

University of Arkansas - Fort Smith
5210 Grand Avenue
P. O. Box 3649
Fort Smith, AR 72913-3649
479-788-7000

General Syllabus

ELML 3013 Educational Psychology

Credit Hours: 3 Lecture Hours: 3 Laboratory Hours: 0

Prerequisite: Admission to the Educator Preparation Program

Prerequisites or corequisites: EDUC 4401 Integrating Health and Physical Education
ELML 3102 Foundations of Clinical Practice, ELML 3203 Introduction to Assessment,
ELML 3302 Learning Environments, and READ 3303 Foundations of Teaching Reading and
Writing

I. Course Information

A. Catalog Description

An overview of the major theories, issues, and research related to teaching and learning as it relates to human development.

B. Additional Information

The Conceptual derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” 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), which is the foundation of Arkansas’ Teacher Excellence and Support System (TESS). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards 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), (TESS) and edTPA.

II. Student Learning Outcomes

A. Subject Matter

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

1. Define what is meant by development and describe the nature of developmental change.

2. Describe the physical, cognitive, and psychosocial development at all grade levels including early childhood, middle childhood, and secondary.
3. Compare and contrast theories of development and learning.
4. Identify major forces that have shaped and continue to shape one's own development, behavior, and learning.
5. Explain how social institutions influence human development, behavior, and learning.
6. Use research findings to understand human development and learning.
7. Know and describe diversity issues related to development and research the impact of parental involvement on students' cognitive and social/emotional development.
8. Evaluate basic aspects of teaching and learning in light of the developmental/learning knowledge base.
9. Apply knowledge to the process of education in the 21st century.
10. Use problem solving as a tool for analyzing and understanding human development and learning.
11. Investigate a theory of development in greater depth, and conduct a mini-workshop for the class.
12. Conduct interviews and observations to integrate theories with real life examples.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. 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 K6 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.

Communication Skills

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
 - 1. What Is Good Teaching?
 - 2. The Ultimate Goal of Teaching: Lifelong Expert Learning
- B. Cognitive Development and Language
 - 1. Learner Differences
- C. Culture and Community: Diversity and Parental Involvement
- D. Learning
 - 1. Behavioral Views of Learning
 - 2. Cognitive Views of Learning
 - 3. Complex Cognitive Processes
 - 4. Social Cognitive and Constructivist Views of Learning
- E. Personal, Social, and Emotional Development
- F. Motivation: Issues and Explanations in Teaching and Learning
- G. Creating Learning Environments
 - 1. Teaching for Learning
- H. Assessment
 - 1. Standardized Testing
 - 2. Classroom Assessment and Grading