

THE WILLIAM PATERSON UNIVERSITY OF NEW JERSEY  
COLLEGE OF EDUCATION  
Department of Secondary & Middle School Education  
*Preparing Inquiring Educators for Diverse Settings: Knowledge, Dispositions,  
Application*

## COURSE OF STUDY

**1. Course Title and Credits:** CISE 510 Applications of Psychology for Prospective Teachers - 3 graduate credits

**2. Course Description:**

This course provides prospective post- baccalaureate teachers with an introduction to educational psychology theories and principles. Emphasis is on applications to educational settings, the adolescent learner, and students with special needs. Prospective teachers reflect on their roles as facilitators of students' learning and social development. Methods for adapting instruction to diverse student needs are critically explored. Prospective teachers have opportunities reflect on their roles as facilitators of students' learning and social development through classroom observations in public schools, role playing, and structured discussions.

**3. Prerequisite:** N/A

**Corequisites:** CISE 505; CISE 512; CISE 514

**4. Course Objectives:**

In this course teacher candidates will:

1. Examine current and traditional theories and theorists in the field of educational psychology.
2. Study of applications of educational psychology theories to real-life contexts and situations within the student's own subject field of specialization and across disciplines.
3. Evaluate and compare personal philosophies of teaching and learning in terms of theory and observed practice in educational settings within students' subject fields of specialization.
4. Consider curricular adaptations to teaching and learning styles in terms of educational psychology theories and their relationship to students' fields of specialization.
5. Study and analysis of processes and criteria for selecting and assessing varied instructional strategies and structures in terms of learning styles and sociocultural factors of N-12 students.

## 5. Student Learning Outcomes:

Students will be able to:

1. Identify and discuss, through analysis and interpretation, current and traditional theories and theorists in the field of educational psychology.
2. Make reasonable recommendations concerning the application of educational psychology theories to real-life contexts and situations within the student's own subject field of specialization and across disciplines.
3. Evaluate his or her own philosophy of teaching and learning in terms of theory and observed practice in educational settings within student's own subject field of specialization.
4. Reflect upon his or her own teaching style and be able to consider curricular adaptations to these styles in terms of educational psychology theories and their relationship to student's own field of specialization.
5. Select and assess varied instructional strategies and structures in terms of learning styles and socio-cultural factors of N-12 students.

Student Learning Outcome	NJPTS	COE competencies
1. Identify and discuss, through analysis and interpretation, current and traditional theories and theorists in the field of education psychology.	Standard 8	Knowledge 1., a.b. Understanding 7, 8, 9, 10
2. Make reasonable recommendations concerning the application of educational psychology theories to real-life contexts and situations within the student's own subject field of specialization and across disciplines.	Standard 6 and Standard 8	Application 12, a.,b.,c 14, a.,b.,c.,d.,e
3. Evaluate his or her own philosophy of teaching and learning in terms of theory and observed practice in educational settings within student's own subject field of specialization.	Standard 6 and Standard 8	Application 12, a.,b.,c 14, a.,b.,c.,d.,e
4. Reflect upon his or her	Standard	

own teaching style and be able to consider curricular adaptations to these styles in terms of educational psychology theories and their relationship to student's own field of specialization.	4	
5. Select and assess varied instructional strategies and structures in terms of learning styles and socio-cultural factors of N-12 students.	Standard two	Understanding 7.8.9.10

<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:**

- A. Stage theories of cognitive and sociocultural and cognitive development
  - a. Piaget f. Gilligan j. Helms
  - b. Erikson g. Gardner k. Ajamu
  - c. Maslow h. Vygotsky l. Poussaint
  - d. Kohlberg i. Cross
- B. Developmental characteristics of adolescent students
  - a. Physical
  - b. Social-emotional
  - c. Cognitive-moral
- C. Developmental characteristics of diverse needs students
  - a. Neurological
  - b. Social-emotional
  - c. Cognitive-moral
  - d. cultural
- D. Learning theory approaches—constructivism?
  - a. Behaviorist theories
  - b. Cognitive theories (e.g., information processing, Bloom's taxonomy)
  - c. Humanistic approaches
- E. Teaching strategies
  - a. Identifying general and specific objectives

- b. Motivation
- c. Mainstreaming and inclusion
- d. Assessment
- e. Subject field specializations
- f. Learning styles
- g. instructional formats
- F. Individual differences
- a. Nature of intelligence

- b. Psychometric approaches
- c. Socio-cultural issues
  - 1. bilingual education
  - 2. socioeconomic status
  - 3. race/ethnicity
  - 4. community partnerships
- d. Gender differences
- e. Exceptional students
- G. Classroom Management
  - a.. Constructing a personal philosophy of classroom management
  - b. Rules and expectations
  - c. Analysis of behavior
  - d. contemporary approaches to discipline planning
    - 1. Cooperative discipline
    - 2. Choice theory
    - 3. conflict resolution and peer mediation
  - e. Individual interventions

### **7. Teaching/Learning Methods:**

- 1. Assigned readings related to syllabus topics
- 2. Lecture and discussion
- 3. Case analysis based on videotapes and written narratives
- 4. Presentations by students
- 5. Role play exercises
- 6. Cooperative group exercises
- 7. Clinical interviewing of pupils in subject field of specialization

### **8. Evaluation Methods:**

- 1. Written reflections on assigned readings
- 2. Participation in class activities and contributions to class discussion
- 3. Written reports of classroom observations
- 4. Adaptive lesson plan
- 5. Comprehensive final exam with case studies

### **9. Recommended Text/Readings:**

- Santrock, J. W. (2011). Educational Psychology. Boston: McGraw Hill.  
 Woolfolk, A. (2011). Educational Psychology. Boston. Allyn Bacon.

10. **Preparer's Name and Date:** Cynthia Northington-Purdie, Ph.D.

11. **Department Approval Date(s):**

12. **Reviser's Name and Date:** Cynthia Northington-Purdie, Ph.D.; updated Spring 2011,

13. **Department Revision Approval Date:** February 2011

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- Parham, T.A., White, J.L., & Ajamu, A. (1999) *The psychology of blacks*. New York: Prentice Hall.
- Piaget, J. & Inhelder, B. (1969). *The psychology of the child*. New York: Basic Books.
- Sousa, D. (2005). *How the brain learns*. California: Corwin Press.
- Stipek, D. (2005). *Motivation to learn: From theory to practice* (6th ed.). Boston, MA: Allyn and Bacon.
- Tatum, B.L. (1997). *Why are all the black kids sitting together in the cafeteria?* New York: Perseus.
- 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: Kogan Page.
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