COURSE OF STUDY

Theme: Preparing Inquiring Educators: Knowledge, Understanding, Application

1. **Course Title and Credits:**

ELEC 619, Applied Developmental Psychology: The School Years; 3 Graduate Credit Hours

2. **Course Description:**

This course provides pre-school, elementary, middle and high school teachers with an opportunity to explore and apply educationally relevant developmental psychology theories and research to their own students and their classroom practices. Theories and research relevant to children and adolescents in schools spanning pre-kindergarten through high school will be explored. In addition to exploring issues central to developmental psychology as a discipline, the role of context in cognitive, linguistic, social and emotional development will be examined. The course employs a combination of readings, case study analyses, concept elucidating activities, mini-research projects, the preparation of videotaped demonstrations, self-examination, and library research.

3. **Prerequisites:** None

4. **Course Objectives:**

To enable advanced certification candidates to:
A. critically analyze, interpret, and draw conclusions about psychological theories, research articles, sets of data, and observed interactions as they relate to educational practices in school-age children from preschoolers through adolescents.
B. describe and evaluate the advantages, limitations, and implications of new developments in teaching practices as they relate to the psychological and educational well-being of children and adolescents.
C. use varied techniques for studying children and adolescents to describe their personal, cognitive and social functioning.
D. begin to prepare a research literature review on a specific topic in psychology related to their fields of specialization.
E. To give teachers an opportunity to critically examine the roles of context and culture in the development of children and adolescents

5. **Student Learning Outcomes:**
Students enrolled in this course will prepare written and oral reports demonstrating their competence in:

A. critically analyzing, interpreting, and drawing conclusions about psychological theories, research articles, sets of data, and observed interactions as they relate to educational practices.
B. describing and evaluating the advantages, limitations, and implications of new developments in teaching practices as they relate to the psychological and educational well-being of children and adolescents.
C. using varied techniques (e.g., naturalistic observation, clinical interviewing, analysis of videotaped case studies) for studying children and adolescents to describe their personal, cognitive and social functioning.
D. preparing a short research literature review on a specific topic in psychology related to their fields of specialization.
E. creating and analyzing case studies based on children and adolescents from various cultures and social backgrounds. Considering and discussing how theories studied might address children’s and adolescents’ issues in school and other contexts.

6. **Course Content:**

A. Historical perspectives and theories of child development
   a. Ancient and non-Western attitudes toward children
   b. Philosophical origins of contemporary views about children and education
   c. Contemporary perspectives
B. Cognitive development from a Piagetian perspective
   a. Stage theory
   b. Piagetian tasks and concepts
   c. Constructivism as a method of instruction
   d. Teaching for Conceptual Change
C. Cognitive and Social development from a Vygotskian perspective
   a. the role of language in the development of thought
   b. applications of Vygotsky’s theory in today’s schools, including cooperative learning and differentiated instruction
   c. the role of play in development
D. Learning theories – Watson, Pavlov, Skinner,
   a. positive reinforcement
   b. applied behavioral analysis
   c. behavior modification
E. Moral and social development
   a. Piaget's theory and investigations
   b. Kohlberg’s theory
   c. Gilligan and “the voice of caring”
F. Bandura’s Social Learning Theory
   a. the role of models and imitation
   b. self efficacy and academic achievement
c. self-regulation and goal setting

G. Motivation and Academic Achievement
   a. Maslow’s hierarchy of needs
   b. self-actualization
   c. intrinsic and extrinsic motivation
   d. Learned helplessness
   e. Effort vs. ability

H. Theories of Intelligence
   a. Nature vs. nature
   b. “Intelligence Quotient” or “g”
   c. Gardner’s Multiple Intelligences
   d. The effects of tracking and ability grouping

I. Personality and Identity Development
   a. Psychosocial theorists (Freud, Erikson)
   b. ethnic identity
   c. gender identity
   d. Adolescent identity crisis
   e. Temperament and environmental issues

J. Research methods for understanding students
   a. observing
   b. clinical interviews
   c. Cognitive tasks
   d. Tasks regarding social concepts
   e. Tasks relating to sense of self

K. Teacher expectations and student outcomes
   a. Issues of motivation
   b. Achievement outcomes
   c. Comparing behaviors of teachers

7. Teaching/Learning Methods:
   1. Lecture and class discussion
   2. Readings related to class discussion
   3. Case study analysis (written and video)
   4. Presentations by students

8. Evaluation Methods:
   1. Written assignments (behavioral observation and analysis, clinical interview, teacher expectations paper, research review paper, classroom research on systematic reinforcement intervention)
   2. Videotaped projects (clinical interview, teaching demonstration)
   3. Class participation
   4. Case study final exam

9. Recommended Text/Readings:

Worth.
Human Intelligence*. Boston: Cambridge University Press.

10. **Preparer’s Names and Date:** Rochelle Kaplan, Fall 2001; Revised, Spring 2005

11. **Department Approval Date:** Fall 2001; Spring 2005

12. **Reviser’s Name and Date:** Julie Rosenthal, Spring 2008

13. **Department Revision Approval Date:**

14. **Bibliography:**

Supervision and Curriculum Development.
Needham, MA: Allyn and Bacon.
Collins.
Engelwood Cliffs, NJ: Prentice Hall.
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Englewood, NJ: Prentice-Hall.
Longman.
McDevitt, T.M. & Ormrod. (2002). *Child development and education*. Saddle Brook, NJ:
Merrill/Prentice Hall.

