

University of Arkansas – Fort Smith

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General Syllabus:

EDUC 2752 Introduction to Education

Credit Hours: 2

Lecture Hours: 2

Laboratory Hours: 0

Effective Catalog: 2023-2024

I. Course Information:

A. Catalog Description

Provides an overview of the teaching profession through philosophical, historical, social, and political lenses and to provide an opportunity for prospective teacher candidates to assess their desire, commitment level, and dispositions as prospective teachers.

The Conceptual Framework derives from, “The UAFS School of Education’s mission is to ensure every teacher candidate is “Day One Ready” so all learners achieve their greatest potential.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT). This course addresses the *Competencies for Online Teaching Grades K-12* developed by the Division of Elementary and Secondary Education.

II. Student Learning Outcomes: A. Subject Matter

Upon successful completion of this course, the student will be able to:

1. Define the requirements of the UAFS education program and begin to develop an awareness of the knowledge base that supports current practice in teaching.
2. Define the realities of the profession of teaching from a historical, social, cultural, and legal perspective.

3. Outline the characteristics of children and their developmental patterns.
4. Develop skills in personal-professional reflective inquiry.
5. Explain the basics of blended learning in traditional and online classrooms.
6. Commit to the teaching profession or decide to pursue another career choice.
7. Describe authentic, formative and summative assessment in traditional and digital formats.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethic Decision Making

Students will recognize and analyze ethical dilemmas, through case study scenarios
Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K12 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

III. Major Course Topics

- A. Roles and responsibilities of professional educators
- B. Content knowledge of the history of education, school structures, educational philosophies, social and political factors that impact schools, diversity of students, teaching models, etc.
- C. Standards based education (InTASC, CCSS, etc.)
- D. Impact of diversity, social justice and poverty on learning and teaching
- E. Role of an effective teacher in planning, instruction, classroom management and Assessment in traditional and online environments.
- F. Undergraduate requirements for teacher education majors
- G. Knowledge of students, teachers, and curriculum in traditional and online classrooms
- H. Construction of classroom projects to demonstrate planning, assessment, classroom teaching strategies and management
- I. Technology and the internet as educational tools
- J. Art of Teaching
- K. Microteaching lessons utilizing direct instruction, concept teaching, cooperative learning and problem-based instruction
- L. Utilization of resources in the field (ERIC, internet, etc.)
- M. Embracing the role of “Facilitator of Learning.”