

B.Ed.(Hons) 1

Child Development

Friday 12th

Introduction

Hand out modules and read through.

5min

The concept of development: 11.00 – 13.00

Read Introduction to theories of development

Use reading to draw a mind map on the white board – then brainstorm specific details

15min

Group work:

Combine what you consider the most important characteristics and give your definition of child development in your own words. One paragraph only!

Write on newsprint and put up on the wall.

Discuss the process – were there differing ideas? How did you reach a consensus?

Why did you consider this the best definition of child development?

30min

Group work:

Hand out case studies from Krantz:

Individually – read through the 3 studies

Group discussion –

What questions could we generate from these readings?

Share verbally in plenary – write on white board.

30min

These are questions developmental theorists and researchers ask and attempt to answer in a number of different ways.

Input:

Some basic questions/issues in child development

Different perspectives in developmental psychology:

10min

O/H

O/H

Factors determining development

Two extremes - environmental – (learning theorists)

- genetic – (Freud)

O/H

Case study: Heather

Using readings – see notes on case study

Discuss the analysis and the approach which would arise from:

a) the psychoanalytic perspective

b) the learning theorists

O/H

10min

30min

LUNCH BREAK

14.00 – 15.30

Plenary session:

Verbal report back on Heather case study

30min

Introduce Person-oriented approaches

10/15min

3rd force in USA – opposing limited views of behaviourism and psychoanalytic approach
Include Jung, Kohlberg, Maslow and Allport

Theory of optimal development

Discuss what makes a person successful

Look at characteristics agreed upon by Humanist theorists – agree?.

O/H

What would the behaviourists and the psychoanalysts consider to be the definition of an optimally developed person?

Input:

10min

Allport's theory of propiariate development (pp. 65-67) (propriate striving) **O/H**

Maslow's hierarchy of needs (pp. 68-69)(self-actualisation)

O/H

Look again at Heather's case study, what would the response be to her behaviour from the humanistic point of view.

Reflections?

Read Erikson and compare to Freud. Also read the evaluations following each theory and consider whether or not you agree.

Saturday 13th

Interactive lecture:

15min

Pick up from definitions on the wall and link to Myers – Characteristics of child development

O/H

Discuss the meaning of each one.

Pick up on interaction

Many developmentalists have emphasised the transactional nature of child development – the influence both of the child on the environment and the environment on the child.

WHO's statement on children in Sub-Saharan Africa

O/H

Discuss the various environmental issues which could have either negative or positive effects on child development

Introduce Bronfenbrenner = ecological theory – on white board

W/B

Group work:

30min

In your groups prepare a diagram similar to Bronfenbrenner's indicating a variety of issues which influence child development and show where they would fit in Bronfenbrenner's scheme of things. Scribe to copy onto newsprint

Plenary:

Display and take no more than 5 minutes to explain your diagrams

30min