

EDCI 3830 | Section 002| Fall 2025

TEACHING/LEARNING PROCESS & EVALUATION

Matthews Hall 113

Tuesday, 1:00-3:50

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Office hours: Mondays: 9:00-12:00 and Tuesdays: 10:00-12:00; 4:00-5:00 (in person or via Zoom). I can also meet via Zoom during other times in the week. Schedule an appointment by sending me an email two days before your planned meeting.

Course Description from UNT Catalog

This course examines the processes of human learning and development as they relate to teaching in diverse EC-12 classroom settings. Understanding these processes is applied to lesson design, instructional strategies, and assessment.

Course Prerequisites

Students are expected to have junior standing.

Course Goals

The course is designed in alignment with the TEA Pedagogy and Professional Responsibilities EC-12 standards. The goal of the course is to prepare students for their certification exam and their role as future educators. The course touches on the various professional responsibilities of Texas teachers.

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| Standard I | The teacher designs instruction appropriate for all students that reflect an understanding of relevant content and is based on continuous and appropriate assessment. |
| Standard II | The teacher creates a classroom environment of respect and rapport fostering a positive learning, equity, and excellence climate. |
| Standard III | The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that |

actively engage students in the learning process, and timely, high-quality feedback.

Standard IV The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Course Texts

None. All course readings will be provided via Canvas.

How to Succeed in this Course

Communication Practices

Connect with through email and/or by attending office hours. Please see office hours below.

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Attendance and Participation

Because this course involves collaboration, participation is essential to learning. Class activities require you to be actively engaged in discussions and group work. I have a strict policy because you will be entering a profession in which you cannot consistently be absent. For example, most districts provide teachers with about 10 sick days per year out of about 180 teaching days.

The following will be the attendance policy for our course:

# of Unexcused Absences	Deduction from Final Grade
0 – 1	No point deduction
2	3 points (e.g., 90-87)
3	5 points (e.g., 95-90)
4 or more	Failure of course

According to UNT Policy 06.039, illness is “deemed a matter between the student and their faculty member.” Therefore, you are given one day this semester to take as your sick day unless it is an extenuating circumstance in which you should reach out to Dr. Carden. Please save your one unexcused absence for when you are ill.

More details on UNT attendance policy [here](#)

Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Course Requirements:

Course Requirements	Points	Percentage
Exit Tickets/Attendance	28	5%
Class Participation /Professionalism	20	5%
Self-Assessment	45	10%
Observations of Learning	30	10%
Models of Teaching and Learning	40	20%
Lesson Plan	55	50%

Observations of Learning

You will choose a social context in which to observe, document, and reflect on learning as it occurs in practice. The learning context will be your choice; however, I will offer some suggestions and provide options for you, if desired. Features of a good context include: (1) social interaction of some kind and (2) an idea or skill (defined broadly) is being worked on/practiced. This could be

as simple as observing children playing at a playground. In this example, the context is social and kids are working on a lot of different skills (practicing going down the slide, getting on and off a swing, social norms for interacting with other kids, mom figuring out how to not helicopter parent, etc.). You will document your observations during the 8 weeks using a Notice-Wonder-Question Tool (NWQ) and turn in/present on these observations at a few points throughout the term. These observation documents will deeply inform your final analysis of a lesson for this class. More details on this will be discussed in class.

Models of Teaching

Throughout the course, you will learn about various models of teaching and learning. These models are what we call *methods* for teaching and learning. In other words, they are the steps teachers and students take as they move through the body of a lesson. When you create your lesson plan for your final project, you will purposefully select one of these models for your lesson activity. To help you learn about the models, we will take turns teaching one of the models to our peers. The content of the lesson is up to you. If you are a history major who wants to teach world history, you may choose to teach us about the Black Plague. Alternatively, you can teach us something you are passionate about. For example, sensemaking in science may be the topic of my lesson. The goal is for you to help us experience the model as students and to practice teaching one of the models.

Lesson Plan

You will design a lesson plan aligned with the TEKS from your content area. The lesson plan will be workshopped in class and serve as your final assessment for the course.

Required Modules

You will complete three modules required by Texas. The modules will be available in Canvas. It is your responsibility to save and store your completion certificate, which will also be uploaded in Canvas.

Course Overview

This course runs for sixteen weeks and includes 14 class sessions. The course is broken into three parts. Readings are uploaded in Canvas.

Date	Week	Topic
8/19	1	Welcome
Section 1: Human Development & Impacts for Teaching		
8/26	2	Orientations: Human Development, Teaching, and Learning
9/2	3	Physical Development

9/9	4	Emotional and Moral Development
9/16	5	Cognitive Development
9/23	6	Socio-cognitive Development
9/30	7	Critical Development
Section 2: Instruction and Best Practices for Student Learning		
10/7	8	Relevancy
10/14	9	Effective Communication
10/21	10	Higher Order Thinking
10/28	11	Teaching for Understanding
11/4	12	Teaching for Understanding
Section 3: Designing Lesson Plans		
11/11	13	Lesson Objectives + Assessments + UDL
11/18	14	Asynchronous
11/25	15	Fall Break
12/2	16	LP Workshop + Peer Review
12/7		LP Due

*I reserve the right to change the course plan. All changes will be communicated promptly.

Grading and Assessment

Letter grades will be allocated on the following scale:

A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points
F	50-59 points

I expect all students will earn an A in the course if they are participating regularly and turning in major assignments. My approach to assessments aligns with UNT policies concerning academic integrity (UNT Student Academic Integrity Policy, 06.003).

Academic Integrity and AI

In this course, the use of GenAI tools is **NOT PERMISSIBLE**. No matter the

approach, any attempt to represent GenAI output as a student's own work will be considered fabrication, cheating, and/or academic dishonesty as determined on a case-by-case basis. The instructor reserves the right to verify students' work through in-person meetings and/or proctored in-person assignments. The instructor also reserves the right to adjust course grades according to violations and report students to the Academic Integrity Office for further review. Any use of GenAI tools by the professor will be disclosed. The only tools that are permissible are Grammarly, spellcheck, predictive text, speech-to-text, and translation tools.

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://policy.unt.edu/policy/07-012)) (<https://policy.unt.edu/policy/07-012>).

Academic Success Resources

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out mental health services (<https://clear.unt.edu/student-support-services-policies>), visit unt.edu/success, and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.