

University of Arkansas - Fort Smith
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General Syllabus

EDUC 3013 Human Development and Learning

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisite: Admission to the educator preparation program

Prerequisite or corequisite: EDUC 3221 Practicum I or ELML 3103 Practicum 1

Effective Catalog:–2023-2024

I. Course Information

A. Catalog Description

A study of the application of practical theories and principles of development and learning to instructional planning, teaching, management, and assessment in traditional and online environments.

B. Additional Information

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. Evaluate what is meant by development and describe the nature of developmental change.
2. Analyze and explain the physical, cognitive, and psychosocial development at all grade levels including early childhood, elementary middle level, and secondary.
3. Compare and contrast theories of development and learning; identify major forces that have shaped and continue to shape one's own development, behavior, and learning.
4. Evaluate how social institutions influence human development, behavior, and learning.
5. Analyze research findings to understand human development and learning.
6. Know and describe diversity issues related to development and research the impact of parental involvement on students' cognitive and social/emotional development.
7. Evaluate basic aspects of teaching and learning in light of the developmental/ learning knowledge base; apply knowledge to the process of education in the 21st century traditional and online classroom.
8. Use problem solving as a tool for analyzing and understanding human development and learning.
9. Use the Internet, the text, and other research tools to investigate a theory of development in greater depth and conduct a mini workshop for the class.
10. Conduct interviews and observations to integrate theories with real life examples.

B. University Learning Outcomes

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills/ Critical Thinking Skills

Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research or working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Teachers, Teaching, And Educational Psychology
- B. Cognitive Development and Learning in Traditional, Blended and Online Environments.
- C. Culture And Community: Diversity and Parental Involvement In 21st Century Learning Environments.

- D. Behavioral, Cognitive, Complex, Social and Constructivist Views of Learning
- E. Personal, Social, And Emotional Development
- F. Motivation
- G. Creating Traditional and Digital Learning Environments
- H. Assessment
- I. Home Grown Content – Introduction to Accessibility, Usability and Inclusion