

University of Arkansas - Fort Smith

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Graduate Studies General Syllabus

EDFD 50143 Advanced Educational Psychology

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

Prerequisite: Admission to the M.Ed. program.

Effective Catalog: 2019-2020

I. Graduate Course Information

A. Catalog Description

Provides an in-depth study of the major theories, research, and applications of effective learning approaches that empower teachers to better understand how students learn. Identify barriers to learning, reducing their effects, and focusing on developing and implementing teaching practices.

B. Additional Information

The educator is an instructional leader who uses reflective decision-making; focuses on best practices; and has a thorough knowledge of students, a strong content and pedagogical knowledge, a commitment to the profession, and a desire to be a continuous learner.

II. Student Learning Outcomes

A. Subject Matter

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

1. Apply the core concepts and theories that comprise best practice approaches in the field of Educational Psychology to assist students in actively participating in classroom and community-based learning.
2. Identify barriers to learning, create interventions to reduce their effects, and focus on building a foundation on which to explore how classroom observations relate to current issues in the field of Education.
3. Apply a wide variety of methods and approaches to gathering knowledge, presenting relevant new information, and evaluating performance in an educational setting.

4. Accommodate the various backgrounds, interests, and current commitments of students in any class.
5. Use diverse technologies in a variety of ways to support online education, respond to new methods, and provide authentic experiences with computer applications that can be integrated across the curriculum.

B. Program Learning Outcomes (PLO)

The M.Ed. program bases Program Learning Outcomes on the National Board for Professional Teaching Standards (NBPTS). The NBPTS establishes and upholds rigorous expectations for what expert teachers should know and do. This graduate course enhances student abilities in the following areas:

Commitment: Teachers believe that all students can learn and meet high expectations. Teachers are committed to all learners and are passionate about teaching. They develop relationships with students in a variety of educational settings. Teachers create learning experiences that differentiate instruction to meet the needs of all students. They understand their subjects and how to teach those subjects to students.

Responsibility: Teachers facilitate and supervise student learning. Teachers embrace a variety of methods to increase student success. They establish social norms within a variety of dynamic grouping options. They motivate and engage students while assessing student performance.

Systematic Thinking: Teachers critique their practices and learn from experience. Teachers evaluate their practices and expand their learning based on best practices, current research, evolving technologies, and student data.

Leadership: Teachers demonstrate leadership that fosters excellence, effectiveness, and collaboration with colleagues, families, and the community. Teachers approach their work with a team mentality. They collaborate with all stakeholders sharing vital information and planning a course of action that will improve the effectiveness of the school.

III. Major Graduate Course Topics

- A. Educational Psychology: Understanding Learning and Teaching
- B. Cognitive and Development and Language
- C. Personal, Social, and Moral Development
- D. Learner Differences and Needs
- E. Culture and Community
- F. Behaviorism, Social Cognitive Theory, and Constructivist Views of Learning
- G. Cognitive Views of Learning
- H. Complex Cognitive Processes

- I. Motivation in Learning and Teaching
- J. Creating Learning Environments
- K. Teaching for Academic Learning
- L. Teaching for Self-Regulation, Creativity, and Acceptance
- M. Evaluation, Measurement, and Assessment