



Course Descriptor

EDUC220E Psychological Development of young learners

Proposed Academic Year	FALL 2021-22	Last Reviewed Academic Year	
Course Code	EDUC220E	Course Title	Psychological Development of young learners
Credit hours	2	Level of study	Undergraduate
College / Centre	College of Arts and Humanities	Department	Education Department
Co-requisites	None	Pre-requisites	None

1. COURSE OUTLINE

Child psychology is considered frequently significant for several reasons, not the least of which is being capable to realize and precisely predict a plausible criterion for child growth. Appropriate discipline, teaching and communication strategies, are all centered on comprehending the psychology of childhood, which can change and develop over time. Intervention on behalf of children who have been raised in difficult circumstances or faced traumatic events also hinges on understanding child psychology -- children do not cope with situations in the same way adults do because they do not process information the same way and do not have the same emotional or reasoning skills.

2. AIMS

- Comprehend the discipline of child psychology as a field of scientific study and research.
- Understand the theories that try to explain children's development.
- Discuss essential questions that are considered fundamental to child psychology.
- Realize how child psychologists work in various practical/applied settings.

3. LEARNING OUTCOMES, TEACHING, LEARNING and ASSESSMENT METHODS



Course Descriptor
EDUC220E Psychological Development of young learners

Learning Outcomes (Definitive)	Teaching and Learning methods (Indicative)	Assessment (Indicative)
Upon successful completion of this course, students will be able to:		
1. Define “child Psychology “	e.g Lectures and seminars	e.g in-class tests, quizzes
2. Recognize early biological factors in child Psychology	Group work, presentations, lab work, CALL, etc	Self-reflective journal
3. Describe the major schools of Child Psychology	Lectures, ppt presentation, Group discussion, seminars, etc	Class Presentation Written Examination
4. Understand the theories of Piaget, Ericsson and Vygotsky regarding child psychological, social and cognitive development.	Lectures, ppt presentation, Group discussion, seminars, etc	Participation Class discussion Case Study report Teacher assessment
5. Describe the processes of language development.	Lectures, ppt presentation, Group discussion, seminars, etc	Participation Class discussion Presentations Group’s discussion Teacher assessment
6. Knowing the influence of family dynamics on the psychological development of the child	Lectures, ppt presentation, Group discussion, seminars, etc	Participation Class discussion Presentations Case Study report Teacher assessment
	All teaching and learning methods should utilize e-learning facilities to, further, boost the delivery of the course. Moodle has already been used in teaching and learning, since 2017. Microsoft teams has been used during the breakout of covid 19	



Course Descriptor

EDUC220E Psychological Development of young learners

	pandemic and will continue to be used after the pandemic if online classes are scheduled.	
--	---	--

4. ASSESSMENT WEIGHTING

Assessment	Percentage of final mark (%)
Quizzes	10%
Class discussion	10%
Case study report	20%
Presentation	10%
Attendance and Participation	10%
Final Exam	40%
TOTAL	100%

5. ACHIEVING A PASS

Students will achieve **(02)** credit hours for this course by passing **ALL** of the course assessments [*alternatively, list the compulsory pass assessments**] and achieving a **minimum overall score of 50%**

NB *Ensure that ALL learning outcomes are taken into account

6. COURSE CONTENT (Indicative)

Defining Children and Childhood	2 hrs.
The Concept of Childhood	2 hrs.
Prenatal Development and Birth	2 hrs.
Early Biological factors in Child Psychology	2 hrs.
Hereditary Influences on child Development	2 hrs.



Course Descriptor

EDUC220E Psychological Development of young learners

Major Schools of Child Psychology	2 hrs.
Cognitive Development:	
1. Piaget's Theory of Cognitive Development	2 hrs.
2. Vygotsky's Theory of Sociocognitive Development	2 hrs.
3. Implications of Piaget's and Vygotsky's Theories in learning process	2 hrs.
The Social Context for Development:	
1. Erikson: Stages of Psychosocial Development (The Preschool Years: Trust, Autonomy and Initiative. The Elementary and Middle School Years).	2 hrs.
2. Language Development, Language Diversity	2 hrs.
Child Learning Strategies	2 hrs.
Family Dynamics and Child Psychology	2 hrs.
Applied Child Psychology	2 hrs.
Psychological Testing and Children	2 hrs.
TOTAL HOURS	30
Plus RECOMMENDED INDEPENDENT STUDY HOURS	60
TOTAL COURSE HOURS	120

4. RECOMMENDED REFERENCES

Core text/s:

- <1) David R. Shaffer & Katherine Kipp (2014). **Developmental Psychology Childhood and Adolescence**. 9th edition, Wadsworth 20 Davis Drive Belmont, CA 94002-3098 USA.
- 2) Richard M. Lerner (2006). **Child Psychology**. John Wiley & Sons, Inc., Hoboken, New Jersey. USA. ISBN 0-471-27288-4
- 3) Anita Woolfolk (2016). **Educational Psychology**. 13th edition. Pearson Education Limited. Edinburgh Gate. Harlow. Essex CM20 2JE.England.>

4) Angela Greenwood (2019). Understanding, Nurturing and Working Effectively with Vulnerable Children in Schools. Routledge, London. UK. ISBN 9780367025465.

Library + online resources:

<https://www.verywellmind.com/what-is-child-psychology-2795067>

<https://doi.org/10.4324/9780429025259>

Open Educational Resources:



Course Descriptor

EDUC220E Psychological Development of young learners
