

Education Studies: Learning and Development Informal Concentration Area (ICA)

Understanding how children and adolescents learn and develop can help one change lives and has value in many settings for a variety of careers. Courses in the *Learning and Development ICA* will help you understand the process of learning; how to engage with different populations in their development of knowledge, skills, and abilities; and learning in different areas such as literacy or science.

The *Learning and Development ICA* is a nice academic partner for students majoring in the social sciences, arts, or the sciences including disciplines such as Psychology, Sports and Recreation Management, Public Health, Health and Human Physiology, and Health and Human Studies. The *Learning and Development ICA* also provides additional foundational content for other ESHR ICAs such as *Diversity Education; Learning, Design, and Media; Trauma-informed Advocacy; and Couple and Family*.

With this focus in ESHR, students will be well-positioned for graduate work in Learning Sciences, Educational Psychology, Higher Education and Student Affairs, Counselor Education, School Psychology, or Child Life. Graduates may also decide to continue on in graduate work and earn an elementary or secondary teaching licensure through a Master's in Teaching (MAT) in Teaching and Learning in areas such as, English Education, Art Education, Science Education, Special Education, Math Education, Social Studies Education, or World Language Education.

Focusing on learning and development in the ESHR program supports students in several career areas within education settings outside public schools, such as early childhood centers, community learning programs, public health environments, private educational settings, museums, recreation services, or other learning centers. It may also lead to non-teaching careers that include helping people learn such as youth leadership programs, educational administrators, instructional design for corporate training, or curriculum and textbook development for educational publishing.

Course suggestions

EDTL:2630 Introduction to the Psychology of Music

Processes by which people perceive, respond to, create, and use music in their daily lives; basic physics of musical stimuli, psychoacoustics of musical perception, principles of musical cognition, neurological and physiological responses to music, theories of musical learning and development, and social psychology of musical activity; previous musical performing experience helpful but not required.

EDTL:3187 Early Literacy Instr for Young Children

Service-learning involving lecture, class discussion, and student participation in an early literacy program for preschoolers; concepts and skills necessary to conduct story time groups with young children that target development of print knowledge; application of learning by reading to small groups of preschool children. Recommendations: CSD:3118. Same as CSD:3187.

EDTL:3382 Language and Learning

How language reflects and constructs learners' identities and cultures; readings related to oral and written language, native and second language development, linguistic diversity; discussion of the relationship of language theory to schools of language instruction. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. Same as ENGL:3190

EDTL:3393 Reading & Teaching Adolescent Literature

Reading and evaluation of literature suitable for junior and senior high school students. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. Same as ENGL:3191

EDTL:3715 Experiential Teaching and Learning

Introduction to practice of experiential learning and teaching; students create and lead experiential activities in formal and informal learning environments; exploration of factors that impact the value of an experience and assess impact; integration of multiple disciplines and perspectives in a collaborative manner; skills for processing and guiding reflection to determine outcomes of experiences; work collaboratively to design, plan, execute, and determine outcomes of an experience for a target population.

EDTL:4900 Foundations of Special Education

Students with disabilities, gifted and talented; strategies for effective treatment, collaboration between regular and special education teachers; remediation of academic, behavioral, social problems.

EDTL:4355 Approaches to Teaching Writing

Theories, practices, strategies, and history of writing and teaching writing. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. GE: Engineering Be Creative.

PSQF:4106 Child Development

Theories and research findings about typical course of child development, differences in development. Requirements: junior standing.

PSQF:4133 The Adolescent and Young Adult

Psychological and social aspects of adolescence and young adulthood; emphasis on theory, research, and practical applications.

PSQF:4281 Cognitive Principles for How People Learn

We use the word learning to refer to a diversity of experiences. What ideas from cognitive science might help us unify diverse experiences such as learning to tell time or tie your shoes with experiences such as the disciplinary learning undergraduates must develop in college courses. By enrolling in this course, you will determine the nature of how cognition leads to learning.