

Bachelor in Education Course Outline

**University College of the Cayman Islands**

Teacher Education Department

**EDU399 : Child Development**

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**Course Description**

The course is designed to provide an understanding of the nature of child development, from prenatal to the period of adolescence. As such, focus will be on the major developmental processes: biological, cognitive, and socio-emotional. Major theories of child development will be studied as well as issues in diversity, social policies and child care. Focus will be on child development issues in the Cayman Islands.

**Conceptual Framework**

**UCCI**  
**CONCEPTUAL FRAMEWORK FOR THE PROFESSIONAL EDUCATION**  
**UNIT**  
**CARING, CRITICAL, AND REFLECTIVE PROFESSIONALS**  
**RESPONSIVE TO THE NEEDS OF A DIVERSE SOCIETY**

Our unit (UCCI Education Department,) is committed to the preparation of caring, critical, and reflective professionals who are academically strong, pedagogically skilled, and responsive to the needs of our diverse society. We strive to prepare teachers and school administrators to create classroom and school communities where all students learn in meaningful ways. Our work is grounded in these values and commitments, which we strive to nurture in ourselves as in our candidates:

**Inquiry**

**Intellectual growth**

**Professionalism**

**Appreciation of human diversity**

**Advocacy for students**

**Democratic citizenship**

### **Course Goals**

At the end of this course participants should:

- A. Discuss historical and the modern era of child development.
- B. Identify the main concepts of the various theories of child development.
- C. Identify areas in which children's lives need to be improved.
- D. Discuss the most important processes, issues and theories in child development.
- E. Describe what genes are and how they influence human development.
- F. Identify some important reproductive challenges and choices and the impact on learning.
- G. Describe how the brain changes and the impact of brain development on behavior.
- H. Identify the key health problems facing children.
- I. Understand the role of nutrition, exercise and rest in child development.
- J. Evaluate the impact of cognitive development on learning and language development.
- K. Explain the significance of key concepts in socio-emotional development.

### **Required Text :**

Santrock, J.W. (2009). Child Development, Twelfth Edition, McGraw-Hill Companies Inc., New York.

### Course Requirements

1. Regular class attendance. All participants are expected to attend every class session unless otherwise arranged. Further, timely class attendance is expected. Missing all or more than 15minutes of the class will count as an absence. If absence exceeds  $\frac{1}{4}$  of the class, no credit will be granted for the course.
2. Class Participation. A rating scale of the class participation grading is appended. Participants are expected to participate in class discussion, and read assigned chapters prior to class.
3. Students with Disabilities. A student that has a special need that requires classroom accommodations should discuss this with the lecturer, for further action, and may include adjustments in seating, examinations (extra time) etc.
4. Professional Ethics. Participants are expected to conduct self in a responsible manner that reflects ethics, honour and good citizenship. They are also expected to abide by the regulations of the University. It is the participant's responsibility to maintain academic honesty and integrity, and to manifest commitment to the mission of UCCI through conduct and behaviour.

### Course Assignments

#### Group Presentation

1. Discuss the role of resilience and social policy in child development. Relate to the C.I.
2. Discuss the three phase of prenatal development and identify some hazards to this development.
3. Discuss (a) the nature of development during Adolescence (b) the importance of nutrition in childhood, and (c) sleep in infancy
4. Explain some of the activities that will enhance motor development in early childhood/preschoolers in the C.I.
5. Discuss the nature of language development in infancy, early childhood, middle and late childhood.
6. Discuss emotional development in Infancy, early childhood, middle and late childhood.

#### Individual Assignment

Each Participant will complete the first question and one other. Each paper should be 10-15 pages in length.

#### Research Paper

- ✓ What are some of the educational implications of Piaget's theory?
- ✓ What are some of the educational implications of Vygotsky's theory?
- ✓ What types of research designs do child development researchers use?
- ✓ In what ways can health care providers, insurance companies and government policies assist in normal prenatal development??
- ✓ What would you do to effectively stimulate the hearing of a one year old infant?
- ✓ How might thinking in formal operational ways rather than concrete operational ways help students to develop better skills?
- ✓ What are some of the similarities and differences between Vygotsky and Piaget's theory?
- ✓ What is your earliest memory, why do you think you can remember this situation?

#### Research Paper

- ✓ Hand in child development research. You should complete the following: Introduction, statement of the problem, literature review, research question, and research design.

### Tentative Course Schedule

Date/Week	Major Topic	Readings/Assignment
1	<p>Overview of course and course requirements.</p> <p>Child development – Historical Overview:</p> <p>Caring for Children,</p> <p>Diversity in Child Development.</p> <p>Developmental Processes: Biological, Cognitive, Socio-emotional.</p> <p>Careers in Child Development</p>	<p>Text page 6-8.</p> <p><b>Class Discussion-</b> 5 Areas in which children’s lives need to be improved.</p> <p>Presentation:</p> <p><b>The role of resilience and social policy in child development. Relate to the C.I.</b></p>

82	<p>Review of major theories of Child Development--</p> <p>-Psychoanalytic (Freud, Erikson), cognitive (Piaget), Behavioural and social cognitive (Pavlov, Skinner, Bandura), Ethological (Lorenz), Ecological (Bronfenbrenner). .</p> <p>Biological Development</p> <ul style="list-style-type: none"> <li>• Genetics Principles</li> <li>• Chromosomes</li> <li>• Chromosomal and Gene-linked abnormalities</li> <li>• Reproductive challenges: Infertility, In Vitro Fertilization,</li> <li>• Diversity-adopted children, adoptive parents.</li> </ul>	<p>Revisit lectures-Introduction to Educational Psychology also see Text page 21-30</p> <p>Freud, Erikson, Piaget, Vygotsky, Pavlov, Skinner, Bandura, Lorenz, Bronfenbrenner.</p> <p><a href="http://www.sonoma.edu/users/p/pollack/edu420/overview07.web.ppt">www.sonoma.edu/users/p/pollack/edu420/overview07.web.ppt</a></p> <p><i>ksuweb.kennesaw.edu/.../Social_Cognitive_Learning_Theoryppt_7702.ppt - Similar</i></p> <p><i>ksuweb.kennesaw.edu/.../Social_Cognitive_Learning_Theoryppt_7702.ppt - Similar</i></p> <p><b>Presentation: Interview genetic counselor at the CI hospital or invite her to class.</b></p> <p>Text 58-66</p> <p>Class activity: Peruse internet for a natural birth video –Assessing the newborn.</p> <p><a href="http://www.biologyjunction.com/Classical%20(Mendelian)%20Genetics.ppt">www.biologyjunction.com/Classical%20(Mendelian)%20Genetics.ppt</a></p>
3	<p>Conception and Prenatal Development</p> <ul style="list-style-type: none"> <li>• The phases of prenatal development.</li> <li>• The development of the brain (prenatal phase)</li> <li>• Birth defects-teratology.</li> <li>• Prenatal care.</li> <li>• Diversity-Cultural beliefs about pregnancy.</li> </ul> <p>Birth Process and the Newborn (competencies and capabilities)- Assessing the newborn-physical (Apgar Scale),</p>	<p><b>Class Presentation: The three phase of prenatal development: Germinal, Embryonic, Fetal.</b></p> <p><i>www2.fiu.edu/~pelaeznm/images/Resource/Martha/.../Chapter4Shaffer.ppt</i></p> <p><a href="http://www.youtube.com/watch?v=8XyGV-j7Y8w">http://www.youtube.com/watch?v=8XyGV-j7Y8w</a></p> <p>Teratology-Text: 85-94</p> <p><b>Class discussion</b>-Culture and pregnancy.</p>

	<p>neurological (Brazelton Scale). Low birth weight and preterm infants</p> <p>The postpartum period</p>	<p>Class discussion-physical, emotional adjustment and bonding.</p>
4	<p>Physical Development Infancy</p> <ul style="list-style-type: none"> <li>• Early childhood</li> <li>• Middle and late childhood</li> <li>• Adolescence</li> </ul> <p>The development of the Brain-Infancy, childhood, adolescence. Sleep- Nutrition and eating behaviour</p>	<p><b>Class Presentations</b>-Development during Adolescence.</p> <p>Nutrition in childhood</p> <p>Sleep in infancy</p>
5	<p>Motor Development-The dynamic systems theory, reflexes, gross motor skills, fine motor skills.</p> <p>Sensory and Perceptual Development What are sensation and perception?</p> <p>The ecological view of perception.</p> <p>How does hearing and vision develop. The senses through which the newborn gather information. Other senses.</p> <p>Intermodal perception.</p>	<p>The Dynamic Systems View- 155-156</p> <p>Reflexes:</p> <p><a href="http://www1.cleveland.edu/.../PP%20Primitive%20Reflexes%20XX.ppt">www1.cleveland.edu/.../PP%20Primitive%20Reflexes%20XX.ppt</a></p> <p><b>Class Discussion- How does Gross/Fine Motor Skills Develop?</b></p> <p>(Video Presentation-Perception</p> <p>Sensory and Perceptual Development-Student Presentation (Text:174)</p> <p><a href="http://www.dmac.edu/instructors/kdowdell/.../santTOPch05.ppt">www.dmac.edu/instructors/kdowdell/.../santTOPch05.ppt</a></p> <p><i>activities to enhance fine motor development-</i> <a href="http://www.therapro.com/Fine-Motor-C4785.aspx?gclid=Clr_5teklqICFY1a2godMSr5EA">http://www.therapro.com/Fine-Motor-C4785.aspx?gclid=Clr_5teklqICFY1a2godMSr5EA</a></p> <p><a href="http://wps.prenhall.com/wps/media/objects/1349/1381524/3.ppt">wps.prenhall.com/wps/media/objects/1349/1381524/3.ppt</a></p>

6	<p>Cognitive Development Key processes of development-Piaget and Vygotsky (revisited).</p> <p>Information Processing approach to development. Attention-Infancy and Childhood. Memory in Infancy and Childhood. Thinking in Infancy and Childhood.</p> <p>Intelligence and cognitive development-mental retardation, giftedness, creativity.</p>	<p><b>Class Discussion:</b> What are the main characteristics of the</p> <p>Sensorimotor stage? Preoperational stage? Concrete operational stage? Formal Operational stage?</p> <p>Text- 207-208, 241-243. Also video clip.</p> <p><b>Guest Presenter.</b></p>
	<p>Language Development- Definition and rules.</p> <p>Factors contributing to language development, Language and cognition.</p>	<p><b>Class Presentation:</b> Describe Language development in Infancy, early childhood, middle and late childhood, adolescence.</p>
7	<p>Socio-emotional development</p> <p>What are emotions? The functionalist view. Some developmental changes in the regulation of emotions.</p> <p>How can temperament be described and classified?</p> <p>Social orientation- attachment, child care, child</p>	<p><b>Introduction to Socio-emotional development:</b></p> <p><b>Infancy:</b> <a href="http://www.preschool.huec.lsu.edu/Socio-emotional_Development.ppt">www.preschool.huec.lsu.edu/Socio-emotional_Development.ppt</a></p> <p><i>Infancy:</i> <a href="http://www.nccp.org/publications/pdf/text_882.pdf">http://www.nccp.org/publications/pdf/text_882.pdf</a></p> <p><a href="http://www.mnstate.edu/kausar/psyc202/chapter_11.htm-Social">www.mnstate.edu/kausar/psyc202/chapter_11.htm-Social</a> and <i>Emotional Development in middle and late childhood.</i></p> <p><a href="http://www.mnstate.edu/kausar/psyc202/chapter_11.htm">www.mnstate.edu/kausar/psyc202/chapter_11.htm</a></p>

	care policies in the C. I.	<b>Readings: Suggestions for improving social and emotional development:</b> in Infancy, Early Childhood, Middle and late childhood.  <b>Guest Presenter-Child Care policies in the C. I.</b>
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