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| Subject Title: | Child and Adolescent Development | | |
| Subject Code: | EDU1CAD | Credit Points: | 15 |
| Teaching Period: | Semester 1 | Mode: | Face-to-Face |
| Prerequisite: | NA | Level: | 1 |
| Subject Description: | | | |
| <p>This cornerstone subject will address the major areas of physical, cognitive and socio-emotional development in particular issues pertaining to puberty, sexuality, development of intelligence and identity. Contemporary socio-cultural factors that influence child and adolescent development as well as the role of parents/carers and peers are considered.</p> | | | |
| Intended Learning Outcomes (ILOs) & Australian Professional Standards for Teachers (APST) | | | |
| Upon successful completion of this subject, you will be able to: | | | APST |
| 1 | Develop an understanding of the social, physical, emotional and developmental theories relating to young children and adolescents. | | 1.1 |
| 2 | Explore and appraise theoretical perspectives of the developing learner and connect learning theories as they apply to human development across the lifespan. | | 1.1 |
| 3 | Develop skills to identify, and cater for, the strengths and needs of children and the role of families and peers. | | 3.7 |

| Assessment: | | | | |
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| Assessment Summary | | Word Count Equivalence | % | APST |
| 1 | Narrated Presentation (10 minutes) | | 20 | 1.1 |
| 2 | Article | 1200 | 35 | 1.1, 3.7 |
| 3 | Online Exam | 1500 | 45 | 1.1 |
| Assessment Details (including Assessment Criteria) | | | | |
| 1 | <p>Assessment Task 1: Narrated Presentation</p> <p>The use of a narrated presentation will support your learning and professional development. You are required to communicate clearly a line of thought and present this as an argument in response to one statement. Refer to the readings and other material from reputable resources such as government or professional websites, reports and books from the reading list to assist you in constructing your argument.</p> <p>You are to speak for 10 minutes responding to one of the following:</p> <ul style="list-style-type: none"> • Piaget’s theories of child development are outdated given the modern world in which young people live: or • Young people, under the age of 16, should be subjected to night-time curfews as a way to reduce under-age drinking and unsafe sex practices: or • Young children should not have access to technology as it is hampering their development. <p>Hint! It is expected that speakers' comments will not be repetitive. Ensure fluency and a continuing extension of ideas occurs.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Does the speaker show a grasp of the developmental issue and argument? 2. Are the arguments articulated in his/her own words? 3. Does the speaker construct a valid argument to substantiate his/her position? 4. Does the speech demonstrate an academic position? | | | |
| 2 | <p>Assessment Task 2: Article</p> <p><i>Accumulating evidence on the development of the brain, motor skills, cognitive competencies, temperament and personality, and developmental problems underscores the way biological factors emerge in and are modified by experience (Laura Berk).</i></p> <p>In an article respond to this quote. Refer to the subject course work, readings and other material from reputable resources such as government or professional websites, reports and books from the reading list to assist you in constructing your response.</p> <p>The article is to be written in 11 point Arial font, 1.5 spacing and page are numbered. Word limit to include references.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. The article shows a grasp of the developmental issue and provide a valid argument. 2. The argument/s in the article are articulated in his/her own words and referenced appropriately. 3. The article constructs a valid argument to substantiate his/her position? 4. Integrates a well-articulated discussion on how families impact on ones development 5. Grammar, word style and pagination. 6. APA referencing. | | | |
| 3 | Assessment Task 3: On-line Exam | | | |

The final on-line exam will cover the topics addressed in all readings and associated tasks. The **multiple choice questions** will predominantly examine understandings of the topics. Pre-service teachers are encouraged to study for understanding and application. The **essay questions** allow demonstration, understanding and application of an area of interest and pre-service teachers will be offered a choice of topics. The essay question may require the integration of material that was introduced during this subject. The following is an example of the type of multiple choice, essay and case study questions.

Multiple choice questions

Which of the following is **not necessarily** a characteristic of constructivism?

- a. New learning depends on current understanding.
- b. Learners construct their own understanding.
- c. Learning is facilitated by social interaction.
- d. Learning is enhanced when learners think abstractly.

Essay question in the exam.

Choose **two (2)** of the following factors and: (a) define the factor; (b) analyse how it contributes to a child's development; (c) identify some inter-relationships between the two factors in children's development.

- Moral development
- Brain development
- Emotional intelligence
- Puberty and sexual development

Assessment Criteria

1. Argument is clear and logical
2. Definitions are correct
3. Essay addresses the question
4. Clearly written with a logical flow

Short answer question.

How might early adolescence influence gender identity?

What is it about individuals, families and communities that can affect an individual's life and well-being?

Assessment Criteria

1. Argument is clear and logical
2. Answers addresses the question
3. Clearly written with a logical flow

| Learning Resources | |
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| Required Texts | |
| | NA |
| Recommended Reading | |
| 1. | Arnett, J. (2014). <i>Adolescence and emerging adulthood: A cultural approach</i> (6 th ed.). Upper Saddle River, NJ: Pearson. |
| 2. | Australian Council for Education Research (2007). <i>ASG Student Social and Emotional Health Report</i> Melbourne, Victoria. |
| 3. | Carlson, D. (2012). <i>The Education of Eros A History of Education and the Problem of Adolescent Sexuality</i> . Ebook Library |
| 4. | Duchesne, S., McMaugh, A., Bochner, S., & Krause, K. L., (2013). <i>Educational Psychology for Learning and Teaching</i> (4th ed.). Melbourne: Cengage. |
| 5. | Epstein, J. (2010). <i>School, family, and community partnerships: Preparing educators and improving Schools</i> . (2 nd ed.) Boulder: Westview Press. |
| 6. | Florez, I.R. (2011). <i>Developing Young Children's Self-Regulation through Everyday Experiences</i> . <i>Young Children</i> , p.51. |
| 7. | Frederico, M., & Whiteside, M. (2016). <i>Building School, Family and Community Partnerships: Developing a Theoretical Model</i> . <i>Australian Social Work</i> 69(1) 51-66. |
| 8. | McDevitt, T. M., Ormrod, J. E., Cupit, G., Chandler, M., & Aloa, V. (2012). <i>Child development and education</i> (1st ed.). Frenchs Forest, NSW: Pearson Australia. |
| 9. | McInerney, D. M., & McInerney, V. (2010). <i>Educational psychology: Constructing learning</i> (4th ed.). Frenchs Forest, NSW: Pearson Education. |
| 10. | Santrock, J. (2015). <i>Adolescence</i> . New York. (16 th ed.). McGraw-Hill. |
| 11. | Slavin, R. E. (2012). <i>Educational Psychology: Theory and Practice</i> (10 th ed.) Sydney: Person Education Australia. |
| 12. | Woolfolk, A., & Margetts, K. (2012). <i>Educational psychology</i> (3rd ed.). Frenchs Forest, NSW: Pearson. |
| 13. | <p>Webpages</p> <p>(2012) <i>Family School and Community Partnerships Bureau</i> Retrieved from http://www.familyschool.org.au</p> <p>Piaget - http://www.learningandteaching.info/learning/piaget.htm This site breaks up Piaget's key ideas and presents them in a table or glossary. It also has some different references. It is part of a larger site which is aimed at teachers who want to find out about various teaching and learning issues and theories</p> |

| Learning Activities Overview: | | |
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| Week | Learning Topic | Learning Activities/Readings |
| 1 | Introduction to the Subject Theories of Human Development | <p>Learning Focus</p> <p>Defining the following three domains</p> <ul style="list-style-type: none"> • Nature vs nurture • Universality vs diversity • Stage theory <p>Reading McDevitt et al.</p> |
| 2 | Theories of Human Development | <p>Learning Focus</p> <p>For each of the theories discussed in the reading, consider:</p> <ul style="list-style-type: none"> • What are the key points of this theoretical orientation? • Who are the key theorists? • What does this orientation contribute to my understanding of child development and learning? <p>What issues or critiques have been made of this theory?</p> <p>Reading McDevitt et al.</p> |
| 3 | Physical and cognitive development | <p>Learning Focus</p> <p>Physical and motor development, Cognitive processes, Learning strategies</p> <ul style="list-style-type: none"> • Defining the following key terms: assimilation, accommodation, scheme, equilibration, conservation. • The 4 stages of cognitive development that Piaget identifies. For each stage, summarise what you think might be the implications for you as a teacher of learners at that age. • What do you understand the role of play to be for cognitive development? Explain your reasons. <p>Video Gesell's research into physical development and maturational theories of child development</p> <p>Reading Woolfolk, & Margetts & McDevitt et al.</p> |
| 4 | Exploring Sexuality and Gender Development | <p>Learning Focus</p> <p>Teenage Sexuality</p> <p>The problem of homosexual and the problem of homophobia</p> <p>Discussion points</p> <ul style="list-style-type: none"> • Consider the development of gender identity in young children, middle aged children and adolescents. • Why homophobia is considered a problem? How does this impact on how young people see themselves and others? <p>Reading</p> <p>Carlson, D. (2012) The Education of Eros A History of Education and the Problem of Adolescent Sexuality.</p> |
| 5 | The Onset of Puberty | <p>Learning Focus</p> <p>Why is it important to be aware of the physical growth and development of your students? Consider the stages of growth for.</p> |

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| | | <ul style="list-style-type: none"> ○ Children in the early years? ○ Middle aged children? ○ Adolescents? <p>Reading Santrock, - Puberty and Biological Foundations and Carlson, D. (2012) The Education of Eros A History of Education and the Problem of Adolescent Sexuality.</p> |
| 6 | Brain Development | <p>Learning Focus</p> <ul style="list-style-type: none"> ● Structure of the Brain at different stages- Anatomical changes ● Changes in Networks Over Childhood, Adolescence, and Young Adulthood ● Genetic Effects on Brain Growth <p>Jetha, M. (2012). Adolescent Brain Development Implications for Behaviour</p> |
| 7 | Brain Development | <p>Learning Focus</p> <p>The Mysterious Workings of the Brain</p> <p>Make notes particularly on:</p> <ul style="list-style-type: none"> ● Changes in adolescent thinking ● Changes in adolescent emotions ● Changes in adolescent social relationships ● Changes in adolescent behaviour <p>Reading</p> <p>Santrock - The developmental changes in the brain</p> <p>McDevitt et al. – Memory</p> <p>Video Sarah-Jane Blakemore –</p> |
| 8 | Measuring physical development and cognition in learners. | <p>Learning Focus</p> <p>What are</p> <ul style="list-style-type: none"> ● Vygotsky’s Theory of Cognitive Development ● Piaget Theory of Cognitive Development ● Gardner’s Theories of Development <p>Define the following key terms: assimilation, accommodation, scheme, equilibration, conservation.</p> <p>What do you understand the role of play to be for cognitive development?</p> <p>Video clip - John Abbott, Director of The 21st Century Learning Initiative</p> <p>Reading</p> <p>McDevitt et al</p> |
| 9 | Moral Development | <p>Learning focus</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> ● What are the three levels and six stages of Kohlberg's moral reasoning? How does Kohlberg's thinking differ from that of Piaget? ● What are some of the limitations of Kohlberg's work? ● How is cognitive development linked to moral development? <p>Reading Santrock and McDevitt et al</p> |

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| 10 | Social and Emotional Development | <p>Learning Focus</p> <p>2007, the <i>ASG Student Social and Emotional Health Report</i> Victorian Government's advice on developing emotional intelligence in schools.</p> <p>Consider:</p> <ul style="list-style-type: none"> • Erikson's Theory of Psychosocial Development • Characteristics of children's attachment security • Personal development characteristics of adolescents <p>Reading McDevitt et al – Erikson's theories, development of self, Kohlberg, morality.</p> |
| 11 | The role of families in learning. | <p>Summarise:</p> <p>How has this informed your understanding of family-school partnerships?</p> <p>Read Epstein & Department of Education, Employment and Workplace Relations (2008). <i>Family-school partnerships framework</i>. Retrieved from http://www.familyschool.org.au/files/9413/7955/4757/framework.pdf</p> |
| 12 | Peers, Relationships | <p>Learning Focus</p> <p>Consider the following:</p> <ul style="list-style-type: none"> • What function do peers serve? • Are friends the same as peers? • Is friendship important? What role does gender play in peer and friendship groups? <p>Reading Santrock</p> |
| | Exam Week | |

| Assessment | |
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| Assessment Task No. | Description of task: |
| 1 | Developmental Case Profile |
| APST | Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed |
| 1.1 | <p>Taught - Academic content covered during weeks 1-12.</p> <p>Practiced – Academic content, assessment tasks, tutorial activities, demonstrate strategies for practicing knowledge and understanding of physical, social, and intellectual development and characteristics of young people and adolescents.</p> <p>Assessed – Assessment task 1 is directly related to standard 1.1.</p> |
| Assessment Task No | Description of task: |
| 2 | Communication Strategy |
| APST | Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed |
| 3.7 | <p>Taught - Academic content taught during weeks 11 & 12.</p> <p>Practiced - Academic content, assessment tasks, allows pre-service teachers to describe strategies for working with parents/care givers.</p> <p>Assessed – Assessment task 3 is directly related to standards 3.7.</p> |
| Assessment Task No | Description of task: |
| 3 | On-line Exam |
| APST | Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed |
| 1.1 3.7 | <p>Taught - Academic content taught during weeks 1-12.</p> <p>Practiced – This assessment tasks requires pre-service teachers to demonstrate knowledge and understanding of physical, social, intellectual development and characteristics of students and how this impacts on strategies for working with parents/care givers and the significance of friends and peers.</p> <p>Assessed – Assessment task 3 is directly related to standards 1.1 & 3.7</p> |