

# **EDUCATIONAL PSYCHOLOGY: Core Courses**

**Department of Secondary Education and Youth Services  
Division of Education  
Queens College of the City University of New York**

## ***Faculty Members:***

**Dr. Eleanor Armour-Thomas**

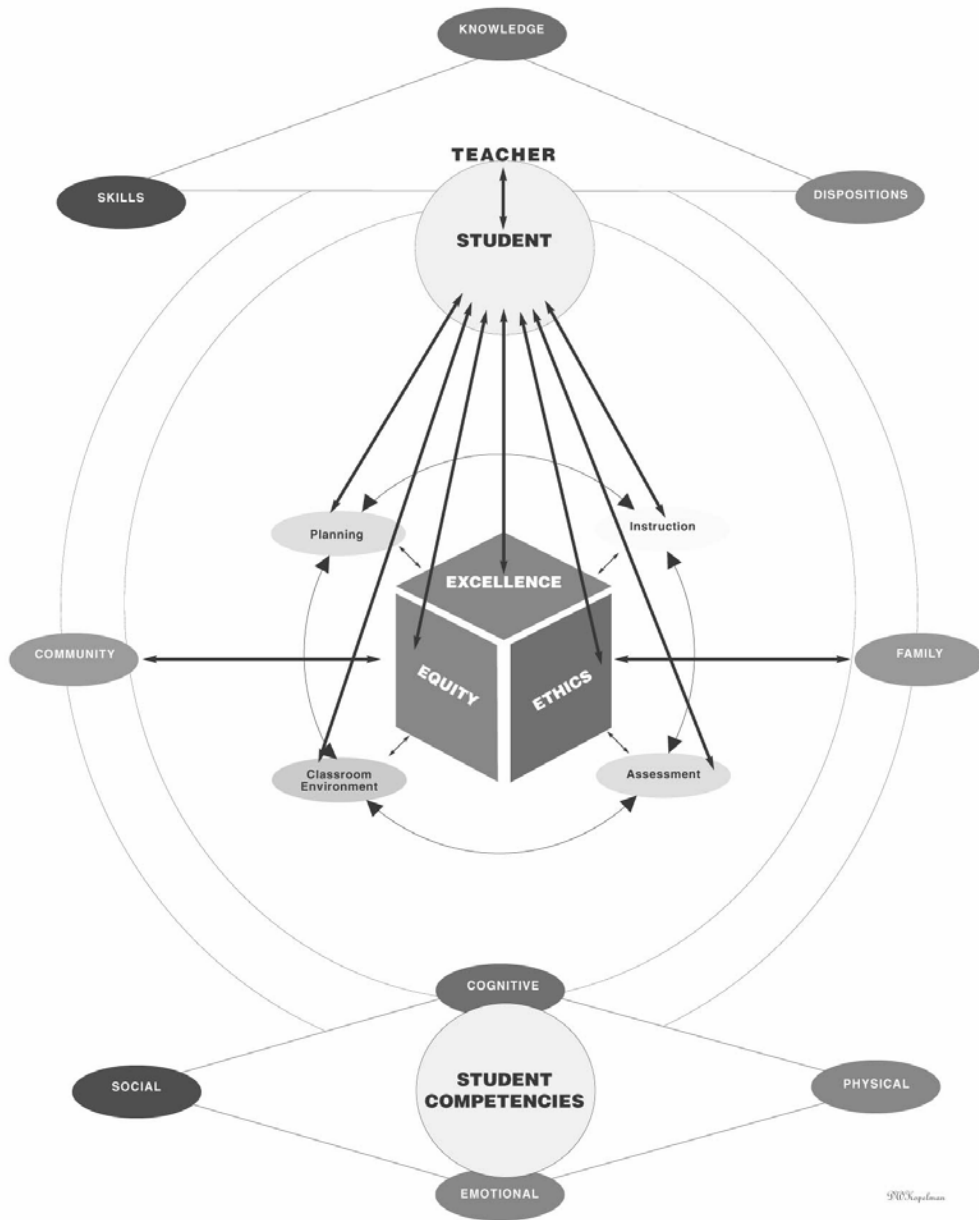
**Dr. Alpana Bhattacharya**

**Dr. Bradley Bergey**

**Dr. Héfer Bembenutty**

Division of Education  
Queens College  
The City University of New York  
65-30 Kissena Blvd.  
Queens, New York, 11367

# PSYCHOLOGICAL INFLUENCES ON THE LEARNING PROCESS



# **Rationale for Educational Psychology Courses**

Upon completion of a teacher education program in the Education Unit at Queens College, candidates are expected to understand, apply, and value major theories of learning, both general and specific to their areas of specialization. Further, it is crucial that teacher candidates understand and appreciate the cognitive, social, emotional, and physical developmental levels of learners. Candidates must be prepared to respond to the challenges posed by these various levels and their corresponding issues, which are often manifested in classroom learning and behavior. Thus, psychological theories are a foundation to the effectiveness of teacher praxis.

Educational psychology theories and their applications play a critical role in the development of teacher candidates. These theories and applications take the form of pedagogical approaches, learning strategies, language, literacy, cultural and individual differences, assessment of classroom learning, and understanding of standardized assessment. These theories encompass applications of technology for the enhancement of curriculum and classroom instruction. Further, courses in Educational Psychology prepare teacher candidates not only for their discipline specific competencies but also for interaction with families and urban communities in the spirit of equity, diversity, inclusion, democracy, and social justice.

## **Psychological Theories Guide Teacher Candidates**

The SEYS Department in the Education Unit at Queens College uses psychological theories to guide teacher candidates on

- 1) understanding, valuing, and analyzing core principles of their discipline;
- 2) relating educational psychology applications to their own learning, behavior, dispositions, beliefs, and practice; and

3) understanding how they can enhance the learning experience, development, and behavior of learners in school settings.

## **Educational Psychology Courses Prepare Teacher Candidates to be Reflective Practitioners**

The Educational Psychology component of SEYS prepares teacher candidates to be reflective practitioners who possess the knowledge, skills, and disposition necessary for enacting their own learning and for enhancing the learning experiences and development of children and adolescents in a diverse, democratic, and inclusive community. Teacher candidates apply their understanding of a broad range of theories and principles to work with middle and high school students who display great diversity in learning abilities and exceptionalities, language, cultural background, and socioeconomic status.

## **Initial Certification: Educational Psychology Courses and Field Experience**

### **Undergraduate Initial Certification Courses:**

Teacher candidates seeking undergraduate initial certification take the following required courses in Educational Psychology: Human Development and Learning (SEYS 221) and Cognition, Technology, and Instruction for Diverse Learners (SEYS 350). Teacher candidates must complete SEYS 221 before taking SEYS 350.

### **Graduate Advanced Certification Course:**

Teacher candidates seeking graduate initial certification are required to take Educational Psychology (SEYS 552).

### **Field Experience Requirements for Undergraduate and Graduate Initial Certification Courses:**

For each of the undergraduate Educational Psychology courses,

SEYS 221 and SEYS 350, teacher candidates are required to participate in 25 hours of active field experience. In the Educational Psychology course for graduate initial certification, SEYS 552, teacher candidates are required to participate in 30 hours of active field experience. Within these contexts, teacher candidates directly observe skilled and certified teachers conducting classes, applying theories of learning and development to praxis, and negotiating classroom management. During field observations, teacher candidates typically have the opportunity to interact with learners in the classroom by participating in small group activities under the direct supervision of a certified teacher. Teacher candidates find field placement sites by reviewing a list of cooperating schools available in the SEYS department.

## **Graduate Advanced Certification: Educational Psychology Courses**

Graduate students seeking advanced certification must be initially certified prior to enrolling in any graduate courses in Educational Psychology. All courses require advanced certification candidates to apply theories, research, concepts, and principles in their own 7-12 classrooms, or in an educational setting. Such applications should be evidenced in the preparation of their lesson plans and actual classroom practices. These candidates are required to take one of the following courses: Humanistic Psychology: Educational Applications (SEYS 709), Psychology of Adolescence (SEYS 710), Learning Theory in Education (SEYS 717), Classroom Management (SEYS 718), Understanding Group Behavior and Cultural Differences in School (SEYS 719), The Teaching Process (SEYS 738), Teaching Creative and Critical Thinking Skills: Questioning Strategies and Techniques for Secondary and Middle Schools (SEYS 762), and Measurement and Evaluation in Education (SEYS 768).

## **Advising**

Teacher candidates taking courses in Educational Psychology follow guidelines provided in their content area Concentration Form and information supplied in the College Bulletin. In addition, they should consult with a teacher education advisor in their subject area. Teacher candidates may also seek guidance from faculty members in Educational Psychology.

## **Faculty Members**

Dr. Eleanor Armour-Thomas  
eleanor.armour-thomas@qc.cuny.edu  
718-997-5151

Dr. Alpana Bhattacharya  
alpana.Bhattacharya@qc.cuny.edu  
718-997-5168

Dr. Bradley Bergey  
bradley.bergey@qc.cuny.edu  
718-997-5170

Dr. Héfer Bembenutty  
hefer.bembenutty@qc.cuny.edu  
718-997-5158