UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: May 2007
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: Sept. 2010
(Four years after UPAC final approval date) (MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: Education

EDUC 412		3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Developmental Theory and Teaching
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course provides an overview of child development as it relates to teaching and learning. It reviews the main models and theories associated with normative development and the implications of these for teaching and learning. Current child development research is evaluated and its effects on teaching practice, student motivation, and management techniques are considered within the context of the classroom.

PREREQUISITES: Admission to the Teacher Education Program (TEP)
COREQUISITES:

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO:
_____ *(Department/Program)*
_____ *(Department/Program)*

TOTAL HOURS PER TERM: **45**
STRUCTURE OF HOURS:

Lectures:	**39**	Hrs
Seminar:	**6**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: _____
HOURS PER DAY: _____

MAXIMUM ENROLLMENT: **32**
EXPECTED FREQUENCY OF COURSE OFFERINGS:

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	X No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	X Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	X No

AUTHORIZATION SIGNATURES:

Course Designer(s): Maple MelderCrozier/David Morosan
Chairperson: *Allan McNeill (Curriculum Committee)*
Department Head: Paul Orlowski
Dean: Dianne Common, VP Academic
UPAC Approval in Principle Date:
UPAC Final Approval Date:

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

In the successful completion of this course, students will be able to:

- Evaluate current models of normative human development as they relate to models of teaching
- Develop observation skills
- Use developmental theory research to assess efficacy of teaching methods
- Research proactive classroom management skills
- Analyze cooperative learning and student motivation techniques

METHODS: (Methods will vary and may include)

- Lecture, seminar, oral presentations, a/v materials, assignments, group work

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☐ Yes X No

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

McDevitt, Teresa M. and Jeanne Ellis Ormrod. *Child Development: Educating and Working with Children and Adolescents.* 2nd Ed. Prentice Hall ,2003

Companion CD: *Observing Children and Adolescents*

Clark, Ron. *The Essential 55.* Piatkus Books, 2004.

Kessler, Rachel. *The Soul of Education.* Alexandria, Va.: Association for Supervision and Curriculum Development, 2000.

SUPPLEMENTAL READING/LIBRARY RESOURCES

Books

Brooks, J. Grennon and & M. G. Brooks. *In Search of Understanding: The Case for Constructivist Classrooms*. Revised Ed. Alexandria, Va.: Association for Supervision and Curriculum Development, 1999.

Costa, Arthur L., ed. *Developing Minds: A Resource Book for Teaching Thinking.* 3rd Ed. Alexandria, Va.: Association for Supervision and Curriculum Development, 1985.

Wiggins, Grant and Jay McTighe. *Understanding by Design*. Expanded 2nd Ed. Alexandria, Va.: Association for Supervision & Curriculum Development, 2005.

Videos

Observation Techniques
How to Scaffold Instruction for Student Success
Personalized Learning: Works in Progress
Theories of Development
Cooperative Learning
Study of the Child: History and Trends
Language Development
Enhancing Social and Cognitive Growth in Children: Compliance, Self-Control and Prosocial Behavior
Piaget's Developmental Theory: An Overview
Emotional Development of Children
Role of Play
Developing the Strongest Possible Foundation for Instruction and Learning
Newest Issues in Brain Research

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Midterm exam	25%
Final review	20%
Assignment A	15%
Assignment B	25%
Assignment C	15%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

TENTATIVE SCHEDULE

Week 1	What is developmental theory?
Weeks 2-5	Major theories & models of child development
Week 6	Controversies and contradictions of the theories
Week 7	Midterm
Weeks 8-9	Current issues in human development
Week 10	Proactive classroom organization
Week 11	Social skills and cooperative learning
Weeks 12-13	Motivation at different ages/stages

ASSIGNMENTS

A. Critical review of three of the "Essential 55" compared and contrasted to current developmental theory
B. Research paper on one current issue and how it's managed in the classroom through proactive and cooperative learning techniques. This would include how students involved with this issue can be motivated using ages/stages developmental practice
C. Collaborative class project creating a technique handbook for teachers. This will include scenarios and strategies related to social interaction, learning, kinesthetic, and emotional responses, and how these can be used to affect the behaviour of children in the classroom. This would have a unifying theme such as "FAS in the Classroom" or "Teaching Children of Transient Families". *****

***Note**: This assignment may be integrated with an assignment required by one of the Designs for Learning courses taken concurrently.

EXAMINATIONS

Midterm will be content-based knowledge, so it will incorporate multiple choice, sentence completion, and short paragraph questions.

Final review will be an open-book, intrapersonal reflection on personal, school, and societal impacts on the student's own human development, citing course videos and curriculum. ******

****Note**: This assignment may be used to contribute to the TEP portfolio project.