

Module specification

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Module code	PSYON714
Module title	Child and Adolescent Development
Level	7
Credit value	15
Faculty	Faculty of Social and Life Sciences
Module Leader	Dr Dagmar Corry
HECoS Code	100496
Cost Code	GAPS

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Educational Psychology	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	15 hrs
Placement / work based learning	0 hrs
Guided independent study	130 hrs
Module duration (total hours)	150 hrs

For office use only	
Initial approval date	18.5.21
With effect from date	September 21
Date and details of revision	
Version number	1

Module aims

This module introduces child and adolescent development and the wide-ranging biological, psychological, and social factors which influence and impact on development. Students will gain knowledge and understanding about the impact of development on children's performance and behaviour in school. Individual differences will be discussed and methods for gaining knowledge about each pupil's individual circumstances will be introduced.

Theory, empirical evidence, and real life examples will illustrate how educational psychologists can make a positive impact on pupil's experiences within the school environment. Students will learn how brain development, attention, memory, language, personality, identity, moral and social development are subject to individual differences, and will be encouraged to apply theories of development to case studies and vignettes.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate thorough knowledge and clear understanding of typical and atypical development and its' relevance and application in educational settings.
2	Develop an in-depth understanding of developmental theories and their application in educational settings.
3	Compare and contrast methods for gaining knowledge about children's development.
4	Discuss biological, cognitive, psychological, and social development and the interplay between these domains.

Assessment

Indicative Assessment Tasks:

1. Multiple Choice Questions on typical and atypical development
2. A personal reflection of own development to date against the background of developmental theories (1500 words)
3. Presentation: Compare and contrast methods for gaining knowledge about children's development (15 mins)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 4	Coursework	30%
2	1, 2, 4	Written Assignment	40%
3	3	Presentation	30%

Derogations

None

Learning and Teaching Strategies

The overall learning and teaching strategy will include a series of lectures with accompanying media devices. There will be a mix of supporting notes/along with directed

study for students to complete as they work through the material and undertake the assessment tasks. The use of a range digital tools within the virtual learning environment together with additional sources of reading will also be utilised to promote breadth and depth of learning.

Indicative Syllabus Outline

- Typical and atypical development: an overview
- Theoretical perspectives
- Methods for gaining knowledge about children
- Genes, evolution, heredity and environment
- Biological development
- Cognitive development
- Psychological development
- Social development

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

McCormick C., Scherer, DG, & Pressley, M. (2018). *Child and Adolescent Development for Educators* (2nd ed.). Oxford: Blackwell's.

Other indicative reading

Von Tetzchner, S. (2019). *Child and Adolescent Psychology. Typical and atypical development*. Abingdon, UK: Routledge.

Lansford, J.E., French, D.C., & Gauvain, M. (2021). *Child and Adolescent Development in Cultural Context*. Washington DC: APA Books.

Indicative journals

Journal of Research on Adolescence
Journal of Youth and Adolescence
Journal of Early Adolescence
Journal of Adolescence
Journal of Adolescent Research
Child Development
Child Development Perspectives
Developmental Review
Journal of Experimental Child Psychology

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication