

MODULE SPECIFICATION PROFORMA

Module Title: Development of Children and Young People	Level: 4	Credit Value: 20
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Module Code: EDC436	Cost Centre: GAEC	JACS3 Code: X300
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Trimester(s) in which to be offered: 1/2	With effect from: September, 2017
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Office use only: To be completed by AQSU:	Date approved: June 2017 Date revised: Version no: 1
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Existing/New: New	Title of module being replaced (if any): EDC418: Child Development: Theory and Practice EDP419: Introduction to Psychology (Learning Theories)
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Originating School: School of Social and Life Sciences	Module Leader: Ruth Davies
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Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate): Core – BA (Hons) Families and Childhood Studies Core – BA (Hons) Education and Childhood Studies Core – BA Education (ALN/SEN; Counselling Skills and Psychology)
Scheduled learning & teaching hours 40	
Independent study hours 140	
Placement hours 20	

Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies BA (Hons) Education and Childhood Studies BA Education (ALN/SEN; Counselling Skills and Psychology)	Pre-requisites per programme (between levels): None
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Module Aims: To develop understanding of how children and young people (0-18 years) develop and learn, whilst evaluating the role of the adult and observation, planning and assessment processes.

Intended Learning Outcomes

At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:

1. Examine a range of key theories in relation to development and learning.

2. Demonstrate knowledge of different aspects of development.
3. Utilise observational techniques and evaluate the information gained, drawing upon key development and learning theories.
4. Discuss the role of the adult in the observation and assessment processes, paying particular regard to ethics.

Key skills for employability () covered by this module:*

1. Written, oral and media communication skills (*)
2. Leadership, team working and networking skills (*)
3. Opportunity, creativity and problem solving skills (*)
4. Information technology skills and digital literacy (*)
5. Information management skills (*)
6. Research skills (*)
7. Intercultural and sustainability skills
8. Career management skills (*)
9. Learning to learn (managing personal/professional development, self-management) (*)
10. Numeracy (*)

Assessment:

Portfolio:

- two observations – linked to different aspects of development
- evaluation of the findings from the observations underpinned with key development and/or learning theories
- discussion of the role of adult in observing and promoting development and learning
- discussion of ethical considerations

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	1,2,3,4	Portfolio	100%	4,000

Learning and Teaching Strategies:

Sessions will comprise of the presentation of information, case studies, group work, practical activities, external speakers, review of DVD material and peer discussion. Students will be expected to make full use of the University's library and VLE to enhance their study. Students will also have the opportunity to observe children and practitioners in child and education settings.

Syllabus Outline:

- Key development and learning theories (e.g. Piaget; Vygotsky; Skinner; Bruner; Isaacs Montessori, Steiner, Froebel, Dewey, Bandura, Maslow, Kolb, Bloom, Gardner, Dweck), including international research and perspectives
- The process of learning – behaviourist; cognitivist; constructivist; humanistic

- Factors of physical, social, cognitive, linguistic and emotional skills and their inter-relationship in the development of children/young people (0-18 years)
- Developmental issues, learning differences and diversities
- Different observation techniques
- The adult's role within the observation/evaluation process including issues of participation; objectivity/subjectivity; dissemination of information; ethics including consent, confidentiality, data protection
- Reflect upon own skills of observing and evaluating development and learning.

Bibliography

Essential reading:

Bates, B. (2016), *Learning Theories Simplified*. London: Sage.

Crowley, K. (2014), *Child Development: A Practical Introduction*. London: Sage Publications Limited.

Doherty, J. and Hughes, M. (2009), *Child Development: Theory and Practice 0 – 11*. Harlow: Pearson Longman.

Gray, C. and MacBlain, S. (2015), *Learning Theories in Childhood*. Second Edition. London: Sage.

Lindon, J. (2007), *Understanding Children and Young People: Development from 5-18 Years*. London: Hodder and Arnold.

Other indicative reading:

Halfpenny, A. and Pattersen, J. (2014), *Introducing Piaget: A Guide for Practitioners and Students in Early Years Education*. London: Routledge Education.

Hobart, C., Frankel, J. and Walker, M. (2009), *A Practical Guide to Child Observation and Assessment*. Fourth Edition. Cheltenham: Nelson Thornes.

Nutbrown, C. (2011), *Key Concepts in Early Childhood Education and Care*. Second Edition. London: Sage Publications.

Pound, L. (2011), *Influencing Early Childhood Education: Key Figures, Philosophies and Ideas*. Maidenhead: Open University Press.

Pritchard, A. (2014), *Ways of Learning. Learning Theories and Learning Styles in the Classroom*. Third Edition. London: David Fulton Publishers.

Robinson, M. (2008), *Child Development 0 – 8: A Journey through the Early Years*. Maidenhead: McGraw Hill/Open University Press.

Smidt, S. (2013), *The Developing Child in the 21st Century: A Global Perspective on Child Development*. Second Edition. Abingdon: Routledge.

Tovey, H. (2013), *Bringing the Froebel Approach to your Early Years Practice*. Abingdon: Routledge.

Sharman, C., Cross, W. and Vennis, D. (2007), *Observing Children and Young People. Fourth Edition*. London: Continuum.

Journals:

Child Development

Web-sites:

<http://wales.gov.uk/>

<https://www.gov.uk/>

<http://www.nhs.uk/>