



EDP 3273

Learning & Development within the School Context

84635 001

Fall 2026

Instructor Name

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University Course Description

EDP 3273 is an introductory course designed to acquaint students with developmental theories and research that can be applied within a school context. The major goal is for students to learn to apply theories and research to situations with children in schools. The course provides an overview of cognitive development, as well as development theories, with emphasis on elementary school age children. Classroom management techniques and characteristics of effective classroom instruction also are taught. Students learn why it is important to consider individual differences and needs in designing curricula, and how to use data to make instructional decisions.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

Asynchronous Online

Student Learning Outcomes

In completing the requirements for this course, the student will be able to:

1. **Understand methods and the ethics involved in studying children's development and learning. (FEAP 6)**
2. **Understand the role of context and environment on a child's developmental trajectory. (FEAP 1a-1f)**
3. **Recognize individual differences among individual children within a classroom. (FEAPs 2d, 2e, 2f, 2h, 2i)**
4. **Apply theories of development to a case analysis, classroom, and/or school setting. (FEAPs 1e, 1f)**
5. **Understand and be able to apply cognitive, social, emotional and learning theories of development within an instructional design. (FEAPs 3a-3i)**
6. **Realize that different instructional methods may work best for different individuals. (FEAPs 3g, 3h)**

Course Objectives

The Course Objectives describe how the activities, assignments, and instructional methods in this course are designed to teach toward and support achievement of the Student Learning Outcomes (SLOs) and their associated Florida Educator Accomplished Practices (FEAPs).

This course will...

1. **Introduce foundational concepts in educational psychology** (SLOs 2, 5; FEAP 1a–1f, 3a–3i)
2. **Model ethical and research-based practices for studying children's learning and development, including IRB principles** (SLOs 1, 8; FEAP 6)
3. **Guide students in applying major developmental and learning theories by designing, collecting, and analyzing data from a real child, using case examples, observational evidence, and scaffolded case study assignments to interpret development and inform instructional planning** (SLOs 4, 5; FEAP 1e–1f, 1, 3a–3i)
4. **Illustrate strategies for understanding and addressing learner differences** across cognitive, cultural, social-emotional, and behavioral domains (SLOs 3, 6; FEAP 2d–2i, 3g–3h)
5. **Foster professional communication and reflective practice** through structured peer engagement, discussion, and feedback that supports

understanding of learners and ethical conduct (SLOs 1, 3; FEAP 6, FEAP 2 —professional interaction components)

6. **Support students in practicing effective communication (i.e., clear, organized, analytical writing) and academic integrity, including APA formatting and appropriate citation practices** (SLOs 1, 8; FEAP 6)

Required Texts and/or Readings and Course Materials

Textbook : Durwin, C. C., & Reese-Weber, M. (2026). *EdPsych modules*. (5th Edition). SAGE. Textbook

Textbook is available through Canvas. Links for each chapter are located within each module.

o Textbook is **part of the Follet USF ACCESS program, through which the USF Bookstore works with publishers to reduce the cost of materials. Once registered for the class, expect to receive an email with subject line "digital materials" with any additional directions to follow from Follet. This option gives students the best possible price available for this e-book access. If you check "opt out" you must buy access to the digital textbook outside of the program which will be more expensive.** o For help: email USFAccess@follett.com with your Student U number, course, campus, and use Subject line: Opt-in Help - or ask the instructor if you have questions.

Supplementary (Optional) Texts and Materials

Additional Material: Will be provided by instructor via Canvas

How to Succeed in this Course

This course is primarily online and asynchronous, with a limited number of flexible-format small group activities that you schedule on your own in the modality of your choice (i.e., synchronous, asynchronous, or in person). To be successful, please complete the **Getting Started Module** in Canvas before beginning the course. This module covers essential information and strategies for success, including university policies (academic integrity, accessibility,

privacy), guidelines for submitting assignments, expectations for high-quality writing, how to access academic and technical support services, and proper netiquette. Also do the following:

- **Reach out and stay engaged.** Be proactive: ask questions, share ideas, and seek support whenever needed. I'm here to help, and you have an entire university of resources available—use them. Check announcements and email daily.
- **Commit the necessary time.** In a standard 15–16 week semester, a 3-credit online course requires about 12 hours per week (3 hours in class + 9 hours of coursework). Time needs may vary by student and by week.
- **Maintain a professional tone.** Use a respectful, professional demeanor in all discussion posts and email communication. See the netiquette guidelines.
- **Use feedback to grow.** Approach feedback with a growth mindset. Read comments carefully, ask questions when needed, and apply feedback to future assignments so you continue improving.
- **Plan peer meetings early and respond promptly.** Some assignments involve connecting with classmates to discuss course ideas and build community in this fully online format. These tasks are flexible, but effective collaboration requires that group members coordinate early and respond quickly. Make a plan as soon as groups are formed.

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. Grading is based upon the percentage of points a student earns:

% and Letter Grade	% and 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

Assessment and Percent of Final Grade

*CITI Course Certificate and Paper 15%

*Case Study Assignment 30%

Reflective Blogs 20%

School Mental Health Collaborative Modules 10%

Sage Vantage Quizzes, knowledge checks, activities 15%

Weekly Exit Tickets 10%

100%

* These assessments are designated critical assignments: teacher education candidates/ education majors in the College of Education must submit these assignments and earn a score of 3 or above on a College of Education Critical Task Rubrics to pass the course. The assignments may also be graded on other rubrics designed by your instructor. Contact the instructor if you have completed any of these assignments in another course.

Instructor Feedback Policy & Grade Dissemination

Students should expect feedback and grades on assignments approximately 2 weeks after submitting them on the posted deadline. Feedback will be posted in the assignment grading spaces/comments of each assignment in Canvas. Late assignments may not receive feedback. You can access your grades at any time using "Grades" in Canvas. For guidance on how to do this, please visit [Canvas Guide on How to View Grades](#) .

Protecting Student's Privacy

In completing all assignments, be sure to follow the FERPA statement below. Students may remove identifying information from submitted assignments:

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designated to protect the privacy of a student's education records and academic work. The law applies to all schools and universities, which receive funds under an applicable program of the U.S. Department of Education and is applicable to students at USF as well as the students in our partnering schools. All files, records, and academic work completed

within this course are considered educational EDP 3273 records and are protected under FERPA. It is a student's right to expect that any materials you submit in this course will not include names or other or other identifying information. The exception will be only when you have given written consent.

Major Topics and Course Schedule

Course Topics

Modules 1:	Introduction to Educational Psychology • Why is Educational Psychology important for teachers? • Teachers as Decision Makers
Module 2:	Research and Ethics • What is the IRB, and why was it needed? • What is informed consent? • What are the virtues of different types of research, and what are the limitations of each of the methods?

Module 3:

**Unit 1: Personal Development
Contexts of Development**

- Bronfenbrenner's Ecological Systems Theory

- Family, Peer and Contexts, and Schools
- Broader Contexts for Children's Development

Social-Emotional Development

- Erikson's Psychosocial Theory
- Emotional Development
- Sense of Self

Moral Development

- Kohlberg's Stages of Moral Reasoning
- How can teachers encourage prosocial behavior?
- How can teachers reduce aggressive behavior?

School Mental Health Collaborative

- Mental Health Stigma and Implicit Bias

Module 4:	Unit 2: The Developing Learner Brain Development • How does neuroscience influence education? • How do experience, plasticity, and sensitive periods affect brain development? • What developmental changes in the brain occur for executive functioning, reading, and math? Cognitive Development • How do Piaget and Vygotsky's views of cognitive development compare and contrast? • What are the roles of language and play in cognitive development? Language Development • What factors contribute to language development? • What are the changes in semantics,
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	syntax, pragmatics, and metalinguistic awareness from birth through adolescence? • What are the advantages and disadvantages of the methods of teaching English learners? School Mental Health Collaborative • Common Mental Health Signs

Module 5:

Unit 3: Learning Theories
Behavioral Learning Theories

- How does classical conditioning relate to educational settings?
- How do reinforcement and punishment influence future behavior?
- How can teachers use consequences effectively?

Social Cognitive Theory

- What characteristics of models, imitators, and the environment are needed for observational learning?
- How are self-efficacy and self-regulation related to positive outcomes for students?
- How can teachers promote self-efficacy and

	self-regulation among students? Information Processing • Why are perception and attention important for learning information? • Describe the function, capacity, and duration for three types of memory. • What is the best way to get and maintain students' attention? School Mental Health Collaborative • Teacher's Role in Mental Health Support

Module 6:	Unit 4: Cognitive Processes <i>Metacognition</i> • What are some metacognitive strategies? <i>Transfer of Skills and Knowledge</i> • Low-road vs. High-road Transfer • How to Facilitate the Transfer <i>Higher Order Thinking</i> • Critical Thinking • Problem-Solving • Creativity
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Module 7:	Unit 5: Motivation: • Behavioral Theory (<i>Intrinsic or Extrinsic?, Rewarding, Praising, and Flow Theory</i>) • Cognitive Theory (<i>Expectancy-Value Theory, Attribution Theory, Enhancing Students' Motivation</i>) • Self-Theories (<i>What are the three self-theories? How can teachers foster self-efficacy, self-worth, and self-determination? - How can teachers enhance intrinsic motivation?</i>)
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Module 8:	Unit 6: Classroom Management and Instruction Classroom Management • Importance of Classroom Management • Time Management • Relationship Building • Addressing Discipline Problems Grouping Practices • Grouping by Ability • Characteristics and Effectiveness of • Cooperative Learning • Applications for Best Practices
Module 9:	Unit 7: Learner Differences • Intelligence and Giftedness • Cognitive Disabilities • Emotional, Social, and Behavioral • Disorders

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:

In order to receive full credit, students must turn in assignments on the due date. Unless told otherwise by the instructor, all late assignments will not be accepted. Late assignments will not be accepted without prior approval by the instructor, and students will receive a 0 as their grade for the assignment. If any students are having trouble with any assignment, they are responsible for setting up a meeting with the professor well in advance of the assignment due date. Extensions on assignments will be granted on an individual basis.

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 and done on a case by case basis; 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. The final grade will be an average of the original and the rewrite.

Final Examinations Policy: No final exam for this class.

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:

You are expected to use and check your official USF student email account on a regular basis. If you have questions about the course that are general in nature – i.e., the answer would also help other students in the course, please ask the question in the discussion thread on Canvas, and I reserve the right to redirect such questions to Canvas if sent by email. In general, if you email, you need to use your official USF email and put the course number in the subject line – USF has an aggressive spam-filtering system that may hide any email with a subject line of “Hi!” or “Hey!” I respond to student emails within 24 to 48 hours Monday through Friday; I may respond to panicky Friday emails before Monday, but that is not guaranteed. If you have a technical emergency, please contact USF’s Tech Support line at (813) 974-1222 or help@usf.edu.

Questions regarding course material: All questions regarding the syllabus, course material, and assignments should be asked through the discussion board. There is a question and answer discussion board post specifically for this topic. Questions regarding course material should not be sent to the professor via email. Instead all questions should be posted to the discussion board. Questions should only be posted after a thorough review of the syllabus and canvas site have been conducted. Questions will only be answered by the professor after 24 hours. It is expected that if a classmate knows the response to the question, they will assist their classmate. It is also recommended that students check the discussion board to determine if the answer to their question has already been posted prior to posting the question. Questions specific to the student can be emailed directly to the professor.

Canvas:

This course will be offered via USF's new 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.

Material Posted on Canvas:

- q. **Announcements** will be posted on the announcement page of the Canvas site.
- r. **Modules:** Each week a module with the readings and assignments for the week will be made available.
- s. **Discussion Board:** Students will post weekly assignments and responses on the discussions page. Please

keep a professional demeanor when posting to the discussion board.

- q. **Student Outcome Assignments** will be posted on the Canvas web site under ‘Assignments’.
- r. **Grades** will be posted under ‘Grade book’ soon after assignments are graded.

Notes/Student Recording:

Course materials are provided for students enrolled in this course to facilitate learning. The instructor does not give permission for course lecture notes and other original materials to be reproduced for the purposes of commercial sale, mass reproduction, and Internet postings; to use to teach other courses, to give to other students or others NOT enrolled in this course, or for other reasons than to facilitate learning for students currently enrolled in this course. All unauthorized recordings of class content are prohibited. Recordings that accommodate individual student needs must be approved in advance by the instructor and may be used for personal use during the semester only; redistribution is prohibited.

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)