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DEVELOPING PROGRAM OF THE PSYCHOLOGY COURSE IN THE PRESCHOOLS AND PRIMARY SCHOOLS ACCORDING TO THE CDIO APPROACH

Abstract. In order to meet the educational practice, the Department of Psychology – Vinh University has conducted research on the general curriculum of age psychology and pedagogy for both disciplines according to the CDIO approach. The name of the module is Educational psychology of preschool and primary school. The goal of developing a program is determined relatively comprehensively, including developing new contents, programs, methods of teaching and testing, assessing modules [3].

Keywords: Developing programs; Psychology; Vinh University; The department of psychology; Preschool education; Primary school education; CDIO.

The curriculum of the preschool and primary school educational psychology is built in the direction of innovation – CDIO approach. The innovation is based on the following basic bases: 1. The theory of CDIO [9, 15]; the initial experience of educational innovation under the CDIO approach of some universities in Vietnam [17]; 2. Output standards of the educational program at the pedagogical department in the Vinh university [2]; 3. Inherit the strengths of existing teaching content and modern contents that have a high application [4; 11;12; 15]; 4. Inheriting and developing the system of the question of the testing question bank, assessing the existing modules when developing a new exam bank under the CDIO approach.

1. Overview of the module

The name of the module is Educational psychology of preschool and primary school, the number of credit is 5 (75 hours) in which: 60 hours for theory, 9 hours for discussion/assignment/essay, 6 hours for group activity and self-learning about 150 hours.

The module of Educational psychology of preschool and primary school equips learners with knowledge about psychological development via ages, the psychological basis of teaching and education process in the preschools and primary schools, some issues of teacher's personality and social psychology; thereby helping learners to form and develop professional capacity on a scientific basis. This module is a prerequisite module for students to continue to study their pedagogical professional modules and participate in practical work, practice regular pedagogy, and pedagogical practice.

2. Module objectives

On the basis of the overall objective under the output standard of the school's teacher training program, standardized teachers' preschool and primary school of the Ministry of Education and Training, the research team has determined the module objectives with the specific described contents attach with the level of output standard and qualification level that learners will have after the learning process. Specifically:

Objectives	**Describe objectives**	Output standard of educational program	Capacity level
G1	– Knowledge of child psychological development, child psychological research methods; the psychological basis of the process of teaching and educating children; the psychological basis of classroom management in preschools and primary schools; pedagogical characteristics of preschool and primary teachers.	1.1.4; 1.2.1; 1.3.2;	3.5
G2	– Applying the knowledge gained in researching, understanding and explaining psychological phenomena arising in preschool and primary children in education and in life; – Applying to organize teaching and educational activities in preschools and primary schools; – Having the ability to detect and solve problems in teaching and education in preschools and primary schools; – Perfecting the personality of preschool and primary teachers to meet the requirements of practice.	2.1.1; 2.1.2; 2.1.3; 2.2.1; 2.2.2; 2.3.1; 2.4.1; 2.4.4; 2.5.1; 2.5.2; 2.5.3; 2.5.4;	3.5
G3	– Developing communication and teamwork skills	3.1.1; 3.1.2; 3.1.3; 3.2.1; 3.2.2;	3.0
G4	– Having skills in analyzing, evaluating and reasonably resolving situations arising in the process of preschool and primary education based on the theory of psychology.	4.1.1; 4.1.2; 4.1.3; 4.2.2; 4.3.1; 4.4.1; 4.4.2; 4.4.3; 4.5.3; 4.6.1;	3.5

Notes:
G1: The objective of knowledge
G2: The objective of quality and skill
G3: The objective of teamwork and communication skills
G4: The goal of professional practice skills

3. Output standard of the module

From the objectives and output standards of the training program and the competency level that students need to reach, the research team has developed the output standards corresponding to the specific objectives and level of teaching for each target.

Objectives (Gx.x)		**Describe output standards**	**Teaching level**
1	***2***	***3***	***4***
G1	**G1.1**	Describing the theoretical issues about the objects, tasks and research methods of the educational psychology of preschool and primary school, the relationship between this discipline and other specialties	I
	G1.2	Presenting the theories of psychology mainly about educational psychology of preschool and primary school.	I, T

1	*2*	*3*	*4*
G1	**G1.3**	Identifying and analyzing the psychological basis of educational activities for children in the preschool, apply to educational activities for children of preschool age	I, T, U
	G1.4	Identifying and analyzing the psychological basis of educational activities for primary school students and apply to education and teaching activities.	I, T, U
	G1.5	Identifying the psychological basis of classroom management in the preschool and primary schools and apply to build an effective learning environment in the education of children in the preschool and primary schools.	I, T, U
	G1.6	Clarifying pedagogical capacity of preschool and primary school teachers.	T, U
G2	**G2.1**	Applying the knowledge acquired in the research, understanding, and explanation of psychological phenomena of children in the preschool and primary school age.	T, U
	G2.2	Applying to organize teaching and educational activities in the preschool and primary schools	U
	G2.3	Having the ability to detect and solve problems in teaching and education in the preschool and primary schools.	U
	G2.4	Developing teachers' pedagogical capabilities in the preschool and primary schools.	U
G3	**G3.1**	Having teamwork skills in solving learning tasks	U
	G3.2	Having pedagogical communication skills in the preschool and primary schools.	U
G4	**G4.1**	Having skills in analyzing, evaluating and rationally resolving situations arising in the process of education at preschools and primary schools.	T, U

Notes: Gx.x: Specific objectives

Level of teaching: I (Introduce)/Introduction; T (Teach)/Teach; U (Utilize)/ Use

4. Evaluation of the module

Based on the output standards, the evaluation of the modules is done by process evaluation (50%) and final evaluation (50%). In particular, the evaluation of the process has doubled compared to the previous one and is made up of 3 specific assessments: academic consciousness, academic profile and periodic assessment. The periodic and final evaluation is carried out by an objective test in which exam questions are randomly taken from the bank of the module test which is rebuilt on the basis of the previous exam bank. Specific components of the evaluation:

Component Assessment	**Assessment**	**Output standard of curriculum**	**Rate (%)**
A1. Assessing the process			**50%**
A1.1. Awareness of learning (diligence, learning attitude)			***10%***
A1.1.1.	Attendance level and guaranteed time (attendance by attendance)	G1.1– G4.1	5%
A1.1.2.	The attitude of cooperation with teachers and team members demonstrates progress in the learning process.	G1.1– G4.1	5%

A1.2. Records of modules (exercises, assignments for group tasks, …)			***20%***
A1.2.1	Solving exercises for chapter 2.3	G1.3, G1.4, G2.1, G2.2, G2.3, G3.1, G3.2, G4.1	10%
A1.2.2	Products of group activities for chapter 3,4,5	G1.4, G1.5, G2.4, G3.1, G3.2, G4.1	10%
A1.3. Periodic evaluation (periodic checkpoint)			***20%***
Test online	A1.3.1.	G1.1, G1.2, G1.3, G2.1, G2.2, G2.3	10%
	A1.3.2.	G1.4, G2.1, G2.2, G2.3, G3.1, G3.2, G4.1	10%
A2. Evaluation at the end of the term (final exam score)			**50%**
Test online	The content covers all important learning outcomes of the subject.	G1.1– G4.1	50%

5. The content of teaching (General outline of the module), teaching plan (Detailed outline) and lesson plan

In order to implement the defined output standards, the research team has determined the content of the teaching component. Specifically:

Theory:

Content	Output standard of curriculum	Lesson of assessment
1	***2***	***3***
Chapter 1. ENTRY THE EDUCATION PSYCHOLOGY OF PRESCHOOL AND PRIMARY SCHOOL CHILDREN 1.1. Subjects, tasks and research methods of educational psychology of children in the preschool and primary schools 1.2. The relationship between education psychology of children in the preschool and primary schools with other specialties 1.3. Theory of psychological development of children in preschool and primary school age	G1.1 G1.2 G2.1	A1.1. A1.2, A1.3; A2
Chapter 2. THE PSYCHOLOGY BASIS OF EDUCATION ACTIVITIES FOR PRESCHOOL CHILDREN 2.1. Newborn age and child (0–1-year-old) 2.2. Kindergarten age (1–3 years) 2.3. Preschool age (3–6 years)	G1.3 G2.1 G2.2 G2.3	A1.1 A1.2 A1.3 A2
Chapter 3. THE PSYCHOLOGY BASIS OF EDUCATION ACTIVITIES FOR STUDENTS IN THE PRIMARY SCHOOLS 3.1. School environment and learning activities of elementary students 3.2. The psychological development of elementary students in teaching and education	G1.4 G2.1 G2.2 G2.3	A1.1 A1.2 A1.3 A2

Chapter 4. THE PSYCHOLOGICAL BASIS OF CLASSROOM MANAGEMENT IN THE PRESCHOOL AND ELEMENTARY SCHOOLS 4.1. Classroom and classroom management 4.2. Building a positive learning environment in kindergarten and primary schools 4.3. Maintaining a positive learning environment in preschools and primary schools	G1.5 G3.1 G3.2 G4.1	A1.1 A1.2 A1.3 A2
Chapter 5. THE PEDAGOGY CAPACITY OF PRESCHOOL AND PRIMARY TEACHERS 5.1. Pedagogical characteristics of preschool and primary teachers 5.2. The pedagogical capacity of preschool and primary teachers	G1.6 G2.4 G3.1 G3.2 G4.1	A1.1 A1.2 A1.3 A2

The content of module teaching has been concretized by the research group into the teaching plan (Detailed outline) module. Based on the detailed outline, the research team wrote new lectures for the module [7]. The lecture inherited previous textbooks but was renewed in both content and form. Including some relatively modern contents of psychology, there are new assessments of psychological lines, form, lectures are structured in a modular way to enhance self-study activities and there are extensions for learners to deepen their knowledge more than general requirements when necessary. The lecture was accepted and used by the Science Council of the Department as the official learning materials of the module from the 2017–2018 school year.

6. Exam question matrix

Based on the output standards and the content of the module, the research team developed a module exam matrix with 5 levels for each module content.

Level / Content	**Knowing/ Remember (1)**	**Understanding (2)**	**Application (3)**	**Analyzing, summary (4)**	**Assessment, creation (5)**
1	***2***	***3***	***4***	***5***	***6***
Chapter 1 ENTRY THE EDUCATION PSYCHOLOGY OF PRESCHOOL AND PRIMARY SCHOOL CHILDREN	Describing the basic theoretical issues of Educational psychology of preschool and elementary children. Understanding the theory of psychology about children and the psychological development of preschool and primary school children;	Understanding research methods of child education psychology; Understanding and analyzing the stages of child psychological development, the rules of developing psychological children according to the Psychology of activities	Applying the knowledge to the research of children psychology of preschool, the primary school in teaching and education; Applying knowledge of psychological development of children to solve exercises.	0	0
Number of questions 76	*Number of questions 40*	*Number of questions 20*	*Number of questions 16*	*Number of questions 0*	*Number of questions 0*

1	*2*	*3*	*4*	*5*	*6*
Number of points 76 *Rate 15.1%*	*Number of points 40* *Rate 7.9%*	*Number of points 20* *Rate 3.9%*	*Number of points 16* *Rate 3.1%*	*Number of points 0* *Rate 0%*	*Number of points 0* *Rate 0%*
Chapter 2 THE PSYCHOLOGY BASIS OF EDUCATION ACTIVITIES FOR PRESCHOOL CHILDREN	Understanding the basic knowledge of psychological characteristics, the personality of preschool children, the rules of child development in preschool age	Understanding the psychological phenomena that occur in preschool children	Applying psychological knowledge of preschool children to study and learn children's psychology	Analyzing psychological knowledge of preschool children to solve pedagogical situations	Design goals, psychological development for preschool children
Number of questions 100 *Number of points 100* *Rate 19.8%*	*Number of questions 40* *Number of points 40* *Rate 7.9%*	*Number of questions 30* *Number of points 30* *Rate 5.9%*	*Number of questions 20* *Number of points 20* *Rate 3.9%*	*Number of questions 7* *Number of points 7* *Rate 1.4%*	*Number of questions 3* *Number of points 3* *Rate 0.6%*
Chapter 3 THE PSYCHOLOGY BASIS OF EDUCATION ACTIVITIES FOR STUDENTS IN THE PRIMARY SCHOOLS	Understanding the psychological science base on educational activities for elementary students.	Understanding the psychological science base on educational activities for elementary students.	*Applying the knowledge acquired in the study and understanding of children's psychology*	Analyzing knowledge of psychological phenomena of children of primary school age arising in life and in teaching and education	Target design, psychological development for elementary students
Number of questions 162 *Number of points 162* *Rate 32.1%*	*Number of questions 40* *Number of points 40* *Rate 7.9%*	*Number of questions 40* *Number of points 40* *Rate 7.9%*	*Number of questions 30* *Number of points 30* *Rate 5.9%*	*Number of questions 37* *Number of points 37* *Rate 7.3%*	*Number of questions 15* *Number of points 15* *Rate 2.9%*
Chapter 4 THE PSYCHOLOGICAL BASIS OF CLASSROOM MANAGEMENT IN THE PRESCHOOL AND ELEMENTARY SCHOOLS	Understanding the psychological basis of classroom management in preschools and primary schools	Understanding classroom management is an indispensable element in the teaching and educational activities of teachers	Applying knowledge to solve exercises	Analyze knowledge to solve explanatory exercises	*Applying for planning teaching, designing lessons, organizing the process of education and teaching in preschools and primary schools*
Number of questions 59 *Number of points 59*	*Number of questions 18* *Number of points 18*	*Number of questions 14* *Number of points*	*Number of questions 16* *Number of points*	*Number of questions 8* *Number of*	*Number of questions 3* *Number of*

1	*2*	*3*	*4*	*5*	*6*
Rate 11.7%	*Rate 3.6%*	*14* *Rate 2.8%*	*16* *Rate 3.2%*	*points 8* *Rate 1.5%*	*points 3* *Rate 0.6%*
Chapter 5 THE PEDAGOGY CAPACITY OF PRESCHOOL AND PRIMARY TEACHERS	Understanding the qualities and professional capacity to meet the requirements of pedagogical labor	Understanding the characteristics of the profession compared to other occupations; understand the teacher personality structure	Applying knowledge to building a perfect path of teaching and educational capabilities	Analyzing knowledge to solve explanatory exercises	Training the psychological qualities, the necessary pedagogical capabilities and the professional behavior of the teacher
Number of questions 108 *Number of points 108* *Rate 21.4%*	*Number of questions 27* *Number of points 27* *Rate 5.3%*	*Number of questions 26* *Number of points 26* *Rate 5.1%*	*Number of questions 27* *Number of points 27* *Rate 5.3%*	*Number of questions 18* *Number of points 18* *Rate 3.6%*	*Number of questions 10* *Number of points 10* *Rate 1.9%*
Total number of questions 505 *Total number of points* 505 *Rate* 100%	*Number of questions* 165 *Total number of points* 165 *Rate* 32.7%	*Number of questions* 130 *Total number of points* 130 *Rate* 25.7%	*Number of questions* 109 *Total number of points* 109 *Rate* 21.6%	*Number of questions* 70 *Total number of points* 70 *Rate* 13.9%	*Number of questions* 31 *Total number of points* 31 *Rate* 6.1%

Based on the previous exam questionnaires, lectures and questionnaires, the research team developed a new test bank.

Conclude

Researching and developing the curriculum of the module of pedagogical psychology under the CDIO approach is a new study, consistent with the trend of training innovation in view of developing learners' capacity of modern education, meet the requirements of vocational competence of teachers in the preschool and primary schools

The results achieved by the research team, that have been collected by the Scientific Council – Training in the Psychology Department and accepted by Vinh University to be used to replace the old modules from the school year 2018–2019. However, these are only the initial results. In the coming time, through practical teaching, the subject will evaluate and adjust to improve the content, program, and method of evaluation of the module. On the other hand, it is necessary to improve the capacity of the teachers – already familiar with the old teaching methods and aim to innovate teaching methods. The most important of which is the group teaching application and experience practice for students.

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