

University of Arkansas – Fort Smith
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General Syllabus

EDHP 33053 Learning Environments

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisite: Admission to the Educator Preparation Program

Prerequisites or corequisites: EDFD 30143 Educational Psychology, EDHP 31053 Practicum I, EDHP 32063 Introduction to Assessment, and READ 33043 Foundations of Teaching Reading and Writing

Effective Catalog: 2023-2024

I. Course Information

A. Catalog Description

A study of effective classroom management, behavioral expectations and techniques in online and traditional teaching environments.

B. Additional Information

Organizing Theme: 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. Create digital and traditional learning environments which foster independence, individuality, and self-regulation of learning and behavior.

2. Set up a classroom from home.
3. Identify the causes for disruptive behavior and demonstrate corrective methods.
4. Explore a variety of classroom management styles.
5. Plan lessons using the affective domain of Bloom's Taxonomy.
6. Investigate classroom management strategies for online learning.
7. Plan the use of physical space for appropriate instructional purposes.
8. Develop routines and procedures to manage the digital classroom.
9. Explore and apply theories of behavior and guidance most appropriate for a variety of age and developmental levels with diverse populations of students.
10. Explore and assess behavior guidance and developmentally appropriate methodologies for addressing typical and atypical behaviors of students.
11. Develop skills in minimizing disruptive behavior and increasing learning through effective organization and instruction.
12. Evaluate leadership styles and communication techniques to enhance classroom, family, and community relationships.
13. Analyze and assess classroom management theories.
14. Address inclusion and accommodations for populations which include developmental, cognitive, social and cultural diversities.
15. Plan ways to keep students safe and secure in the digital classroom.
16. Apply tips & strategies for maintaining life balance.

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 use oral and written communication effectively 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. Philosophies and theories of discipline
- B. Rules, procedures, and routines
- C. Student's responsibility for management
- D. Building an emotionally safe environment
- E. Students' psychological needs
- F. Diverse needs of students
- G. Management of cooperative learning activities
- H. Peer relationships
- I. Teacher-student relationships
- J. On-task student behavior
- K. Disruptive behavior
- L. Collaboration with parents
- M. Classroom leadership and management
- N. Problem solving behavior issues
- O. Conflict resolution
- P. Safety
- Q. Bullying