

Advances in Child Development in Education Contexts

Module Code:	PSY6008-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Psychology
FHEQ Level:	FHEQ Level 6
Module Leader:	Dr Gillian Waters

Additional Tutors:

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	22
Tutorials	8
Directed Study	170

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims

The aim of this module is to explore a range of contemporary theoretical and methodological issues within the field of child development in educational contexts. You will engage with a variety of topics and critically evaluate the contribution that psychological theory and research makes to an understanding of how children's individual differences, personality, behaviour, and thinking develop within this context. The module will provide the opportunity for developing research skills and presentation skills.

Outline Syllabus

Childhood development is a dynamic area of research within psychology and the content of the module is designed to reflect contemporary debates within the field of child development in educational contexts, as well as long-standing theoretical concepts and applications. Whilst the topics that are focussed on may change, they are likely to include: cognition (including learning, memory, and problem solving); social cognition (including how mental representations and mental processes relevant to social development change across childhood); personality, social and emotional development (including how children form friendships and relationships, regulate emotions, and understand morals); atypical developmental psychology (including developmental disorders and treatment, the behavioural consequences of child abuse and neglect, and therapy and intervention); and the relationship between all these developmental processes and educational achievement. Alongside this, the module will examine the role that various professionals (such as teachers, educational psychologists, special needs coordinators and representatives of sectors) individually play, as well as how they work as a team to support the whole child. Not every topic will be covered in the same depth every year: topical issues may be covered in more depth and others in outline only.

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1
 - a) examine and critically evaluate a range of theoretical and methodological issues in developmental psychology in educational contexts;
 - b) identify the importance of specific genetic, cognitive, and social factors in typical and atypical childhood development;
 - c) reflect on and critically evaluate a range of other contemporary topics in developmental psychology.
- 2
 - a) review psychological theory and research that attempts to explain childhood behaviour and development within educational contexts;
 - b) refer to research that supports theories of childhood behaviour and development within educational contexts.
- 3
 - a) demonstrate research skills;
 - b) demonstrate presentation skills.

Learning, Teaching and Assessment Strategy

Lectures will provide overviews of material relating to psychological concepts and theories of child development in educational contexts, including cognitive, social, and atypical development (LO1a-c, LO2a-b). However, equally important will be your participation in workshops, which will allow more detailed exploration and evaluation of the concepts and theories covered in the lectures (LO2a-b, LO3a-b). The group-work carried out in the workshops will lead to the formation of presentations which will then be assessed (LO2a, LO3a-b).

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Other form of assessment DO NOT USE	Group Presentation	0 hours	30%	No
Referral	Other form of assessment DO NOT USE	SUPPLEMENTARY ASSESSMENT: Individual presentation	0 hours	30%	No
Referral	Coursework	SUPPLEMENTARY ASSESSMENT: Research review 3000 words	0 hours	70%	No
Summative	Coursework	Research review of 3000 words	0 hours	70%	Yes

Legacy Code (if applicable)

SY-6010D

Reading List

To view Reading List, please go to [rebus:list](#).