



# Course Outline

## EDECE1012 UNDERSTANDING EARLY HUMAN DEVELOPMENT

**Title:** UNDERSTANDING EARLY HUMAN DEVELOPMENT

**Code:** EDECE1012

**School / Division:** School of Education

**Level:** Introductory

**Pre-requisites:** Nil

**Co-requisites:** Nil

**Exclusions:** (EDECE1002)

**Progress Units:** 15

**ASCED Code:** 070101

### Objectives:

After successfully completing this course, students should be able to:

#### Knowledge:

- understand sociocultural perspectives of development;
- understand physical, social, emotional, and cognitive development of young children;
- understand how children feel, think and are valued and how they give voice to their own perspectives;
- understand how children learn from interaction with peers and from significant adults and events;
- understand how adults may best ensure support and understanding and foster agency for each child.

#### Skills:

- describe the major theories of child development;
- apply newly acquired knowledge about development through practical exercises of observation and analysis;
- apply skills of observation and their analysis to programming and planning.

#### Values:

- appreciate the contribution of 'nature' and 'nurture' to child development, from birth through prior to school years.

### Content:

Topics may include:

- The history, theory and methodology of research in child development;
- Biological and environmental foundations of development, prenatal development, birth and



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- the neonate;
- Physical, cognitive, emotional, social and moral development from birth through prior to school years;
- Techniques for observing and analysing children's behaviour;
- Grounding in major theoretical and developmental traditions – behaviourist, cognitive-developmental, ecological and sociocultural;
- Awareness of indigenous and rural perspectives;
- Playing and learning: nature and purposes;
- Being, belonging and respect: valuing the child, valuing the adult;
- Hearing children's voices: participating, expressing emotions and feelings, being happy;
- Communicating and relating: narratives, oracy and literacy, aesthetics and artistic opportunities;
- The inter-relationships amongst the domains of development;
- Exploring, thinking and meaning making: involvement and engagement;
- Engaging in fantasy, imagination and creativity.

### Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Describe the features of child development according to a major theorist. Describe how this theory can be useful in an early childhood setting	Essay	20-30%
<ul style="list-style-type: none"><li>• Case study of observation of child's behaviour;</li><li>• analysis to determine strategies to be implemented to assist the child (supported by in-class presentations of findings at critical points);</li><li>• implementation and critical reflection.</li></ul>	<ol style="list-style-type: none"><li>1. Observation and analysis</li><li>2. Written report</li></ol>	20-30% and 40-50%

### Adopted Reference Style:

APA