

SECTION HEADING

EDUC 2510: Child Growth and Development: Elementary Education

Description

Child Growth and Development: Elementary Education is an introduction to child growth and development from conception through adolescence with a concentration on the physical, cognitive, and social-emotional domains of development. Emphasis areas of the course include: historical foundations and theories associated with the study of child development, the research process, the implications of teaching and learning, and student diversity and pertinent topics associated with the possible effects of environment and behavior on prenatal development through adolescence.

Credits

3

Topics to be Covered

1. Foundations of Child Development – Developmental periods, theories, and application of practice
2. Research and Assessment – Principles and methods of research; Psychoeducational assessment.
3. Family, Culture and Society – Family dynamics and interaction; diversity of families including military, immigrant, incarcerated parent, and maltreatment
4. Biological, physical, and cognitive development.
5. Theorists and theories of child development including Piaget and Vygotsky
6. Intelligence, memory, and language development.
7. Development within the academic domains – reading, writing, mathematics, science, social studies, arts.
8. Social and emotional development – attachment, emotion, temperament and personality, emotional problems
9. Social understanding – sense of self, social cognition.
10. Self-regulation, motivation, and moral development
11. Peers, schools and society

Learning Outcomes

1. Develop a holistic understanding of children ages birth through adolescence based on the integration of literature and research in the areas of physical, cognitive, brain- based, social, emotional, and aesthetic development.
2. Identify and describe the major theoretical perspectives of child development and identify the strengths and failings of each.
3. Develop skills in the observation and interpretation of children's behavior.
4. Describe the quantitative and qualitative changes occurring from infancy to early adolescence and the implications for education.
5. Identify levels of readiness in learning and understanding how development in any one domain may affect performance in others.
6. Differentiate how gender, ethnicity, and social class impact child development.

Credit Details

Lecture: 3

Lab: 0

OJT: 0

Transfer Pathway Competencies

Based on the STANDARD OF EFFECTIVE PRACTICE FOR TEACHERS, Minnesota State Statute 8710.2000 <https://www.revisor.mn.gov/rules/8710.2000> Subp. 3. Standard 2, student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

2A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning

2B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions

2C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others

Subpart 6. Standard 5, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

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6A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work

6B. understand how social groups function and influence people, and how people influence groups

6F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated.