

MODULE SPECIFICATION FORM

Module Title: Rethinking Child Development	Level: 4	Credit Value: 20
--	----------	------------------

Module code: ECS409 (if known)	Cost Centre: GAEC	JACS3 code: X310
-----------------------------------	-------------------	------------------

Trimester(s) in which to be offered: 2	With effect from: January 2015
--	--------------------------------

Office use only: To be completed by AQSU:	Date approved: December 2014 Date revised: Version no: 1
---	--

Existing/New: New	Title of module being replaced (if any):
-------------------	--

Originating Academic Department: Applied Science and Education	Module Leader: Liz Sheen
--	--------------------------

Module duration (total hours): 200 Scheduled learning & teaching hours: 30 Direct Taught Time 30 Work-based Learning 60 Directed Study Independent study hours: 80 Placement hours	Status: core/option/elective (identify programme where appropriate): N/A
---	---

Programme(s) in which to be offered: To be aligned with FdA Childhood Studies (all routes) for QA and assessment purposes only	Pre-requisites per programme (between levels): None
---	--

Module Aims:

This module will enable students to:

- Show a broad and relevant understanding of the main developmental theories with regards to children from birth to eight years.
- Relate knowledge and understanding of child development to practice, enhancing their abilities to provide effectively for individual children's needs within the context of an early year's/educational setting.
- Develop a practical awareness of how child development relates to children's learning.

Expected Learning Outcomes

At the end of this module, students should be able to:

1. Acknowledge the role that theory has to play on their understanding of child development and describe some of the ways it impacts on childcare/educational practice.
2. Identify the major theories of child development and apply that learning to the work-place.
3. Analyse how practitioners can use knowledge of child development to enable more effective provision for all children relative to their individual needs and interests.
4. Explain how an understanding of child development impacts on how children learn in the Early Years.

Transferable/Key Skills and other attributes:

- Communicate effectively
- Writing skills
- Sharing ideas
- Evaluation and reflection
- Improving own practice
- Interpretation and analysis of information
- Observation

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). **Details of indicative assessment tasks must be included.**

1. Online Quiz/Test to assess understanding of Child Development Theories
2. Case Study – Choose a lens through which to explore Child Development i.e. holistic development, play or resilience and well-being and compile a case study on a child of your choice.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1.	1,2	Online Test	50%	N/A	
2.	3,4	Case Study	50%	N/A	1500

Learning and Teaching Strategies:

This module is delivered online through e-learning. Sessions will comprise of the presentation of information, reading, practical activities and discussion. Work-based learning and self-directed tasks form a large part of this module and are used to inform the assessment and materials used in the classroom.

Work-based learning:

During this module students will be expected carry out the following tasks within the work-place:

- Reflect on their own practice in light of the learning from this module.
- Start to recognise and record elements of the developmental theories in their observations of children.
- To observe how their knowledge of child development informs the learning activities provided for children within the setting.

Syllabus outline:

Below is an overview of the module syllabus in a rough order of delivery, please note that each area may cover more than one session.

- 1) Understanding the Child and Childhood – how does child development fit in to the big picture?
- 2) Dominant theories of child development
- 3) Alternative theories of child development
- 4) The next steps in understanding child development.
- 5) Understanding holistic development
- 6) Understanding the role of resilience and well-being
- 7) Understanding child development through play
- 8) Understanding current research into brain development

Bibliography

Books Marked with a * are available electronically through Athens.

Essential reading:

Kehily, M. (ed.) (2008), *An Introduction to Childhood Studies*. Second Edition. Buckingham: Open University Press.*

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

Other indicative reading:

Crowley, K. (2014), *Child Development, a practical introduction*. London: Sage

Doherty J. and Hughes, M. (2009), *Child Development: theory and practice 0-11*. Harlow: Pearson Longman

Gerhardt, S. (2004), *Why Love Matters*. Hove: Routledge

Gopnik, A., Meltzoff, A. and Kuhl, P. (2001), *How Babies Think*. London: Phoenix

Roberts, R. (2006) *Self-Esteem and Early Learning*. London: Paul Chapman Publishing