

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Early Childhood and Family Studies Bachelor of Education (Honours) (Early Childhood Education) Programme (Five-year Full-time) A5B061 4-year/5-year full-time undergraduate programmes
Programme QF Level	: 5
Course Title	: Child Development*
Course Code	: ECE2244
Department	: Department of Early Childhood Education
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 2

**Note: Students who did not complete a postsecondary programme in ECE before admission to the BA(ECFS) programme are required to study a 3-CP bridging course, ECE 2244 Child Development [retitled from ECE 1148 The Child as a Learner] (an existing BEd(ECE) course).*

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course provides an overview of child development from 0-8. The various domains of physical, cognitive, perceptual, and social emotional development are discussed from a holistic approach with reference to contemporary research findings. The role of play in children's learning and development are also introduced in this course.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Examine the overall view of biological, psychological and emotional changes occurred between 0-8;
- CILO₂ Apply major developmental theories and the latest research to analyze various domains of children development (i.e. physical, cognitive, perceptual, and social emotional development) and the interactions between different domains;
- CILO₃ Evaluate the variation in environmental, cultural and biological factors that affect typical child development;
- CILO₄ Evaluate the role of play in promoting healthy child development in different ages.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Overall view of biological, psychological and emotional changes occurred between 0-8	CILO ₁	Lecture & discussion Video analysis
Major developmental theories; concepts, issues and recent research in various developmental domains (including the implications of neuroscience on child development)	CILO ₂	Lecture & discussion Video analysis
Child development in different domains and their interactions; challenges faced by children at different developmental stages (e.g., entering kindergarten, transitioning from kindergarten to primary one)	CILO _{1,2}	Lecture & discussion Video analysis Hands-on simulation
Different factors affecting typical child development, including biological factors, cultural factors, family factors (e.g., income level, education background, family structure, parenting practices,	CILO ₃	Lecture & discussion Video analysis

parent-child relationship, and home learning environment), and other environmental factors		
Relationship between learning and development	<i>CILO</i> ₃	Discussion Video analysis
Role of play in children's learning and development	<i>CILO</i> _{3, 4}	Discussion School visit

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Quiz Students' knowledge in major developmental theories, child development in different domains, and related concepts and issues is assessed.	30%	<i>CILO</i> _{1, 2}
(b) Toy design Students are required to work in groups to design a toy and give an oral presentation on how the toy can facilitate children's development.	30%	<i>CILO</i> _{1, 2, 4}
(c) Developmental scrapbook (1,200 words) Students are required to work individually to conduct a self-study and evaluate factors that affect their child development in one of the domains.	40%	<i>CILO</i> _{1, 2, 3}

5. Required Text(s)

Nil

6. Recommended Readings

Bigner, J. J., & Gerhardt, C. (2019). *Parent-child relations: An introduction to parenting* (10th ed.). Pearson.

Bresson, L. M., & King, M. (2022). *Preschoolers at play: Choosing the right stuff for learning and development*. National Association for the Education of Young Children.

Cheung, S. K., Dulay, K. M., Yang, X., Mohseni, F., & McBride, C. (2021). Home literacy and numeracy environments in Asia. *Frontiers in Psychology*, *12*, 578764. <https://doi.org/10.3389/fpsyg.2021.578764>

Curriculum Development Council (2017). *Kindergarten education curriculum guide*. Education Bureau HKSARG.

Education Bureau HKSARG (2017). *Performance indicators (kindergartens)*.

Featherstone, S. (2017). *Making sense of neuroscience in the early years*. Bloomsbury Publishing Plc.

Guo, H., & Chiu, S. W. K. (2023). Parents' perceptions of education and culture as a context of parental stress: A study of parents of preschool children in Hong Kong. *Journal of Family Issues*, *44*(7), 1733-1755.

<https://doi.org/10.1177/0192513X211064859>

Kostelnik, M. J., Whiren, A. P., Soderman, A. K., & Rupiper, M. L. (2018). *Guiding children's social development and learning: Theory and skills* (9th ed.). Cengage Learning.

Kuther, T. L. (2021). *Infants and children in context*. SAGE.

Kwong, E., Lam, C. B., Li, X., Chung, K. K. H., Cheung, R. Y. M., & Leung, C. (2018). Fit in but stand out: A qualitative study of parents' and teachers' perspectives on socioemotional competence of children. *Early Childhood Research Quarterly, 44*, 275-287. <https://doi.org/10.1016/j.ecresq.2018.02.018>

Li, J. B., & Lau, E. Y. H. (2019). Teacher-student conflict and preschoolers' adjustment in the transition to primary school: The role of child self-regulation and parents' positive relations with others. *Early Education and Development, 30*(3), 423-437. <https://doi.org/10.1080/10409289.2018.1535227>

McCormick, C. B., & Scherer, D. G. (2018). *Child and adolescent development for educators* (2nd ed.). The Guilford Press.

McDevitt, T. M., & Ormrod, J. E. (2020). *Child development and education* (7th ed.). Pearson Education.

McMullen, M. B., & Brody, D. (2022). *Infants and toddlers at play: Choosing the right stuff for learning and development*. National Association for the Education of Young Children.

Mercer, J. A. (2018). *Child development: Concepts and theories*. SAGE.

Neaum, S. (2019). *Child development for early years students and practitioners*. SAGE.

Rao, N., Chan, S. W., Wang, R., Lee, D., Ng, R. Y., Becher, Y., Lau, C., Sun, J., Ho, F. K., & Ip, P. (2022). The Hong Kong early child development scale-3: A validation study. *Asia-Pacific Journal of Research in Early Childhood Education, 16*, 1-23. <https://doi.org/10.17206/apjrece.2022.16.2.1>

Xia, X. (2020). Parenting style and Chinese children's school readiness outcomes: The moderating role of socioeconomic status. *Children and Youth Services Review, 118*, 105381. <https://doi.org/10.1016/j.chilyouth.2020.105381>

Zheng, P., & Sun, J. (2022). Preschool children's use of digital devices and early development in Hong Kong: The role of family socioeconomic status. *Early Education and Development, 33*, 893-911. <https://doi.org/10.1080/10409289.2021.1920767>

協康會 (2013) : 《兒童發展評估表 (修訂版)》, 協康會。

協康會 (2013) : 《兒童學習綱領》, 協康會。

7. Related Web Resources

Department of Health HKSARG – Family Health Service – Child Health.

https://www.fhs.gov.hk/english/health_info/child.html

Education Bureau HKSARG – Comprehensive Child Development Service.

<https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/comprehensive-child-development-service/index.html>

National Association for the Education of Young Children – Resources.
<https://www.naeyc.org/resources/topics>

Zero to Three – Early Development and Well-being – Ages and Stages.
<https://www.zerotothree.org/early-development/ages-and-stages>

信誼基金會

<https://parents.hsin-yi.org.tw/>

8. Related Journals

Early Childhood Research Quarterly.

<https://www.sciencedirect.com/journal/early-childhood-research-quarterly>

Early Education Development.

<https://www.tandfonline.com/journals/heed20>

Journal of Child and Family Studies.

<https://link.springer.com/journal/10826>

Young Children.

<https://www.naeyc.org/resources/pubs/yc>

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith.

Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

10. Others

Nil