

ECE262 Perspectives on Child Study

Level: 2

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY JULY

Synopsis:

Throughout the past century, child development theories have become the dominant source of knowledge informing early childhood curricula and pedagogy. ECE262, provides a more detailed understanding of how we study and understand young children's development and learning. While theories are helpful, they are not absolute. Students are introduced to research paradigms, assumptions and key methods used to study children, so as to appreciate and be prepared to work with human diversity in their classrooms. The course is largely chronological, beginning with early humanistic conceptions of early childhood education created by Pestalozzi and Froebel. This is followed by the origins of Hall's child-study movement, the subsequent emergence of disparate bodies of research focusing on the behavioural, cognitive, moral, emotional or psychoanalytical factors, until the more recent ecological and socio-cultural views of human learning and sociology of childhood.

Topics:

- Early conceptions of early childhood curriculum and their underlying beliefs about young children.
- 20th century Child Study Movement and the origins of developmental psychology
- Norms and exceptions
- Neuroscience research
- Evolution of methods of studying child development
- Assumptions underlying different methods of studying young children
- Major child development theories in these key domains: Intelligence , Language development and learning, Creativity, Social and emotional development, Moral development, Self and identity
- Influence of child development theories on early childhood policies and practices
- Child observation techniques
- Teaching as a relational, reflective and interactive endeavour
- Equity issues
- Communicating child development knowledge to families

Textbooks:

ECE262 Study Guide (UDC - SUSS)

ISBN-13: SG-1574

Learning Theories in Childhood 2nd Gray, C. & McBlain, S Sage

ISBN-13: 9781473933781

Learning Outcome:

- Distinguish between the various historical perspectives on child development and learning
- Explain theoretical views and assumptions about child development and learning
- Interpret curricular and pedagogical practices and relate them to theoretical assumptions
- Examine strategies commonly used to support young children's learning and development
- Compare strengths and limitations of theoretical views
- Assess one's teaching philosophy and classroom practices

Assessment Strategies - Regular Semester (Evening Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	PRE-CLASS QUIZ 1	5
	TUTOR-MARKED ASSIGNMENT 1	40
	DISCUSSION BOARD 1	5
Overall Examinable Components	Written Exam	50
Total		100

*The information listed is subject to review and change.