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FACULTY OF SOCIAL SCIENCES AND HUMANITIES

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EDUCATIONAL PSYCHOLOGY

ASSIGNMENT GROUP REPORT (20%)

Prepared by

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1.0 INTRODUCTION

Definition of Authoritative Parenting Style.

Reasonable demands and high responsiveness are characteristics of authoritative parenting. While authoritative parents may have high expectations for their children, they also provide them with the resources and support they require for them to succeed. Parents who choose this parenting style pay attention to their children and provide love and warmth and clear boundaries and fair punishments. Instead of using punishment and threats, this method of parenting uses tactics such as positive reinforcement (Cherry, K, 2020).

According to Kendra (2020), Baumrind claims that authoritative parents have some qualities in common. They have the following characteristics:

- When rules are broken, teach them fairly and consistently.
- Allowing their children to voice out their opinion.
- Encourage their children to talk about other possibilities
- Expressing love and warmth.
- Promoting self-reliance and logic
- Give attention to their children.
- Limiting, enforcing, and setting standards for their children's behaviour.

While authoritative parents have high expectations, they also tend to be flexible. If there are extenuating circumstances, authoritative parents will respond appropriately.

This parenting style allows parents to alter and change their approach based on the environment, their child's needs, and other considerations. On the other hand, discipline considers all factors, such as the child's behaviour, the circumstance, and so on.

Definition of Classical Conditioning

Classical conditioning is a learning process that occurs when an external stimulus is associated with a naturally occurring response (Pavlov, 1902). Ivan Pavlov, a Russian physiologist, termed this classical conditioning, also known as Pavlovian conditioning, after seeing that dogs salivate spontaneously at the introduction of food during his investigations on dogs' digestive systems. When Pavlov developed Classical Conditioning, he saw that animals salivate whenever they see the white coat of a lab

assistant. From this observation, he realized that by linking the presentation of food with the lab assistant, a conditioned response occurred (McLeod, 2018).

According to Rouleau N et al. (2016), Classical Conditioning involves forming an association between two stimuli resulting in a learned process. The terminology of unconditioned stimuli was used in the classical conditioning process (UCS). Pavlovian conditioning stages include before conditioning, during conditioning, and after conditioning. The first stage of the Classical Conditioning procedure consists of the unconditioned stimulus (UCS) is what causes an instinctive reaction where this is the natural response that was not taught. The unlearned reaction happens spontaneously when an unconditioned stimulus is introduced as an unconditioned response (UCR). Pavlov demonstrated the presence of the unconditioned response by showing a dog with a bowl of food and recording its salivary secretions. In this regard, no new behaviours have yet to be learned. It also includes additional stimuli that have no influence on the individual and are referred to as the neutral stimulus. The stimulus might be items, people, or places. In other words, until it is matched with an unconditioned stimulus, the neutral stimulus cannot elicit a reaction.

Definition of Social Constructivism

Constructivism is an idea of investing our understanding, linked to what we have already known. According to Brader - Araje and Jones (2002), Constructivism can be defined as "the idea that development of understanding requires the learner to actively engage in meaning-making". There are three types of constructivism which are cognitive constructivism, social constructivism, and radical constructivism. Cynthia M. D'Angelo, Stephanie Touchman dan Douglas B. Clark (2019) said knowledge can be constructed in two ways which are individually or socially.

Social constructivism is the opposite of individual constructivism where it happens socially during the interaction between a learner and their peers or teachers. Learning is seen as an active socially engaged process, not one of a passive development in response to external forces (McMahon, 1997; Derry, 1999). The interaction plays a big role in developing their new understanding of the topic that is discussed. For example, doing a science experiment in groups with guidance from a teacher. The zone of proximal development (ZPD) suggests that students can master knowledge that is transferred to them with the help of social constructivism where the learning process is guided by an instructor and they are sharing ideas and concepts. This is because sometimes students

or learners could not do it on their own (individually). According to [Chen \(2012\)](#); [Schreiber & Valle \(2013\)](#), teachers play an integral role in the learners' acquisition of knowledge because the learning happens through the interaction among two or more participants. Therefore, great guidance is very crucial in making sure the learners are on the right track. In social constructivism, it is considered important as it contains both types of motivation which are intrinsic and extrinsic roots.

2.0 OBJECTIVE

1. To study how the parents with authoritative parenting style manage their child's behaviour problem.
2. To study how people apply classical conditioning in their life to avoid unnecessary events.
3. To study how social constructivism can develop children's way of thinking to overcome real problems in their life.

3.0 METHODOLOGY

[Cohen and Manion \(1996\)](#) define the research method as the approach used in educational research to collect data. The method must be perfect, and the researcher can use the written methodology. It is a systematic procedure that combines the adaptation of the research approach and data analysis in line with its own rules to achieve the study's objectives. The meaning of the research method in the [Oxford Compact English Dictionary \(2007\)](#) is a systematic inquiry into the study of materials, sources and the establishment of facts to reach new conclusions. Briefly, a *study* is defined as a systematic search for information and a research process by [Graziano and Raulin \(1996\)](#).

3.1 Research Design

A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to research purpose with economy and procedure ([Jahoda, Deutch & Cook](#)). The research design also helps with carrying out the data collection, processing and analysis in a project. The designs enable us to research methodologies that are appropriate for the topic matters.

3.2 Research Instrument

According to [Columbia University \(n.d\)](#), a research instrument is a tool for collecting, measuring, and analysing data relating to your study interests. In this study, we have observed three videos that we have obtained from Youtube on the selected topic to collect data that are relevant to our research objectives.

3.3 Reference

The reference method is also used in this project that relates to the topic chosen which are Authoritarian Parenting Style, Classical Conditioning and Social Constructivism.

3.4 Other Sources

This project also used other sources to support the findings of the chosen topic. The sources like data from the websites, journals and newspapers are used to get the additional information and complete the findings for chosen topics that are to be discussed.

3.5 Method of Data Collection

This study has used secondary data to obtain relevant information and analyze the information to achieve the study's objectives. Data is obtained from published data books, magazines, seminar papers, newspapers, journals, previous studies report papers, working papers and many more. In this project, the data from the websites, journals and newspapers are used to get additional information for chosen topics that are to be discussed. These materials are necessary to further strengthen the basis of the methods conducted in this study.

3.6 Method of Data Analysis

Data analysis is to extract information from data, the process of data analysis employs analytical and logical reasoning. The primary goal of data analysis is to discover meaning in data so that the resulting knowledge may be utilised to build understanding ([Import.io, 2019](#)). In our study, we have analysed the data through Youtube videos that are relevant to our objectives and topics which are authoritative

parenting style, Classical Conditioning, and Social Constructivism. We also have observed every minute of the videos to identify the correlation between psychology theory and the chosen videos.

4.0 DISCUSSION

4.1 Chapter 3: Authoritative Parenting Style

Link: <https://www.youtube.com/watch?v=rB2FfXL2GHo>



Figure 1: A lion cub, Simba is being reprimanded by his father, Mufasa for not listening to his command

The authoritative parenting style is one of the parenting practices for child-rearing where the parents combine warmth, sensitivity, and the setting of limits to approach their children. This can be said they are being authoritarian, but at the same time, they are also permissive. The interaction between authoritative parents and children is pretty much amicable. For example, if the parents set policies or forbade their children from doing anything, they will explain the reason behind it to children and ask their opinion.

Based on Figure 1 at minute 0:54, Simba was getting a reprimand from his father for a breach of his father's command. Simba's careless action may get himself and his friend

into an unwanted accident if Mufasa doesn't come and save them. Mufasa is rightfully angry with Simba for going to the elephant graveyard, but he doesn't act on that anger. Instead, he expertly delivers his anger by emphasizing that he's disappointed. He explains exactly why Simba was wrong in a way that Simba can understand, and then he follows it up by confessing that he was scared he might lose Simba. The whole speech is masterfully straightforward and emotional.

This one of the examples of authoritative parents' method in handling when their children cause a problem. They don't straightforwardly lash their anger out and make the situation worse. All they do is control their anger and express it rationally, and firmly teach children right from wrong with calm words and actions. This will make the children realize their wrongdoings and learn from their mistakes. One important thing that parents need to bear in mind, children always copy what they do. According to [Shrier \(2014\)](#), parent and caregiver attitude leaves powerful lessons to a child and gives impressions on the developing mind. Children retain in their mind both positive and negative behaviors or images that may be imitated at a later time. Therefore, modelling good behaviours contribute to children's positive psychological and physical development. As a result, children will become independent, self-reliant and academically successful.



Figure 2: Mufasa listens to the reason why Simba acts so carelessly

In Figure 2 at minute 1:12, Mufasa listens to Simba's explanation and his intention of breaching the command was just to be like him, strong and brave. Simba feels the need to

prove himself, and conversely, it often turns out more harm than good. However, Mufasa neglects to see this side of his son. He knows that Simba wants his praise and attention to prove that he can be a good leader someday. Even after each of his mistakes, Mufasa will always give advice and ensure him not to get caught up with his fear. He also helps his son to understand it was okay to feel that way. Mufasa is aware of his responsibility as a father to emphasize that being transparent between parents and children is important, rather than hiding away their problems.

Without a doubt, many parents still fall into the habit of assuming that children should be listening to their parents is way more important than listening to what they want to say. However, authoritative parents give chances to their children to clear themselves up every time they make troubles and mistakes. There are always reasons behind everything they do or why they are not complying with the rules and show defiant behaviours. Simply listening to their reasons and stories can help to solve the problem they are facing. According to [Higuera \(2019\)](#), authoritative parents are open minded and they are willing to provide explanations to their children to make them understand the reasons behind the rules they have set for them. Authoritative parents often want to get their children to trust them and establish a positive parent-child relationship by talking things out like problems and anxiety. These types of parents help with their child development in terms of having good communication and social skills ([Higuera, 2019](#)). As a result, the children can grow up with high-self esteem, have no trust issues between parents and be good at being transparent with their parents.



Figure 3: Mufasa makes sure Simba knows he's still loved even though he made a mistake

In Figure 3, at minute 2:01, after Simba receives reprimand, still a little ashamed, slyly suggests that the hyenas were even “scareder” than Mufasa, Mufasa transitions seamlessly from stern dad to goofy dad. Unequivocally that Simba might have fallen short of his father's expectations more than a few times, but Mufasa always ensures Simba knows he is loved. It doesn't matter what the situation or what he has done as at the end of the day Mufasa will always be there to pick him back up again. It is something all fathers should model as it creates a strong bond between the two.

Nurturing fair self-discipline within the children often comes together with a combination of love and warmth behaviours that is exhibited by the authoritative parents. This type of parents is characterized by reasonable demands and high responsiveness. Therefore, it remains important for them to reconnect with children after they have been reprimanded to maintain a healthy parent-child relationship. Through the experience of reconnection, children can learn that it is okay to make mistakes and certainly teaches them to realize the impacts of their actions on others; and encouraging the children to notice their wrongdoing helps to shape a capable and confident adult (Bright Horizons Education Team, 2021). As a result, the children can grow up with a predisposition to have good emotional control and regulation.

4.2 Chapter 4 - Classical Conditioning

Link: https://www.youtube.com/watch?v=O_3hWLHwV9w

A learning process that occurs through associations between an environmental stimulus and a naturally occurring stimulus is a type of learning discovered by a Russian physiologist, Ivan Pavlov, that we call classical conditioning. In order to understand how classical conditioning works, it is important to become familiar with the basic principles of the process. Classical conditioning involves forming an association between two stimuli resulting in a learned process. There are three basic phases of this process.



Figure 4: Bentley is playing with his milk carton water

The first part of classical conditioning is before conditioning. [McLeod \(2018\)](#) states that the unconditioned response (UCR) is developed when there is an untutored understanding/experience or what we call, an unconditioned stimulus (UCS) occurring. This phase is a process that requires a naturally occurring stimulus that will automatically elicit a response. Closing your eyes in response to the water splashed is an example of a naturally occurring stimulus that we can observe in this video (minute0:52). During this phase of the process, the unconditioned stimulus (UCS) results in an unconditioned response (UCR). For example, the unforeseen circumstances (Figure 5) resulting in splashes of water (the UCS) automatically triggers a response which is by closing the eyes (the UCR). The unconditioned response is the unlearned response that occurs naturally in response to the unconditioned stimulus. According to [Dr. Saul Mcleod \(2018\)](#), "The neutral stimulus in classical conditioning does not produce a response until it is paired with the unconditioned stimulus". In our example, the need to close the eyes in response to the splashes of water is the unconditioned response. Therefore, in the before conditioning phase, an unconditioned stimulus is paired with an unconditioned response. A neutral stimulus is then introduced.



Figure 5: Bentley automatically closes his eyes when the water splashes onto his face.

The second part of classical conditioning is during conditioning. During this phase, the previously neutral stimulus is repeatedly paired with the unconditioned stimulus. In this situation the timing plays an important role for conditioning to occur and there should be a brief between the presentation of conditioned stimulus and the unconditioned stimulus. According to [Chance \(2019\)](#) this process depends on what is being conditioned, sometimes this interval is as little as five seconds. An association between the previously neutral stimulus and the UCS is formed as a result of the pairing. Now, the once neutral stimulus becomes known as the conditioned stimulus (CS). The subject has now been conditioned to respond to this stimulus. The conditioned stimulus is a previously neutral stimulus that, after becoming associated with the unconditioned stimulus, eventually comes to trigger a conditioned response.

The last part of classical conditioning is after conditioning. Once the association has been made between the UCS and the CS, presenting the conditioned stimulus alone will come to evoke a response even without the unconditioned stimulus. The resulting response is known as the conditioned response (CR). The conditioned response is the learned response to the previously neutral stimulus. In this context, the conditioned response would be closing the eyes to prevent the water from splashes into the eyes. In the after conditioning phase, the conditioned stimulus alone triggers the conditioned response. This principle of classical conditioning can be clarified as this behaviour can be studied as a simple stimulus- response reaction that works without the regard for internal processes. It is

proved by studies done by **Watson (1919)** that stated human behaviour is like animal behaviour, and is largely determined by conditioned reactions.

4.3 Chapter 8 - Social Constructivism in the classroom

Link: <https://www.youtube.com/watch?v=QaPjAO0WHz0>

Social constructivism emphasizes the role of social context in knowledge construction. Students share individual outlook with others to construct assimilation together that might not be able to be constructed personally. Distribution of learning across many minds to draw on multiple knowledge bases and ideas occurs and are called distributed cognition. Usually, when social constructivism happens, they will have a teacher as a discussion facilitator. Through those discussions, different understandings may conclude from the same materials given. There are several cognitive tasks in constructivism which are to clarify, organize, elaborate, discover flaws in their reasoning and entertain alternative perspectives.



Figure 6: A teacher is facilitating a group discussion

Based on Figure 6, it has been shown that a teacher is facilitating some children in the discussion, he leads these children to talk about their opinion on when the world ends and what they are going to do before the world ends. He started the discussions with these questions to guide the children on where the discussion should be going. According to **Lynch (2016)** a good constructivist teacher is one who questions students' answers, without regard

to whether they are right or wrong, to make sure the student has a good grasp of the discussion. Through this guidance, the children responded in various ways.

This is how a facilitator should do their work. They guide their students and make a path for them so that they can make their own conclusion based on the problems given. This kind of learning helps the student to be more creative and learn how to share their ideas with others. Developing the students' ability to create a situation that the students can apply if the problems come in their life. The facilitator also can evaluate their students' ability to think critically and solve problems. If the student answer is wrong in such ways the facilitator can help their students to achieve the most favourable answer to his students.



Figure 7: The students are discussing the problems

Based on Figure 7, the students are discussing what they will do if the end of the world has a zombie apocalypse. They share their activity on the day of the zombie apocalypse such as smash the brains of the zombies to kill them and what happens if they are such things as a zombie zombie or a zombie zombie?. The other person responded that he understood those statements but the teacher was not sure enough. They show that they can be cooperative in the discussion while sharing their ideas with others and also agreeing with each other's perspective.

According to [Vygotsky \(1978, 57\)](#), learning was not just the assimilation and adaptation of new knowledge by learners; it was the process by which learners were integrated into a knowledge community, and hence all cognitive functions began in (and

must therefore be accounted as results of) social interactions. Just like this case, the students are providing their ideas through the conversation. With these ideas, they came up with the conclusion that they can beat the zombie by crushing their brains. This conclusion was developed by the ideas stacking up to each idea and creating a solid statement that all agreed. This process is called peer-assisted learning, in which everyone has their own idea of how to resolve the zombie solution and with these ideas, they create a final conclusion on what to do when the problems occur in real life.

As for the result this vid conclude about **Two Developmental Levels (85) that have been distinguished by Vygotsky which is:**

“The learner's actual development level is the level at which he or she has already progressed and is capable of addressing issues independently. The degree of potential growth (also known as the "zone of proximal development") refers to the level of development that a student can achieve with the help of teachers or in collaboration with peers. At this level, the learner is capable of solving issues and comprehending material that they are not capable of solving or comprehending at their current level of development; the level of potential development is where learning occurs. It consists of cognitive structures that are still forming, but that can only mature with the help of or in collaboration with others.”

This video about the children doing their discussion proved Vygotsky theory.

5.0 SDG 5: Gender Equality

Sustainable Development Goals(SDG) is an idea that humans try to accomplish. It contains 17 goals to transform the world into the ideal civilization we all wanted. In 2015, the United Nations introduced the fifth of the 17 SDGs, which is SDG 5. It focuses on achieving gender equality and empowering all women and girls. It aims to grant women and girls equal rights, especially regarding their opportunities to live free without discrimination from any violence. According to the official website of SDG, it has been confirmed that the problems regarding gender equality are still not fully achieved as despite the favourable actions been taken, women and girls still confront hardships such as underrepresented at levels of work, sexual violence, and discrimination in public. In addition, climate change and disasters also continue to harden the difficulties faced by women and girls in the economy, health, social protection, and security. Therefore, further developments need to be taken to make sure that women and girls are protected in every aspect.

The relationship between SDG 5 and Authoritative Parenting Style

Parenting styles have been thoroughly studied and results consistently show that they have a significant impact on several of a child's developmental domains (Cotton, 1992). Therefore, many researchers agreed that these three parenting styles as Authoritative, Authoritarian, and Permissive have a high influence on gender equality within the family. However, as stated by Kausar & Shafique (2008), the Authoritative parenting style has been shown to generate more positive outcomes for the household members. This is because parents high on authoritative parenting styles are democratic in nature, high on warmth and nurturance. As a result, the children have good emotional control and regulation as well as tend to have happier dispositions. In addition, an authoritative parenting style can contribute to pulling off the target 5.1 of SDGs 5: Gender Equality which ends all forms of discrimination against all women and girls everywhere. In the context of gender equality or inequality, it all starts from home, the moment the child is born. Their assigned sex either male or female immediately begins to shape how they should be treated and what opportunities they should receive. For example in the context of shaping discipline within the kids. Normally, the son will require physical discipline to alter their behaviour, while the daughter receives a reprimand or sometimes just gets away from the punishment. The differences can make a huge impact on a child's development mentally, physically and spiritually. Therefore, an authoritative parenting style can contribute to reducing inequality in households by the means they treat their child fairly and listen to their opinion regardless of their gender.

The relationship between SDG 5 and Classical Conditioning

Classical conditioning develops the thinking skill that promotes sincerity. It means that a good habit of doing good deeds can be grown in a person's way of thinking so that they will always adapt to good things and avoid bad things. This is parallel to SDG 5.4 which recognizes and values unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate. "Therefore, measures of response strength are an index of the strength of conditioning only when those measures of response strength are unencumbered by nonassociative factors." (Harris, 1943). Classical conditioning consists of :

1. Unconditioned stimulus
2. Unconditioned response
3. Conditioned stimulus
4. Conditioned response

Through these levels of development, it can develop the way of someone thinking naturally or it can be said as a habit. To achieve the SDG 5 goals for acknowledging unpaid care and domestic work, people have to appreciate the sincerity that other people have given in their work. How to achieve these kinds of feelings is they have to develop their own sincerity so they can understand others hardship. For example, classical conditioning should develop the habit of when seeing someone doing good deeds, a person must feel appreciation for that person.

The relationship between SDG 5 and Social Constructivism in the classroom

In fulfilling the goal of SDG 5, Social Constructivism plays a great role in the classroom during students' learning. It correlates with several key assumptions to a successful teaching and learning process which are:

- 1) Developing the right beliefs is crucial.
- 2) Despite the same learning environment, students will develop understanding individually.
- 3) Students may disbelieve and reject the new concept.
- 4) Learning in groups requires how students take part in the process.

The teacher's role during the activity is important in achieving the goal of SDG 5. Students begin their study with preconceived notions, which means the teacher is important to guide the students with the right information and knowledge, but not taking lead and controlling their interaction. It also means it is students' responsibility to actively participate and accommodate new information from the group activity with their current understanding. How the goal of SDG 5 can be achieved here is through the fair council towards both gender, boys and girls. Teachers need to make sure the students are all working together and have chances to share and develop new beliefs between them without having any difficulty. The right steps used in creating social constructivism which are questioning, summarizing, clarifying, and predicting will lead students to develop correct beliefs hence improving the students' ZPD where they will show more responses towards the topic and materials. The bad elements such as biased and hostile characteristics must be avoided so that we can form effective interaction among students. This will bring positive reinforcement to students such as achieving applause for completing the tasks in a group or being able to answer questions together. This will teach them the value of teamwork hence later rejecting the idea that one gender is better than the other.

6.0 CONCLUSION

In conclusion, it can be seen that each video that has been selected is relevantly related to the topics. The explanation given helps the reader to understand better about Parenting Style, Classical Conditioning and Social Constructivism in the classroom. All of the videos are also relatable with SDG 5 that is Gender equality.

The finding in this project shown that how Authoritative Parenting style manage their child's behaviour problem as Mufasa, father of Simba who does not getting angry right away after Simba careless action but Mufasa delivers his anger by emphasizing that he is disappointed and explain the Simba was wrong in a way that he can understand. Mufasa's action has explained his authoritative parenting practices that combine warmth, sensitivity and the setting of limits to approach their children that help a healthy parent-child relationship and resulting in the development of children's good emotion control and regulation. In the Classical Conditioning part, the scene of Bentley explained how the classical conditioning occurs when Bentley automatically closes his eyes when the water splashes onto his face. This shows an example of naturally occurring stimulus and shows the unconditioned stimulus (UCS) results in an unconditioned response (UCR). The third finding of social constructivism can develop children's way of thinking as they are being given the chance to clarify, organize, elaborate and also discover their reasoning on

problems given and guided by a teacher that acts as the facilitator. This scenario also proves that social constructivism in the classroom develops student's ability to think critically to create a situation that they can apply in their life and find a solution to resolve a problem.

In terms of the relationship of each video with SDG 5 which is gender equality, every single person should treat the other person nicely regardless of their gender. For parenting styles, it is obvious that the parents should treat their children fairly no matter if they are male or female. Gender equality is important in children's development because it can affect them mentally, physically and spiritually. For classical conditioning, everyone has their own ways of thinking and one should not compare how other people have different ideas. This is because, to relate with gender equality, everyone deserves to be heard by other people because male and women have different opinions. Lastly, for social constructivism in the classroom, the teacher plays a big role to make sure that gender equality is applied in the classroom. Gender equality is important in the classroom to make sure that the students work together no matter if they are male or female.

7.0 REFLECTION

Muhammad Humair 'afifi A20HP0283

This psychological course has taught me a lot of things that usually happened in my life. It changed my whole perception of life and helped me understand others deeper. In this assignment it was not too hard to do but it was not easy either. We need to do a little bit of research in order to complete this assignment and also apply all of our knowledge that we have learned through the semester. It is all thanks to our lecturer, Dr. Rustam, who has guided us through this whole semester and also informed ourselves about the assignment.

The first thing that we applied to this assignment is the authoritative parenting style. This parenting style is important to develop a quality person as it aims towards the parents on how to really teach their children. It not only emphasizes the process of learning for the children. It also focuses on their emotions and how they think about something. This is important as emotions are the most affected to the process of development. Being a child that is trying to explore the world is the best thing for the children to do. As for kids, their curiosity is much higher than the adults. However, doing such things while being controlled

by your parents will develop unpleasant feelings in them and it will affect their motivation in learning. This is an example on how this subject changed my point of view towards a strict parent.

Lastly, the requirement to fulfill the assignment includes SDG. This kind of requirement forced us to learn more about SDG. It teaches us about the cruelty of this world. The development of SDG itself is to prevent such cruelty from happening. For example, in this assignment, we have to apply SDG 5. SDG 5 mainly focuses on gender equality. It is important nowadays that women also have their rights to be a leader and to be treated equally in the society. It is important for these to happen as it will make a better and healthier society.

Muhammad Izzat Bin Ab Rahman A20HP0120

SHPP1012-03 or better known as an educational psychology course was built differently from mine. This course has made me realize a lot of things that happen on a daily basis are actually related to psychology. Quick examples that I can list here are such as in our project report itself. Parenting style, Classical conditioning, and Social constructivism are one of the few terms that we learn throughout this semester that gave me goosebumps as there is actually a real-life situation involved in each and everything that I do in my life are related to the term that I had learned.

This report has widened my point of view on today's life. How we managed to fulfill the task within the allocated time despite having mountains of other assignments really shocked me. How we become mature people and keep being sane throughout this pandemic was a very great present from God. Our patience and understanding towards our group mates are one of the factors that help me especially to do my task. How helpful they are towards me and every piece of advice they gave me to keep striving and not quitting undoubtedly was a blessing for me.

Lastly, the SDG relation with our project is undeniably mind-altering. From this project, I realized that the goals of SDG's are somehow very related to each other. An example that we can see from the report itself is on SDG 4. SDG 4 is on quality education. Whether we are conscious or not, every single thing that happens in our life is promoting lifelong learning. As I said before, I had not realized that my parents were implying an

Authoritative Parenting Style since I was a kid until I faced this course this semester.

Mohamad Haikal Bin Sadri A20HP0078

The process of writing this report can be so challenging because it requires a better understanding, analytical skills, and critical thinking to observe every video and make a connection to the selected topics. The topics that we have chosen are Authoritative Parenting Style, Classical Conditioning, and Social Constructivism. These three topics enlightened me about their purpose and why it is important to know them. For example, the authoritative parenting style gives positive impacts on children's development because their approach towards the children is balanced—warm and strict at the same time. They know how to manage them effectively when they make trouble. As for classical conditioning, I think it is good to learn about it because it is related to the behavioural phenomenon that we are sometimes unconsciously aware of in our daily life. Lastly, social constructivism is one of the important theories that I need to learn and understand as it is a useful method to use when I become a teacher. Encouraging my future students to be active in discussion will help them to broaden their knowledge from social interaction experience.

Also, knowing about Sustainable Development Goals has opened my mind to different communities and experiences outside of my own. I mean, it enlightened me about how crucial it is to also play a part in this mission in making this world a better place. The learning outcomes from SDGs enable us to be more well-rounded citizens of the world, show us the ways in which we can make differences in the future. For example, in this report, we emphasized SDG 5: Gender Equality and applied the concept of the goal into our research. I have learned that treating both genders, male and female, equally are important. Unequivocally, gender equality can build a safer and healthier society in a sense of providing equal opportunity like in education and at the workplace.

Amirah Binti Mohd Zakuan A20HP0022

This course has taught me alot for this whole semester. As I was doing this academic report, I learned that educational psychology should be learnt by everyone because it is relatable with our life. Now, I have a better understanding about this course as I have learned a lot about the psychological terms that are introduced during our class. For this academic

report, I am able to study in detail about Parenting Styles, Classical Conditioning and Social Constructivism and relate it in our daily life.

All the three topics that were chosen by my group help me to see the bigger view of the topics. This report really helps us to learn about how to solve a problem. As we watched the video, we were able to identify how the parenting styles, classical conditioning and social constructivism can be found in the videos. Working in a group also helps me a lot with this project as I was able to ask my groupmate whenever I had a problem while writing the report.

We are also required to relate this report with SDG and from someone who knows nothing about SDG, now I am able to understand it better. Relating the topics that we have chosen earlier with SDG 5 which is Gender Equality really opened my view on how important it is to treat both genders equally. No matter if you are male or female, one should not discriminate against the other person just because they are from a different gender. Thus, it is important if this SDG is exposed to everyone especially when they are still kids because it can help them to understand better about gender equality and practice it in their society.

Sulhana Afifah Binti Mohd Nizam A20HP0265

Throughout the process of completing this project, I get to learn more about the physiological terms and concepts that were introduced in this project which contains a tremendous amount of virtue to me as a future educator. This project certainly helps me with the idea of an effective educator. Not only does it explain the importance of choosing the right approach towards students, but it also teaches me how those approaches can save everyone else in the world and bring a better point of view to youngsters.

The fact that this project urged me to make a connection with SDG, I understand the purpose of doing so as in our life, learning is not only in school, and what we are taught in schools are very likely to be implied in public, therefore these kind of concepts are mandatory and must be used by every teacher and educator in the world.

Norshalin Binti Samat A20HP0155

The opportunity given to take part in this academic report is incredibly grateful. The topic that we have chosen on this project report gives me the experience to learn deeper about

Parenting styles, Classical Conditioning, and Social Constructivism in daily life. In order to achieve the objectives of this project report as to how the parenting style may lead the parents to react to solve their child problem, the application of classical conditioning in lives to protect ourselves from extreme events. Besides, it also emphasizes that social constructivism can develop children's way of thinking to overcome real problems in daily lives.

This project report is developed to show our skills and ability learned from Educational Psychology. Writing the report requires problem management skills and knowledge in the chosen topic of our project finding. Writing the project was not easy as we needed to discuss the opinion given by each member to make the finding more analytic and appropriate. The planning phase is a trial and error process as we need to find the videos that applied the term that we learned from the class correctly to make us understand and explain easily in finding the project. However, in the end, we did better and managed the decision quickly and effectively. Working in a group in this project is also a great way to improve imperative skills like social, communication, and decision-making that could ultimately lead to work professionally and socially.

The Sustainable Development Goals adopted by United Nations Members in 2015 that provides a blueprint for peace and prosperity for people and the planet, now in future are involved in the making of this project. The Sustainable Development Goals included in this project are SDG5: Gender Equality wants to end all forms of gender inequality. In this project, we can link that the chosen topic is related to SDG 5. The gender of children assigned, either female or male, should be treated fairly by parents to impact a child's development and behavior. Social Constructivism is also found related to SDG 5, where the teachers play an important role in class and promote fair council towards both genders, boys and girls with a reproductive right in education. I also learned that Classical Conditioning is blended in UN's SDG 5 as the development of the process of someone thinking to acknowledge the value of work.

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