5; G1.6; G1.7; G1.8; G1.9; G1.12; G1.13; G2.1; G2.2.	10%
A1.2.2	Products of activity chapter 2,6,9	G1.5; G1.11; G1.14; G2.3; G3.1; G3.2; G4.1; G4.2	10%
A1.3. Periodical review (periodic checkpoint)			20%
Test online	A1.3.1.	G1.1; G1.2; G1.3; G1.4; G1.5; G1.6; G2.1	10%
	A1.3.2.	G1.7; G1.8; G1.9; G1.10; G1.11; G2.2	10%
A2. End-of-term assessment (final grade)			50%
Test online	The content covers all the major learning outcomes of the course.	G1.2 – G4.2	50%

5. Teaching content (syllabus), teaching plan (detailed syllabus) and lecture

In order to implement defined outcomes, the research team has identified the content of the module. In detailed:

Table 4.

Contents	Output of subject	Assessing lesson
1	2	3
Chapter 1: psychology is a science 1.1. Object, task and method of psychology 1.2. The nature, function, classification of psychological phenomena	G1.1; G1.2; G2.2;	A1.1; A1.2.1; A1.3.1; A2
Chapter 2. The formation and development of psychology, awareness and personality 2.1. Formation and development of psychology 2.2. Formation and development of awareness 2.3. Formation and development of personality	G1.3; G1.4; G1.5; G2.1; G3.1;	A1.1; A1.2; A1.3; A2
Chapter 3: activity of awareness 3.1. Sensory perception 3.2. Sense of reason 3.3. Intelligence and intelligent measurement	G1.6	A1.1; A1.2.1; A.1.3.1; A2

1	2	3
Chapter 4: memory and language 4.1 Memory 4.2. Language	G1.7; G3.2;	A1.1; A1.2; A1.3.2; A2
Chapter 5: affair and will 5.1. Emotional life 5.2. Will and action	G1.8; G1.9	A1.1; A1.2.1; A1.3.2; A2
Chapter 6: developmental psychology 6.1. Overview of generation and development of personal psychology 6.2. Psychology of secondary school students 6.3. Psychology of high school students	G1.10; G1.11; G2.2; G3.1; G4.1;	A1.1; A1.2; A1.3.2; A2
Chapter 7: psychology of teaching and education 7.1. Teaching psychology 7.2. Educational psychology	G1.12; G2.2;	A1.1; A1.2.1; A1.3.2; A2
Chapter 8: personality psychology of teacher 8.1. Characteristics of the teacher's work 8.2. Some personality qualities of the teacher 8.3. The capacity of the teacher 8.4. Prestige and the prestige's formation of the teacher	G1.13; G2.3; G4.2;	A1.1; A1.2; A2
Chapter 9: some issues of social psychology and pedagogical communications 9.1. Social groups and social psychological phenomena 9.2. Pedagogical communication	G1.14; G2.3; G3.1; G3.2;	A1.1; A1.2.2; A2

6. Evaluation

Based on the learning outcomes and the content of the module, the research team has developed a matrix for the module with 5 levels of each module, in detailed:

Level 1: Know/Remember Level 2: Understanding

Level 3: Application Level 4: Analysis, synthesis

Level 5: Assessment, creation

The results of the psychological evaluation at the first semester of the academic year 2017–2018 of the pedagogical students at the Vinh University are shown in the table:

Table 5.

Term	Total	A 8,5–10 score		B+ 8,0–8,4 score		B 7,0–7,9 score		C+ 6,5–6,9 score		C 5,5–6,4 score		D+ 5,0–5,4 score		D 4,0–4,9 score		F < 4,0 score	
		Quantity	Rate%	Quantity	Rate%	Quantity	Rate%	Quantity	Rate%	Quantity	Rate%	Quantity	Rate%	Quantity	Rate%	Quantity	Rate%
Psychology	412	17	4.13 %	29	7.04 %	172	41.75 %	136	33.01 %	44	10.68 %	1	0.24 %	0	0.00 %	13	3.16 %

The spectrum is shown in the chart as below:

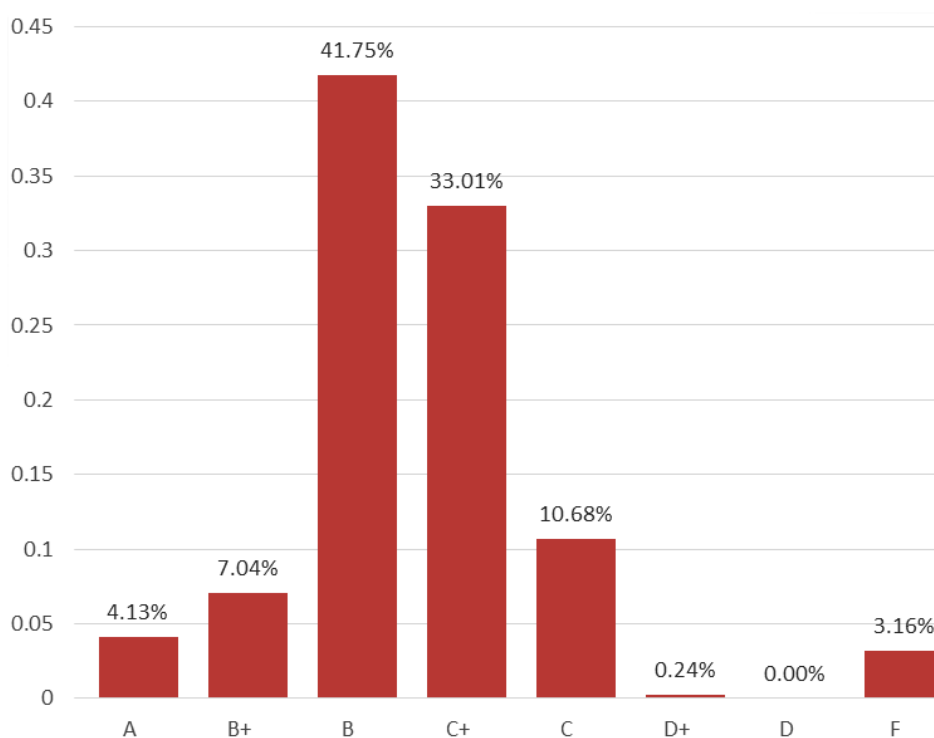


Figure 1.

The chart shows that there are $\frac{3}{4}$ the number of students who are quite good and average; the number of students who are very good and excellent equivalent to the average and accounted for about 10%. Such results are considered acceptable but it is lower than before.

Conclusion: Research on the innovation of teaching activities in the psychology under the CDIO approach is a new study that suits with the teaching trend follow to view of the development of learners' capacity of modern education to meet the requirements of vocational capacity of teachers in high school education.

The results were achieved by the research team lead to a change of psychological teaching activity. However, this is only a very first result. In the coming time, it is necessary to continue to evaluate and adjust the content, program, and method of module assessment. On the other hand, it is necessary to improve capacity of trainers – who are familiar with the old teaching methods and focus on innovating teaching methods. The most important thing is the application of group teaching and hands-on experience to students.

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