

William Paterson University of New Jersey
College of Education

Department of Secondary and Middle School Education

Preparing Inquiring Educators for Diverse Settings: Knowledge, Dispositions, Application

Course of Study

1. COURSE NUMBER AND TITLE

CISE 295- Educational Psychology and Classroom Management
(3 undergraduate credits)

2. COURSE DESCRIPTION

This course provides prospective teachers with an understanding of psychological theories and their behavioral implications in the classroom. Methods for adapting instruction to diverse learners' needs are explored. An exploration of many perspectives of classroom management enables students to reflectively construct a well organized, productive learning environment for all students.

3. PREREQUISITES: CIED 203

4. COURSE OBJECTIVES

This course will provide opportunities for teacher candidates to:

1. Analyze, interpret and apply adolescent and educational psychology theories to real life contexts and situations in the classroom.
2. Explore the ways in which cognitive, behavioral, physical and social developments manifest themselves in classroom behavior.
3. Have an understanding of how the basic principles of educational psychology will enable prospective teachers to construct appropriate models of classroom management for all learning scenarios.
4. Have an understanding of exceptional children and their learning needs, thus preparing students for the realities of mainstreaming and inclusion.
5. Begin with an exploration of theoretical and current issues in educational psychology as a reflection of classroom behavior.
6. Explore the legal implications of classroom management as well as the professional rights of teachers (Benchmarks in child and adolescent development will be emphasized)

with reference to their classroom management implications for regular education, mainstreamed and inclusion settings)

7. Study and discuss the wide range of behaviors and learning considerations of exceptional children (gifted and talented, special education, etc.).

8. Evaluate their preexisting philosophies of classroom management. (Such an evaluation will enable them to construct a classroom management philosophy that incorporates the needs of the teacher, the developmental needs of adolescents, and the culture of the school and community.

5. STUDENT LEARNING OUTCOMES

Candidates will be able to:

1. Identify and discuss, through analysis and interpretation, current and traditional theories and theorists in the field of adolescent and educational psychology.
2. Reflectively evaluate personal classroom management philosophy and be able to consider adaptations based on adolescent and educational psychological theories and their relationship to prospective teachers’ own fields of specialization.
3. Conduct correlative research in adolescent psychology and its impact on the educational environment.
4. Make reasonable recommendations concerning the application of adolescent psychology theories to real-life contexts and situations within the subject field of specialization and across disciplines.
5. Select and assess varied classroom management strategies and structures in terms of learning styles and socio-cultural factors of N-12 students.
6. Create a plan of realistic reinforcers for the school year.
7. Set and implement organizational goals for class and self.
8. Explore the legal implications of various teacher interventions as they pertain to New Jersey and federal laws
9. Provide realistic, situation specific (and, perhaps non-traditional) alternatives to current classroom management practices.

Student Learning Outcome	NJPTS	COE competencies
1. Identify and critically analyze traditional philosophies as they correlate with current issues and trends in classroom management.	Standard 8	Knowledge 1., a.b. Understanding 7, 8, 9, 10
2. Reflectively evaluate personal classroom management philosophy and be able to consider adaptations based on adolescent and educational psychological theories and their relationship to prospective teachers’ own fields of specialization.	Standard 6 and Standard 8	Application 12, a.,b.,c 14, a.,b.,c.,d.,e

3. Conduct correlative research in adolescent psychology and its impact on the educational environment.	Standard two	
4. Make reasonable recommendations concerning the application of adolescent psychology theories to real-life contexts and situations within the subject field of specialization and across disciplines.	Standard 2, Standard 3	
5. Select and assess varied classroom management strategies and structures in terms of learning styles and socio-cultural factors of N-12 students.	Standard 3, Standard 7	Understanding 7.8.9.10
6. Create a plan of realistic reinforcers for the school year.	Standard 4	
7. Set and implement organizational goals for class and self.	Standard 6	Application 13 a.,b.,c.,d
8. Explore the legal implications of various teacher interventions as they pertain to New Jersey and federal laws	Standard 11	
9. Provide realistic, situation specific (and, perhaps non-traditional) alternatives to current classroom management practices.	Standard 6 and Standard 11	

<http://www.wpunj.edu/coe/resources/standards.dot>

Visit the above site to access NJ Professional Teaching Standards, NCATE SPA Standards, NJ Core Curriculum Content Standards, and WPU College of Education Competencies.

6. COURSE CONTENT

1. Perspectives on adolescent and educational psychological theory
2. Stage and related theories of cognitive and social development
 - a. Piaget

- b.** Erikson
 - c.** Maslow
 - d.** Gardner
 - e.** Noddings
 - f.** Kohlberg
 - g.** Gilligan
 - h.** Vygotsky
 - i.** Banks
 - j.** Poussaint
- 3.** Age-level characteristics of Middle and high school (adolescence) students:
 - 4.** Physical, Social-emotional, Cognitive-moral, culture, gender
 - 5.** Learning theory approaches
 - a.** Behaviorist approaches (e.g., Skinner)
 - b.** Cognitive approaches (e.g., information processing, Sternberg, Spearman, Gardner)
 - c.** Humanistic approaches (e.g., Bandura)
 - d.** Sociocultural approaches (e.g., Cole, Bronfenbrenner)
 - 6.** Teaching strategies including
 - a.** Identifying general and specific objectives
 - b.** Motivational issues
 - c.** Grouping
 - d.** Mainstreaming and inclusion
 - 7.** Assessment
 - 8.** Instructional formats
 - 9.** Individual differences
 - a.** Multicultural awareness
 - b.** Gender distinctions
 - c.** exceptionalities
 - d.** IDEA classifications
 - e.** Working in compliance with the IEP
 - f.** perspectives of gifted and talented
 - g.** learning styles
 - 10.** Perspectives on classroom management and philosophies
 - a.** Paulo Friere's classroom management model from *The Pedagogy of the Oppressed*
 - b.** The rationale and practice of corporal punishment in the USA public schools.
 - c.** Alfie Kohn's view of the dynamics of the classroom and the act of building community
 - d.** Various views (Linda Albert, Jones & Jones, 2003 and others) of Cooperative Discipline.
 - e.** Curwin and Mendler's concept and practice of Discipline with Dignity.
 - f.** The Canter Model: Discipline through assertively managing behavior
 - g.** Behavior modification option for hyperactive students

- h. Effects of Federal and State laws on classroom discipline and management
- i. First day, weekly and monthly goal setting to ensure a peaceful learning environment throughout the year.

7. Teaching/Learning Methods

1. Demonstration and analysis of various instructional formats
2. Lecture for theoretical foundations
3. Discussion of all presented topics and issues.
4. Role play
5. Cooperative research on contemporary issues in adolescent psychology and education.
6. Research to be presented via formal report
7. Research to be presented via multimedia oral presentation
8. Live Text

8. Evaluation Methods

1. Active participation and contributions to weekly discussion
2. Peer evaluations of student presentations
3. Examinations
4. Research Project
5. Graded assessments of assignments

9. SUGGESTED TEXTBOOKS

Santrock, J. (2011). *Educational psychology*. McGraw Hill.

Emmer, E.T., Evertson, C., Worsham, M., E. (2010). *Classroom management for secondary teachers*. Boston: Allyn and Bacon.

Hardin, C. J. (2009). *Effective classroom management*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Woolfolk, A. (2011). *Educational psychology. 9th Ed.* Boston: Allyn and Bacon.

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10. Department Approval Date: February 1, 2005

11. Current Preparer's Names(s): Cynthia Northington (Spring, 2011)

12. Current Department Approval Date: Spring, 2011

13. Bibliography:

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Adler, M.J. (1982) *The Paideia proposal: An educational manifesto*. New York, NY: Collier Books

Alexandrowicz, H. J. (2001). *Testing your mettle: tough problems and real-world solutions for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.

- Bell, D. (1992). *Faces at the bottom of the well*, New York, NY: Basic Books.
- Brooks, S. (ed.) (2003) *Invisible children in the society and its schools*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
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- Byrnes, J.P. 1996). *Cognitive development: Learning in instructional contexts*. Boston, MA: Allyn & Bacon.
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- Cole, M. (1996). *Cultural psychology*. Cambridge, MA: Harvard University Press.
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- Dewey, J. (1938) *Experience and Education*. New York, NY: Collier Books.
- Diller, J.V., Moule, J. (2005). *Cultural Competence: A primer for educators*. Canada: Wadsworth.
- Dusek, J.B. (1996). *Adolescent development and behavior (3rd. Ed.)*. Upper Saddle River, NJ: Prentice-Hall.
- Elkind, D. (1994). *A sympathetic understanding of the child: Birth to sixteen (3rd ed.)*. Boston, MA: Allyn & Bacon.
- Emmer, E. T., Evertson, C., Worsham, M. E. (2010) *Classroom Management for Secondary Teachers* 5th ed. Boston, MA: Allyn and Bacon.
- Erikson, E. (1982). *The life cycle completed*. New York, NY: Norton.
- Friere, P. (1994) *Pedagogy of the oppressed*. New York, NY: Continuum.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.

- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York, NY: Basic Books.
- Gilligan, C. (1990). *Mapping the moral domain: A contribution of women's thinking to psychological theory and education*. Massachusetts: Harvard University Press.
- Ginsburg, H.P. & Opper, S. (1988). *Piaget's theory of intellectual development* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Goleman, D. (2007). *Social Intelligence: The revolutionary new science of Human relationships*. New York: Bantam Dell.
- Johnson, D. W., Johnson, R. T. (1999) *Learning together and alone*. Boston, MA: Allyn and Bacon.
- Kohn, A. (1993). *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise and other bribes*. Boston, MA: Houghton Mifflin.
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- Lickona, T. (1991) *Educating for Character* New York, NY: Bantam Books.
- Moses, R.P., Cobb, C.E. (2001) *Radical equation: Math literacy & civil rights*. Boston, MA: Beacon Press.
- Oakes, J. (1990). *Multiplying inequalities: The effects of race, social class, and tracking on opportunities to learn math and science*. Santa Monica, CA: Rand McNally.

- Parker-Jenkins, M. (1999). *Sparing the rod: Schools, discipline and children's rights*. London, UK: Trentham Books.
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- Rousseau, J.J. (1979). *Emile or on Education*. New York, NY: Basic Books
- Scarlett, W.G., Ponte, I.C., Singh, J.P. (2009). *Approaches to Behavior and Classroom management: Integrating Discipline and Care*. Los Angeles, Ca.: Sage.
- Sousa, D. (2000). *How the brain learns*. Thousand Oaks, CA: Corwin Press.
- Stipek, D. (2008). *Motivation to learn: integrating theory and practice*. Boston: Allyn and Bacon.
- Tatum, B.L. (1997). *Why are all the black kids sitting together in the cafeteria?* New York: Perseus.
- Thompson, J. G. (1998). *Discipline survival kit for the secondary teacher*. New York: The Center for Applied Research.
- Thorson, S. A., (2003). *Listening to students: Reflections on secondary classroom management*. Boston: Allyn Bacon.
- Van Ments, M. (1999). *The effective use of role-play*. London, UK: Kogan Page.
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge MA: Harvard University Press.
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- Watson, G. (1998). *Classroom discipline problem solver*. New York: The Center for Applied Research.

Wink, J., Putney, L. (2002). *A vision of Vygotsky*. Boston, MA: Allyn and Bacon

Wong, H. (2009). *The First Days of School: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

Websites

<http://www.state.nj.us/education/>

<http://www.edlawcenter.org/ELCPublic/StudentRights/StudentDiscipline.htm>

<http://www.childtrendsdatbank.org/>

www.apa.org

www.sciencedaily.com

www.ed.gov

www.nimh.gov

www.edpsychinteractive.org