

University of Arkansas - Fort Smith
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General Syllabus

ELML 3013 Educational Psychology

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisite: Admission to the educator preparation program

Prerequisite or corequisite: ELML 3103 Practicum 1, ELML 3203 Introduction to Assessment, ELML 3303 Learning Environments, and READ 3303 Foundations of Teaching Reading and Writing

Effective Catalog: 2023-2024

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 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. 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, elementary, middle level, 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. 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 traditional and online classroom.
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 K8 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 (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
 - 1. What is Good Teaching?
 - 2. The Ultimate Goal of Teaching: Lifelong Expert Learning
- B. Cognitive Development and Learning in Traditional, Blended and Online Environments.
 - 1. Learner Differences
- C. Learning
 - 2. Behavioral Views of Learning
 - 3. Cognitive Views of Learning
 - 4. Complex Cognitive Processes
 - 5. Social Cognitive and Constructivist Views of Learning
- D. Personal, Social, and Emotional Development
- E. Motivation: Issues and Explanations in Teaching and Learning
- F. Creating Traditional and Digital Learning Environments
 - 1. Teaching for Learning
- G. Assessment
 - 1. Standardized Testing
 - 2. Classroom Assessment and Grading
- H. Home Grown Content – Introduction to Accessibility, Usability and Inclusion
- I. Culture and Community: Diversity and Parental Involvement in 21st Century Learning Environments