**Title Abbreviation:**  Psych Fndtns of Educ

**Bulletin Description:**  Principles of learning, adolescent development and behavior, mental health; emphasis on application to teaching.

**Prerequisites:**  Admission to Teacher Education Program

**Textbooks and Other Materials to be Furnished by the Student:**

Suggested Texts:
- Santrock, J. *Adolescence* (McGraw-Hill, 2001)
- Haugaard, J. *Problematic Behaviors in Adolescence* (McGraw-Hill, 2001)
- Jonassen, Peck, Wilson, *Learning with Technology – A Constructivist Perspective* (Merrill, 1999)

**Special Requirements of the Course**

Special requirements appropriate for this course will be left to the discretion of each instructor.

**General Methodology Used in Teaching the Course:**

The general methodology includes lecture, discussion, and group work. Technologically mediated or facilitated instruction, guest lecturers, and other methods are available at the discretion of the instructor. The course is designed to provide the student with a number of experiences in the area of learning, mental hygiene, and adolescent development.

**Course Goals:**

As a required course on the teacher education program for candidates seeking secondary certification, this course seeks to help candidates understand that the profession of teaching is concept and knowledge driven, learner centered, and relevant to multiple contexts and roles. Concept and knowledge-driven provides the student with a content knowledge base in teaching together with the knowledge of pedagogical teaching practices. The learner-centered approach on the other hand focuses on the intellectual, social, emotional and physical needs of each learner. It is important to note that concept/knowledge driven and learner-centered approaches interact in teaching the whole student. This course in particular, will provide teacher candidates with an opportunity to construct an understanding of psychological factors and related teaching practices that impact on adolescent learning, development and psychological adjustment. Finally teacher candidates will be encouraged to use this knowledge as advocates for the needs of children and youth in leadership roles which extend beyond the classroom.
Course Objectives:

C-  **Concept- and knowledge-driven**: A professional educational practice that is concept and knowledge-driven has, as its foundation, content knowledge. This knowledge base is acquired through serious study and developed through research.

LEA-  **LEArner centered**: A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner. It is based on the belief that all learners grow and develop throughout life and that all students can learn.

R-  **Reflective practice relevant to diverse settings and roles**: Educators will work in diverse settings – from the large, urban high school to the small, rural school. Communities and schools are comprised of diverse people from a wide variety of cultural, ethnic, racial and socioeconomic backgrounds. Best educational practice requires recognition of and provisions for these differences.

After completing this course, students will be able to:

1.  The student should demonstrate an understanding of the significance of sound mental health and its relationship to the psychological setting within the classroom. (C,R)
2.  The student should demonstrate an understanding of the basic principles of learning and motivation and be aware of issues related to learning within technologically mediated classrooms and environments. (C,R)
3.  The student should demonstrate an understanding of adolescent development and adopt a professional orientation that will allow the emerging professional to work effectively with students at various stages of adolescent growth and development. (LEA,R)
4.  The student should demonstrate an understanding of the diversity within adolescent populations as related to cultural and ethnic diversities, socio-economic differences, intellectual differences, differences related to sexual orientation, learning style, demographics, and other diversity themes. (LEA,R)
5.  The student should demonstrate an understanding of the context of adolescence within family, peer group, school, and structures related to work & leisure. (LEA,R)
6.  The student should demonstrate an understanding of psychosocial development during adolescence, including issues related to identity, autonomy, and intimacy. (C)
7.  The student should demonstrate an understanding of issues related to sexuality, sexual orientation, gender identification and gender role development. (C)
8.  The student should demonstrate an understanding of various psychosocial problems in adolescence including those related to substance abuse and use, antisocial behavior, school violence, depression, suicide, and other dysfunctional behaviors. (C,LEA,R)

Course Outline:

1.  The student should understand the dynamics involved in the psychological setting within classroom environments. The student should understand the importance of social climate to the teaching-learning process:
   - the effect of social climate on behavior and learning
   - the kinds of leadership styles that create various climates
   - how to create a climate which maximizes a positive learning situation for all students
- how to create a climate which maximizes a positive regard for self and others, irregardless of capability or skill

(C)

2. The student should understand the importance of sound mental health as it relates to the teaching-learning process:
   - the dynamics of human behavior common to all persons (needs, anxiety, defense systems, conflict, etc.)
   - the ways in which disorders are diagnosed and treated by professionals

(C)

3. A student should understand the nature of physical development during adolescence:
   - the kinds of changes that occur
   - the influence of these changes on behavior
   - the influence of these changes on behavior
   - how to deal with special problems of physical development (visually impaired, hearing impaired, physically impaired, health and other physical impairments.)

(C)

4. The students should understand the basic principles of learning theory and motivation, the major processes, conditions, and the factors of learning as viewed by the teacher, and different learning styles.

(C)

5. The student should understand the role of motivation in learning:
   - needs and drives, interest and attitudes
   - the role of incentives
   - the nature and importance of readiness
   - the role of punishment, reinforcement, etc.

(LEA)

6. The students will demonstrate awareness and proficiency in competencies related to education and technology. (R)

7. The student will demonstrate an understanding of the diversity of adolescent populations as related to cultural and ethnic diversities, sexual orientation, and other diversity themes. (LEA)

8. The student should understand the importance of self-concept to the adolescent:
   - its development
   - its relationship
   - its effect on learning ability, motivation, aspiration, etc.

(LEA)

9. The student should demonstrate an understanding of the context of adolescence within family, peer group, school, and structures related to work & leisure. (C)
10. The student should demonstrate an understanding of psychosocial development during adolescence, including issues related to identity, autonomy, and intimacy. (LEA,R)

11. The student should demonstrate an understanding of issues related to sexuality, sexual orientation, gender identification and gender role development. (C,LEA,R)

12. The student should demonstrate an understanding of various psychosocial problems in adolescence including those related to substance abuse and use, antisocial behavior, school violence, depression, suicide, and other dysfunctional behaviors. (LEA,R)

13. The student should have an understanding of the moral-ethical aspects of the student's development:
   - the value situations in adolescent activities
   - forces that shape and influence the adolescent's value system (peers, parents, school, environmental factors, etc.)
   (R)

14. The student should demonstrate an understanding of intelligence, its development (particularly during adolescence), and
   - its multidimensional character
   - its variability
   - its measurement
   - the implications of it in the teaching-learning process (learning disabled, educable mentally retarded, gifted) (C)

15. A student should understand the nature of social development during adolescence:
   - its development - peer relationships, adult relationships
   - its impact on learning
   - its impact on behavior
   - establishment of independence, etc.
   (LEA)

16. The student should understand the nature of emotional development during adolescence:
   - the kinds of changes that occur emotionally
   - the impact of these changes on behavior
   - how these changes affect learning
   - how to deal with special problems of emotional development (emotionally impaired)
   (C,LEA)

**Evaluation:**
Instructors may use projects, tests/exams, quizzes, and reports in any combination as appropriate and compatible with the course format and construction.
The following scale will be used in arriving at the student's final grade:

90-100 = A
80-90 = B
70-80 = C
60-70 = D
Below 60 = E

Syllabus Prepared By:

Dr. Joseph D. Rivard (Name)

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March 11, 2002 (Date)
Selected Bibliography


Leeming, Frank C., William Dwyer, and Diana Oliver (editors). *Adolescent Sexuality*. Boston: Allyn and
Bacon, 1996.


