EQ956-30 The Developing Child in School

25/26

Department
Education Studies
Level
Taught Postgraduate Level
Module leader
Olympia Palikara
Credit value
30
Module duration
10 weeks
Assessment
100% coursework
Study location
University of Warwick main campus, Coventry

Description

Introductory description

This module provides students with the opportunity to explore childhood and adolescence through a developmental perspective within a school context. Students will consider a range of theories that underpin development and use a range of research skills to apply this knowledge and understanding, discerning developmentally appropriate practice in school settings.

Module aims

- To acquire knowledge and understanding of the key aspects of human development from childhood to adolescence in relation to the school context.
- To develop an understanding of theories underpinning such development and the differences between them
- To be able to apply this newly acquired knowledge and understanding to discerning developmentally appropriate practice in school settings.
- 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

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.

This module will explore key theoretical models related to the developing child in the school context.
Topics considered will include the relationship between cognitive development and academic achievement; the role of language development as risk and protective factor during childhood and adolescence; socio-emotional development and mental health In the school context; atypical development and how to best support pupils in the classroom; the role of educational transitions and their effect on pupils' educational and psychosocial outcomes. This module will consider these issues through an ecological-systemic approach and key educational implications on supporting children through primary and secondary education will be discussed and debated.

Learning outcomes

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

- To acquire knowledge and understanding of the key aspects of human development from childhood to adolescence in relation to the school context.
- To develop a critical understanding of theories underpinning such development and the differences between them.
- To be able to apply this newly acquired knowledge and understanding to discerning developmentally appropriate practice in school settings.
- To be able to analyse and critically discuss theories and empirical studies and their practical application to understanding child development in the schools.

Indicative reading list

Reading lists can be found in Talis

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

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Study

Study time

Type	Required	Optional
Lectures	10 sessions of 2 hours (9%)	
Seminars	10 sessions of 1 hour (4%)	
Tutorials	(0%)	1 session of 15 minutes
Private study	205 hours (87%)	
Total	235 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 Individual presentation	25%	15 hours	No
Reassessment component is the same			
Assessment component			
Essay Selection of essay titles will be provided to the students and they will be asked to select one and write a 3000 words assignment	75%	50 hours	Yes (extension)
Reassessment component is the same			

Feedback on assessment

Individual written feedback

Availability

Courses

This module is Optional for:

- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
    - Year 1 of X35R Education (Part-time - 2 years)
    - Year 2 of X35R Education (Part-time - 2 years)

- TIEA-X31L Postgraduate Taught Educational Innovation
    - Year 1 of X31L Educational Innovation
    - Year 3 of X31L Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
    - Year 1 of X3M2 Educational Leadership and Management by Professional Route
    - Year 2 of X3M2 Educational Leadership and Management by Professional Route
- Year 1 of TEQS-X3AN Postgraduate Taught Global Education and International Development
- TEQA-C8X3 Postgraduate Taught Psychology and Education
    - Year 1 of C8X3 Psychology and Education
    - Year 2 of C8X3 Psychology and Education
- TEQA-C8X4 Postgraduate Taught Psychology and Education
    - Year 1 of C8X4 Psychology and Education
    - Year 2 of C8X4 Psychology and Education
- Year 1 of TEQA-X3V7 Postgraduate Taught in Islamic Education: Theory and Practice (Full-time)
- Year 2 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- Year 2 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Option list A for:

- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- TIEA-X30C Postgraduate Taught Drama and Theatre Education
    - Year 1 of X3C2 Drama and Theatre Education by Dissertation
    - Year 1 of X3C3 Drama and Theatre Education by Portfolio Route
- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
    - Year 1 of X35S Education (Part-time - 3 years)
    - Year 2 of X35S Education (Part-time - 3 years)
- Year 1 of TIEA-X31L Postgraduate Taught Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
    - Year 1 of X3M2 Educational Leadership and Management by Professional Route
    - Year 3 of X3M2 Educational Leadership and Management by Professional Route

This module is Option list B for:

- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
    - Year 1 of X3M1 Educational Leadership and Management by Dissertation
    - Year 1 of X3M1 Educational Leadership and Management by Dissertation
- Year 1 of TEQS-X3AN Postgraduate Taught Global Education and International Development
- Year 1 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- Year 1 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Option list D for:

- Year 3 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)