Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

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

Module code:	EDC430	**Is this a new module?**	Yes	**Code of module being replaced**:	NA

Cost Centre(s):	GAEC	JACS3 **code**:	X310

With effect from:	September 2018

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

Scheduled learning and teaching hours	48 hrs
Guided independent study	128 hrs
Placement	24 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Childhood, Education and Welfare	✓	☐
	☐	☐
	☐	☐

Pre-requisites
None

Module Aims
This module aims to explore children's development and learning and how the essential nature and meaning of the terms are viewed through a range of key theoretical perspectives and approaches. Students will consider the psychological and socio-cultural processes that shape development and learning, together with the relationship between learning, well-being and resilience.

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 demonstrate an understanding of key theoretical approaches to child development	KS1	KS5
		KS3	KS9
2	Examine and explore key theoretical approaches to children's learning	KS1	KS5
		KS4	KS9
3	Explore the role of well-being and resilience in relation to children's learning	KS1	KS4
		KS3	
4	Develop an awareness of being a reflective practitioner in relation to children's learning and development	KS1	KS5
		KS4	KS9

Transferable 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:

Case Study – students will reflect on the role of the practitioner in supporting child development and learning in education and welfare settings.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Case Study	100%		3000

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 Resource finder.

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. What is child development?
2. How do children learn?
3. What are the factors that influence children's development and learning?
4. What is well-being and resilience in relation to childhood?
5. How does a child's well-being and resilience impact on their learning?
6. What is the role of the practitioner in supporting children's learning and development?
7. What does it mean to be a reflective practitioner?

In exploring these question, this module will consider:

- Theories and perspectives of child development
- Concepts and theories of how children learn
- The significance of the socio-cultural context of children's development and learning
- The role of well-being and resilience in childhood
- The impact of well-being and resilience on children's learning
- The role of the practitioner in supporting learning and development#
- The role of reflection in practice
- Becoming a reflective practitioner

Bibliography:

Essential reading

Bradshaw, J. (2016), *The Well-Being of Children in the UK.* Fourth Edition. London: Policy Press

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

Grey, C. and MacBlain, S. (2016), *Learning Theories in Childhood.* Second Edition. London: Sage Publications Ltd.

Joslyn, E. (2015), Resilience in *Childhood*. London: Palgrave.

Other indicative reading

Doherty, J. and Hughes, M. (2013), *Child Development: Theory and Practice 0-11.* Second Edition. London: Pearson.

Gilligan, R. (2009), *Promoting Resilience.* London: BAAF.

MacBlain, S. (2014), *How Children Learn.* London: Sage Publications Ltd.

McAuley, C. and Rose, W. (2010), *Child Well-Being: Understanding Children's Lives*. London: Jessica Kingsley Publishers.

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

White, J. (2011), *Exploring Well-Being in Schools: a guide to making children's lives more fulfilling.* London: Routledge.

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

Journals

Childhood
Childhoods Today
Children and Society
Education 3-13
International Journal of Education Childhood Education Research
International Journal of Play

Websites

BERA
https://www.bera.ac.uk/

NAEYC
http://www.naeyc.org/play

NFER
https://www.nfer.ac.uk/