

EQ320-15 The Developing Child in the School Context

20/21

Department

Education Studies

Level

Undergraduate Level 3

Module leader

Olympia Palikara

Credit value

15

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This module is an introduction to human psychological development from childhood to adolescence in relation to the school context. The module aims to help students develop awareness, understand and analyse some of the different theoretical approaches of human development to interpret child behaviour as well as the systems of beliefs and values underpinning major developmental theories and aspects of development in the school context. It builds up on students' own experiences, encouraging them to reflect upon the interplay between theory and practical reality in school settings.

Module aims

Develop a good knowledge and understanding with regard to key areas of the child and adolescent development and the relevant applications in the school context.

Develop a critical understanding of psychological and educational theories in relation to child and adolescent development.

Use a range of research skills appropriate to the discipline.

Understand the implications of psychological and educational research and the way it shapes policy and practice with regard to the developing child in the school context;.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Key topics that will be addressed during the module are : Cognitive development and the effect on academic achievement during primary and secondary education; Language development as risk and protective factors during childhood and adolescence; Socio-emotional development during childhood and adolescence; Atypical Development ; An ecological-systemic approach to childhood and adolescence: the role of schools, peers and community; The importance of play in the school context; Transition from primary to secondary education; Adolescence and the effect on child's educational and psychosocial development; Transition from compulsory education to post compulsory education

Learning outcomes

By the end of the module, students should be able to:

- To acquire a systematic and coherent knowledge and understanding of the key aspects of human development from childhood to adolescence in relation to the school context.
- To describe and comment upon particular aspects of current research and develop a conceptual understanding of theories underpinning such development and the differences between them
- To be able to deploy accurately established techniques of analysis and enquiry to this newly acquired knowledge and understanding in order to discern developmentally appropriate practice in school settings.
- With coherent and detailed knowledge, to be able to analyse and discuss theories and empirical studies and their practical application to understanding child development in the schools.
- To be able to use a range of research skills appropriate to the discipline to review, consolidate, extend and apply their knowledge and understanding

Indicative reading list

Adams, G. R., R. Montemayor, R., & T. P. Gullotta (1996). Psychosocial development during adolescence, Sage.

Barbu, S., Cabanes, G., & Le Maner-Idrissi, G. (2011). Boys and girls on the playground: sex differences in social development are not stable across early childhood. Plos one, 6(1).

Bates, B., & Stone, M. R. (2015). Measures of outdoor play and independent mobility in children and youth: A methodological review. Journal of Science and Medicine in Sport, 18(5), 545-552.

Coleman, J. C. (2011). The Nature of Adolescence, London: Routledge.

Engels, M. C., Pakarinen, E., Lerkkanen, M. K., & Verschueren, K. (2019). Students' academic and emotional adjustment during the transition from primary to secondary school: A cross-lagged study. Journal of school psychology, 76, 140-158.

Erwin, P. (2013). Friendship in childhood and adolescence. Routledge.

Coleman, J. C. (2011). The Nature of Adolescence, London: Routledge.

- Coffey, A. (2013). Relationships: The key to successful transition from primary to secondary school?. *Improving Schools*, 16(3), 261-271.
- Goldberg, S. (2000). *Attachment and Development*, London: Arnold.
- Oates, J. (2004). *Cognitive and Language Development in Children*, Milton Keynes: OUP.
- Simmons, R. G. (2017). *Moving into adolescence: The impact of pubertal change and school context*. Routledge.
- Tobbell, J., & O'Donnell, V. L. (2013). The formation of interpersonal and learning relationships in the transition from primary to secondary school: Students, teachers and school context. *International Journal of Educational Research*, 59, 11-23.
- Smith, P. K., H. Cowie & M. Blades (2005). *Understanding Children's Development*, Oxford: Blackwell.
- Vasalampi, K., Salmela-Aro, K., & Nurmi, J. E. (2010). Education-related goal appraisals and self-esteem during the transition to secondary education: A longitudinal study. *International Journal of Behavioral Development*, 34(6), 481-490.

Interdisciplinary

Module's links with Developmental and Educational Psychology in the examination of how these disciplines underpin different understandings of the developing child in the school context

Subject specific skills

- reflect upon a range of psychological perspectives and consider how these underpin different understandings of the developing child in the school context
- apply multiple perspectives to childhood and adolescent issues, recognising that child and adolescent development studies involves a range of research methods, theories, evidence and applications
- reflect upon the ethics of studying the developing child in the school context
- generate and explore hypotheses and research questions relating to child and adolescent development in an ecological context
- carry out empirical studies ethically involving a variety of methods of data collection, including observation relating to child and adolescent in an ecological context
- present and evaluate research findings in the field of child and adolescent development

Transferable skills

Active listening
Character/personality
Cognitive flexibility
Common sense
Communication skills
Complex problem solving
Confidence
Critical thinking
Emotional intelligence
Initiative and also follow instructions

Intellectual ability
Interpersonal and communication
Judgement and decision making
Personal development skills
Persuading/influencing
Planning and organisational skills
Problem solving
Reasoning
Team working

Study

Study time

Type	Required	Optional
Lectures	10 sessions of 1 hour (7%)	
Seminars	10 sessions of 2 hours (13%)	
Tutorials	(0%)	1 session of 30 minutes
Private study	90 hours (60%)	
Assessment	30 hours (20%)	
Total	150 hours	

Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A

	Weighting	Study time	Eligible for self-certification
Assessment component			
Presentation	25%	15 hours	Yes (extension)
Individual presentation			
Reassessment component is the same			
Assessment component			
Essay	75%	15 hours	Yes (extension)
Selection of essay titles will be provided to the students and they will be asked to select one and write a 2000 words assignment			
Reassessment component is the same			

Feedback on assessment

Individual feedback

Availability

Courses

This module is Option list A for:

- Year 3 of UEQA-X35B Undergraduate Education Studies

This module is Option list B for:

- Year 3 of UPSA-C804 Undergraduate Psychology with Education Studies