

ADE/B.Ed. (Hons) Elementary
Syllabus
Child Development
Semester 1

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Technical Support: Education Development Centre (EDC); Teachers College, Columbia University

SYLLABUS: CHILD DEVELOPMENT

YEAR/SEMESTER: Year 1/Semester 1

DURATION: 03 credits, 48 class hours

PREREQUISITES: F.A./F.Sc

COURSE DESCRIPTION

The primary focus of this course is learning about children in order to become an effective teacher. It provides prospective teachers with an overview of child development and growth as an holistic process. The latest research and thinking with regard to the conditions that affect children's learning and development will be addressed across developmental domains and stages of development. Development of language and cognition as well as emotional, social, and physical characteristics of children will be explored. Students will form their own child development theory. Implications of child development theory for schools, teachers, and society will be considered. Student will be provided with real experiences to study/observe children at different levels of development. They will have an opportunity to enhance their understanding of how people learn, individual differences and learning styles, and how theories of learning and development relate to classroom learning and teaching. The course will enable students to create learning environments that suit the needs of an individual child as well as children in general.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will be able to:

- describe major theories and big themes in how children develop
- compare the characteristics of various developmental stages according to various theorists
- identify factors influencing the learning process
- design different age appropriate teaching methods based on developmental theory
- identify individual differences of students and children with special needs
- design different age appropriate teaching strategies based on developmental theory
- reflect on their conceptions about child development and its implications for teaching and learning.

LEARNING AND TEACHING APPROACHES

A variety of teaching and learning approaches will be used throughout the course, for example, group work, peer learning, class debates and discussions. Students will collaborate on performance-based tasks such as performing role plays, making informational posters, and writing letters to teachers. The course links learning approaches and assessments to provide Prospective Teachers with opportunity to accept responsibility for their own learning.

SEMESTER OUTLINE

Unit 1 – Course Introduction (2 weeks/6 hours)	
Unit one gives an overview of the course and the key models, theorists, and debates in child development. Development is seen as an holistic process.	
Week 1:	Overview of Growth and Development as a Holistic Process Psycho-social Models Behaviourism and Socio-cultural Models
Week 2:	Cognitive Models Factors That Affect the Child: Key Issues and Controversies (3 Big Debates) Approaches to Classroom Development
Unit 2 – Early Childhood Development (2 weeks/6 hours)	
This unit looks at the first three stages of child development: infant, toddler, and preschool. It focuses on knowledge essential for elementary and middle school teachers about how children grow and how this knowledge can inform intelligent practice in children's later years.	
Week 3:	Unit Introduction and Infant Development 3 Domains of Toddler Development Developmentally Appropriate Practices for Toddlers
Week 4:	3 Domains of Preschool Child Development Developmentally Appropriate Practices for Preschool Child Development Unit Review
Unit 3 – Elementary School-Age Child Development (3 weeks/9 hours)	
The physical, cognitive, emotional, and social development of elementary school-age children (6-12 years old) are explored. Emphasis is on understanding the whole child. Students will analyse stages of development during this critical period of growth. They will have opportunity to consider how early childhood development can inform their study of primary child development.	
Week 5:	Introduction to Elementary Child Development Aspects of Physical Development Encouraging Healthy Physical Development
Week 6:	Cognitive Development: Overview and Piaget' Concrete Operational Theory Cognitive Development: Industriousness and Intelligences Emotional Development
Week 7:	Social Development: Changes and Parental Roles Social Development: Peer Interaction, Friendship, and Growth The Role of Play in Primary Child Development and Unit Review

Unit 4 - Adolescence and Development (3 weeks/9 hours)	
Children undergo complex changes as they reach adolescence. The impact these changes have upon adolescent cognitive development, social development and behaviours such as motivation and identity-formation is examined. Critiques of adolescent developmental theory are considered.	
Week 8:	Intro and overview of physical development Physical dev. II: Individual/group differences Social/emotional dv. I: Erikson, self and identity
Week 9:	Social/emotional dev. II: Adolescent peer group Social/emotional dev. III: Motivation/self-regulation Cognitive/linguistic dev. I: Piaget
Week 10:	Cognitive/linguistic dev. II: Vygotsky Cognitive/linguistic dev. III: Appropriate assessment Critics of adolescent developmental theory Conclusion/review
Unit 5 – Differences in Development and Special Needs (3 weeks/9 hours)	
Focus is on learning differences. The role of the school and the instructor in managing and accommodating learning difference in classroom practice is considered. Perspectives on national educational policy in Pakistan on accommodating diverse developmental needs are explored.	
Week 11:	Differences in student learning styles <u>Alternative sessions:</u> Understanding differences in light of Child development across the elementary and middle school years or Gardner's multiple intelligences theory and special needs students Critique of Gardner's theory Scaffolding different learning styles
Week 12:	Recognizing disability and learning disorders I - emotional and behavioural Recognizing disability and learning disorders II - language, physical and sensory Cognitive differences: Delays and giftedness
Week 13:	Addressing special needs in the classroom The perspective of national policy Unit reflection and review
Unit 6 – The Influence of Society and Culture on Child Development (3 weeks/9 hours)	
Child development is influenced by families, society, schools, and teachers influence child development. Students will reflect on major concepts of child development and their implications for teaching and learning. The role of the teacher will be considered.	

Week 14:	The family in child socialization Partnering with families Role of community and society
Week 15:	Inclusion and gender balance The school and learning environment Role of the teacher in child development
Week 16:	Teacher's influence on student motivation Schools, families and communities as partners in child development Reflection and review

SUGGESTED TEXTBOOKS AND REFERENCES

Bredekamp, S. & Copple, C. (eds.) (1999). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, D.C.: National Association for the Education of Young Children.

Child Development Institute, <http://childdevelopmentinfo.com/>

Early Childhood Development (ECD) Pakistan Website: <http://www.ecdpak.com/>

Encyclopedia on Early Childhood Development: (Available in English and Urdu)
<http://www.child-encyclopedia.com/en-ca/home.html>

Howes, C. & Ritchie, S. (2002). *A Matter of Trust: Connecting Teachers and Learners in the Early Childhood Classroom*. New York: Teachers College Press.

Howes, C. (2012). *Culture and Child Development in Early Childhood Programs: Practices for Quality Education and Care*. New York: Teachers College Press.

RCC; ECD Programme. *Nurture: Pakistan's Pioneer Publication on Early Childhood Development*.
http://www.ecdpak.com/nurture/about_nurture.html

Search-Institute. 40 Developmental Assets for Early Childhood, K-3, Middle Childhood, & Adolescents. <http://www.search-institute.org/developmental-assets/lists>

Steinberg, L. (1999). *Adolescence, fifth edition*. McGraw-Hill.

ASSIGNMENTS

Assignments will be listed on a separate handout. These assignments will contribute to your learning and count toward your final grade.

GRADING POLICY

A variety of assessments will be used in the course, including mid-term and final examinations.