



### **Course Description**

#### **EDF2130 | Human Development and Learning for Educators | 3.00 credits**

The student will investigate child and adolescent development, including theories and principles of learning. The student will define typical and atypical human growth and development across the lifespan, with emphasis on major developmental issues, and how these interplay to holistically shape development. The student will examine literature on developmental processes, learning theories and concepts related to instructional practices and the crucial role that educators play in fostering the mindsets and skill sets that support optimal development throughout the lifespan of their diverse learners. This course will satisfy the requirement for a course in child and adolescent development for teacher certification.

### **Course Competencies**

**Competency 1:** The student will describe the principles of typical and atypical development and learning by:

1. Describing major theories and principles across multiple domains in human development
2. Describing brain physiology and how it changes from infancy to adolescence
3. Explaining how students learn (educational neuroscience) and the developmental characteristics of age groups, including developmental sequences, stages, varying rates of development, and milestones
4. Describing the interdependence of the developmental domains (e.g., social, emotional, cognitive, language, sensory, creative, physical, and adaptive)
5. Explaining how student development (e.g., physical, social, emotional, cognitive) influences learning
6. Examining the changes in sleep patterns as children develop
7. Characterizing how to facilitate development and improve student instruction across age groups

**Competency 2:** The student will demonstrate knowledge of the holistic and multifaceted nature of growth and development by:

1. Describing the Ecological Systems Theory to analyze the context of multiple environments
2. Characterizing the family and culture in a changing social world
3. Recognizing the impact of parents and families on development across the lifespan
4. Describe how interactions between the student and the student's early relationships and experiences (i.e., family structure, language, culture, and environment, community), impact their development
5. Explaining ways that heredity and environment interact to promote individual differences in development
6. Collaborating with the home, school, and larger communities to foster communication and to support student learning and continuous improvement

**Competency 3:** The student will analyze the role of social and emotional learning on students' development by:

1. Summarizing key research and developmental theories on social-emotional learning
2. Discussing the importance of social and emotional learning across age groups
3. Analyzing how fostering social and emotional learning impacts other developmental domains
4. Examining the development of prosocial and antisocial behavior
5. Researching various social-emotional learning program models implemented for specific age groups
6. Creating a safe space in the classroom to deter the presence of bullying
7. Discussing the significance of trauma informed care to ameliorate the adverse effects of stress and trauma on students' development
8. Describing gender, gender stereotypes, and how gender differences affect social/emotional development
9. Describing the role of race, class, ethnicity, language, parenting style, poverty, and culture affecting the development of students in diverse classroom

**Competency 4:** The student will utilize evidence- based research to support knowledge of developmental trends affecting diverse children and adolescents by:

1. Defining specific exceptionalities and their developmental characteristics and intervention strategies (ADHD, Down Syndrome, Autism, Gifted, etc.)
2. Articulating current and historic foundations, legal issues and mandates, theories and philosophies of exceptional student education
3. Describing the biological, cognitive, social, and emotional processes in atypical development
4. Analyzing the classification of developmental critical periods
5. Examining the cumulative effects of early experiences and their potential for both positive and negative effects on student growth and development (e.g. attachment, trauma, neglect, fostering, etc.)

**Competency 5:** The student will apply understanding of theories to guide instructional decision making that fosters optimal development by:

1. Explaining how developmental trends and issues affect instruction
2. Evaluating reliable sources of scientifically based research (including educational neuroscience) related to human development, learning theories, and instructional practices
3. Applying principles and concepts from developmental theories and research in assessing the needs of diverse students across age groups
4. Differentiating instructional practices that address individual learning needs and incorporating a wide range of learning strategies and specialized materials to create an appropriate instructional environment for all students
5. Selecting effective instructional strategies (e.g., explicit and systematic instruction, scaffolding, modeling) for integrating reading, writing, speaking, listening, viewing, researching, and presenting across the curricula
6. Summarizing the influence of technology on development
7. Designing purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
8. Examining and using data-informed research to improve instruction and student achievement
9. Engaging in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues
10. Implementing knowledge and skills learned in professional development in the teaching and learning process; and adjusting planning and continuously improve the effectiveness of lessons

**Learning Outcomes:**

- Communicate effectively using listening, speaking, reading, and writing skills
- Formulate strategies to locate, evaluate, and apply information
- Demonstrate knowledge of ethical thinking and its application to issues in society