



EDF 3214
Human Development & Learning
83944 001
Fall 2026

Instructor Name

Jenni Mariano

University Course Description

EDF 3214 is an introductory course designed to acquaint students with the major theories and research in human development and learning. The major goal is for students to learn to apply theories and research in situations with youth in daily life. The course overviews neurological, cognitive, and social-personality development during adolescence. The course also provides an overview of various theories of learning, as well as the role of motivation and emotion in learning. Characteristics of effective classroom learning and instruction considering student development and learning are also taught. A student in this class will learn to recognize others' theoretical perspectives and will better understand why different educators recommend different types of educational programs. The catalog description of the class is as follows: ?Overview of developmental and learning theories and application to effective classroom learning and instruction?

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

online-asynchronous

Student Learning Outcomes

1. Recognize teaching methods and ethics involved in studying adolescents' development and learning (CF 5 & 6; FEAP 6).
2. Recognize the importance of understanding differentiation strategies within classroom or educational settings (CF 5; FEAP 2h, 3a, 3c, 3d, 3h, 4d).
3. Apply theories to a case analysis, classroom, or school setting (CF 6; FEAP 1e, 1f).
4. Demonstrate respect for individuals (CF 5; FEAP 2d, 2e, 2f, 2h, 2i).
5. Demonstrate an understanding that new learning needs to be made meaningful in order for it to become memorable (CF 6; FEAP 3a-j).
6. Realize different instructional methods may work best for different instructional goals/for teaching different types of material (CF 5, 6; FEAP 2g, 2i, 3g, 3h, 5b, 5d).
7. Recognize theories of language development (CF 6; FEAP 1f).
8. Demonstrate an understanding that it is a more difficult process for adolescents to acquire a second language than it is for young children (CF 5; FEAP 1f).
9. Demonstrate an understanding of socio-emotional development during adolescence (CF 6; FEAP 1f).
10. Recognize that it is better to reinforce appropriate behavior than to punish undesirable behavior (CF 6; FEAP 2b, 2e, 3i).
11. Recognize that global issues and systems are experienced differently at local scales by recognizing that different instructional methods may work best for different instructional goals and/or for teaching different types of materials.

Course Objectives

EDF 3214 is a required part of the undergraduate program in secondary education. It meets the teacher certification and competency requirements in the State of Florida Department of Education program approval statute. The course provides knowledge in psychology that is essential to the teaching competencies expected of prospective teachers and others who work with children. Subsequent program courses and field experiences build upon the

knowledge and understanding acquired in this course. This course incorporates these Florida Educator Accomplished Practices (FEAPs): Instructional Design and Lesson Planning (FEAP1), The Learning Environment (FEAP 2), Instructional Delivery and Facilitation (FEAP1), Assessment (FEAP4), and Continuous Professional Improvement (FEAP 5), and Professional Responsibility and Ethical Conduct (FEAP 6).

Required Texts and/or Readings and Course Materials

Ormrod, J. E., Anderman, E.M., & Anderman, L. (2023). *Educational Psychology: Developing learners* (11th ed.). Pearson

Print ISBN-13: 9780137849314, 0137849311

DIGITAL ISBN-9780138089184, 0138089183

How to Succeed in this Course

Reach Out and Check In. Be proactive and reach out with questions or other thoughts. Seek support when you need it. I am here to help you, and you also have a whole university of resources behind you: use them. Check announcements and emails daily.

Commit Enough Time. Commit to spending 12 hours each week on this course. Allot time for completing readings and media, weekly assignments, and major writing assignments. For each course credit, commit 3 hours of out-of-class time plus 1 hour of in-class time (3 credits = 9 hours outside of class, 3 hours of in-class time). Some weeks may require more time than others, and note that time on task will vary based on the student's ability to process information.

Grading Scale

Students may earn an A if their work is consistently outstanding for every assignment. Grades are earned according to a straight grading scale; grades will not be assigned on a curve. Grades will be awarded based on the percentage of possible points attained. The current university policies concerning S/U and Incomplete Grades will be followed. Grading Scale (%)

Grading scale	Letter Grade	Grading Scale	Letter Grade
94 – 100	A	74 – 76	C
90 – 93	A-	70 – 73	C-
87 – 89	B+	67 – 69	D+
84 – 86	B	64 – 66	D
80 – 83	B-	60 – 63	D-
77 – 79	C+	0 – 59	F

Grade Categories and Weights

Textbook Quizzes 19%

CITI Basic Course Certificate & Reflection 9%

Mental Health Awareness Modules 4%

Discussion Posts 16%

Peer Meets 7%

Student Motivation Plan 5%

Case Study Practice Papers 14%

Case Study Peer Review 5%

Case Study 21%

Major Topics and Course Schedule

COURSE SCHEDULE

Schedule is subject to change. See Canvas for updates.

WEEK	READINGS (see Canvas for additional materials)	ASSIGNMENTS
Part 1: Introduction to Educational Psychology <i>How can we gain insights into the dynamics of teaching and learning?</i>		
Week 1 Examining Assumptions and Setting Strategies	Getting Started Module Chapter 1: Teaching and Educational Psychology Article: Reflection is the Heart of Practice Article: Embarking on Action Research	Due Thursday - First Day Attendance • Discussion Post 1 & Responses <i>Reply by Sunday</i>
Week 2 Becoming a Reflective Educator	Lesson: Research Ethics with Human Subjects CITI IRB Course Berk chapter	Due Thursday: • IRB Certification & Paper

Part 2: Development and Diversity <i>What do we need to know about development and diversity to reach and teach students?</i>		
Week 3 Cognitive & Linguistic Development	Chapter 2: Cognitive and Linguistic Development Library Tutorials on APA Style and Avoiding Plagiarism	Due Thursday: - Open Book Quiz 1 (Chapters 1 & 2, Berk chapter, Library tutorial) - Case Practice Application Paper #1
Week 4 Personal & Social Development	Chapter 3: Personal & Social Development	Due Thursday : - Case Practice Application Paper #2 - Phone Friends 1
Week 5 Attending to Group Differences	Chapter 4: Group Differences	Due Thursday: - Open Book Quiz 2 (Chapters 3 & 4) - Discussion Post 2 & Responses <i>Reply by Sunday</i>
Week 6 Nurturing Exceptional Ed. Students	Chapter 5: Individual Differences & Special Educational Needs	Due Thursday: Case Practice Application Paper #3
Part 3: Learning and Motivation <i>How can we apply learning and motivation theories and research to support student growth?</i>		
Week 7 Learning, Cognition, & Memory	Chapter 7: Learning, Cognition, & Memory Mental Health Modules 1, 2, 3	Due Thursday: - Phone Friends 2 - Mental Health Modules 1, 2, 3
Week 8 Complex Cognitive Processes	Chapter 8: Complex Cognitive Processes and Self-Regulation	Due Thursday: Open Book Quiz 3 (Chapters 7 & 8)
Week 9 Behaviorist Views	Chapter 6: Behaviorist Views of Learning	none
Week 10 Social Cognitive Views	Chapter 10: Motivation, Confidence, Values, and Needs	Due Thursday: - Open Book Quiz 4 (Chapters 6 & 10) - Discussion Post 3 & Response <i>Reply by Sunday</i>
Week 11 Working Session	No Class Readings: Work on Your Case Study	Due Thursday: Small Group: Case Study Brainstorm
Week 12 Motivation & Affect in the Learning Process	Chapter 11: Motivation, Affect, and Engagement	Due Thursday: TBD
Week 13 Applying Theory & Strategies in Context	Chapter 9: Learning and Cognition in Context	Due Thursday: Motivation Plan
Week 14 Case Study Peer Review Thanksgiving Week Review a peer's case study	None	None
Week 15 Conclusions	Test Free Week: No Readings/Activities	Thursday, May 1: - Case Study Peer Review - Final Case Study - Farewell Reflection
Exam Week: (no exam)		

Global Citizens Project

EDF 3214 is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Award upon successful completion of the course (final grade of B or higher).

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late Work Policy: Work turned in late will not be graded unless the student has coordinated with the professor for approval of a late submission, in which case a half-letter grade if it is one day late, or a full-letter grade for 2–7 days late. Work will not be accepted if overdue by more than 7 days.

Grades of "Incomplete": The university policy concerning incomplete grades will be followed in this course. For USF Tampa undergraduate courses: An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. This time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

Rewrite Policy: Rewrites are entirely optional; however, only a formal paper may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

Group Work Policy: Students may choose to take part in a group project. All members of a group will receive a separate score based on their performance during the session and ratings by their peers. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization. In this course, students may choose to work in groups of two or more, or as individuals. However, collaboration with peers in groups is highly encouraged.

Final Examination Policy: This course requires a Final Presentation in lieu of a final exam.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. For undergraduate courses: An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever

comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. “Objective” means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Email: Emails about individual concerns will be addressed as soon as possible, generally within 24–48 hours. Emails asking questions about the course in general may be shared in an email or in class if other members may benefit from the question and/or the answer.

Canvas: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Notes/Student Recording: Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group),

class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your

message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.

- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional

information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)