Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION

Module Title:	Understanding Child Development and Learning	**Level**:	4	**Credit Value**:	20

Module code:	EDC425	**Is this a new module?**	Yes	**Code of module being replaced**:	NA

Cost Centre:	GAEC	<u>JACS3</u> **code**:	X310

Trimester(s) in which to be offered:	1,2	**With effect from:**	September 16

School:	Social & Life Sciences	**Module Leader:**	Liz Sheen

Scheduled learning and teaching hours	30hrs
Guided independent study	140hrs
Placement	30hrs
Module duration (total hours)	200hrs

Programme(s) in which to be offered	Core	Option
FdA Early Childhood Practice	✓	☐
		☐

Pre-requisites
None

Module Aims
This module aims to explore the integrated nature of young children's development. It will consider how cultural and social contexts impact on children's development and learning. This will enable students to develop an awareness and understanding of how children learn and develop including a knowledge of key theorists and how their concepts inform understanding of behaviour, play, language and transitions within the early years.

Intended Learning Outcomes

Key skills for employability

  KS1 Written, oral and media communication skills
  KS2 Leadership, team working and networking skills
  KS3 Opportunity, creativity and problem solving skills
  KS4 Information technology skills and digital literacy
  KS5 Information management skills
  KS6 Research skills
  KS7 Intercultural and sustainability skills
  KS8 Career management skills
  KS9 Learning to learn (managing personal and professional development, self-management)
  KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Outline and compare key theoretical approaches in child learning and development	KS1	KS4
		KS5	KS9
2	Evaluate a holistic approach to children's development and learning.	KS1	KS5
		KS4	KS9
3	Assess the factors which may have an influence or impact on development and learning.	KS1	KS4
		KS3	Correspondi ng Key Skill
4	Describe significant aspects of children's play, behaviour, language and transitional development and explain the interrelatedness of developing and learning.	KS1	KS5
		KS4	KS9

Transferable/key skills and other attributes

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Problem solving

- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice.
- Evaluation

Critical thinking

Derogations
None

Assessment: Please give details of indicative assessment tasks below.

1. Essay Plan – Students produce an essay plan to demonstrate their preparation, planning and reading on a set topic.

2. Online Test to assess understanding of child development and learning theories and perspectives in relation to behaviour, play, language and transitions.

3. Case Study – students will be required to work through a pre-determined case study to identify problems and offer potential solutions.

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, and project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Essay Plan	20		600
2	4	Online test	30		
3	2,3	Case Study	50		1500

Learning and Teaching Strategies:
Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course as the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1. How can theory and research support an understanding of child development and learning from pre-birth?
2. How do practitioners understand and support childhood transitions?
3. What is the role of play in enabling children's development and learning?
4. What is the role of language in enabling children's development and learning?
5. How does the Welsh language, culture and multilingualism impact on a child's learning and development?
6. How can children's behaviour be effected by how they learn and develop?
7. What does a holistic view to development and learning mean to a practitioner and how they work with children?

In exploring these question, this module will consider:

- Theories and perspectives of development and learning
- Holistic development and learning
- Supporting children through planned transitions
- Principles of supporting children's positive behaviour
- The role of Play in supporting children's behaviour, learning and development
- The role of language in supporting children's behaviour, learning and development, including Welsh language and multilingualism
- Factors which influence development and learning including an understanding of Welsh culture

The following National Occupational Standards influence the content of this module:

Unit	Area of Knowledge
Core	K24, K25
SCDCCLD 0403	K56, K57, K58
SCDCCLD 0408	K56, K57, K63-67, K72
SDCCCLD 0409	K62, K67, K68
SCDCCLD 0411	K62
SDCCCLD 0405	K56
SKAPW 9	K9

Bibliography:

Essential reading

Beckley, P. (2013), The New Early Years Foundation Stage: Changes, Challenges and Reflections. Buckingham: Open University Press.

Smidt, S. (2013), The Developing Child in the 21st Century: A global perspective on child development. Second Edition. London: Routledge

Woods, A. (2014), *The Characteristics of Effective Learning*. Abingdon: Routledge

Other indicative reading

Buchan, T. (2013), The Social Child. Oxon: Routledge.

Else, P. (2014), Making Sense of Play: Supporting Children in their Play. Buckingham: Open University Press.

Sommer, D., Pramling Samuelsson, I. and Hundeide, K. (eds.) (2010), *Child perspectives and children's perspectives in theory and practice*. Milton Keynes: Springer.

Stewart, N. (2011), How Children Learn: The Characteristics of Effective Learning. London: The British Association for Early Childhood Education.

Wilson, R. (2012), Nature and Young Children. Oxon: Routledge.

Wood, E. (2013), Play, Learning and Early Childhood Curriculum. London: Sage.

Journals (Available as E-Journals. You will need to log onto Athens to access these)

Educational Research

Early Years - An International Research Journal

Education 3-13

Journal of Early Childhood Research

Websites

Department of Education. (2014), Statutory Framework for the Early Years Foundation Stage.

Department for Children, Education, Lifelong Learning and Skills (2015), Framework for Children's Learning for 3-7 year olds in Wales.

CCW (2013b) *National Occupational Standards for Social Care, Early Years and Childcare,* Cardiff: CCW (Available electronically)

http://www.ccwales.org.uk/early-years-and-childcare-worker/

http://gov.wales/topics/educationandskills/earlyyearshome/?lang=en

https://www.estyn.gov.wales/thematic-reports