

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: 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	: Relationships in Young Children’s Social World
Course Code	: ECE3243
Department	: Department of Early Childhood Education
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 3

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 is designed to provide a sound theory base for pre-service teachers to understand the impact of young children's early relationships on their social and emotional well-being of children from 0 to 8. The development of pro- and anti-social behaviors, temperament, emotion, sex-roles, self-esteem and learning motivation are examined in the context of young children's social world, with significant influence from the parents, caregivers, teachers and peers. Analysis, interpretation and evaluation of social interactions are conducted with the application of major developmental theories and best practices in parenting, scaffolding and discipline during the early childhood years.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Evaluate the significance of the parents, teachers, and peers in socializing young children;
- CILO₂ Evaluate the impact of adults' and peers' interactions with infants, toddlers and young children in light of major developmental theories, practice in parenting, scaffolding and discipline;
- CILO₃ Apply knowledge and skills and appropriate attitude to promote interactions with young children to foster healthy psychosocial development in the early childhood setting.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Conceptual models and theories related to social and emotional development (Attachment theory, Differential Emotions Theory);	CILO _{1, 2}	Lecture On-line Discussion
Disciplinary styles and the development of self-concept and self-esteem;	CILO _{1, 2}	Lecture Video Discussion
Adult-child interactions and early emotional self-regulation and conscience development;	CILO _{1, 2}	Lecture Video Discussion
The socializing agents for pro-social behaviors and emotional development;	CILO _{1, 2, 3}	Lecture Quiz
Sibling relationships and personality characteristics;	CILO _{1, 2}	Lecture Discussion
Early friendships, peer relationships and social competence, Ecological Systems theory	CILO _{1, 2, 3}	Lecture-led Q&A Field visit
The development of gender identity and gender role development in young children's social world	CILO _{1, 2}	Lecture Video Discussion
Caregivers' and teachers' roles in promoting children's social and emotional well-being in the early childhood setting	CILO _{1, 2, 3}	Case study Group Presentation

(Vygotsky's socio-cultural theory)		
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Booklet design and group presentation Each group is given 20 minutes to present the booklet. The presentation should also include a short analysis on how adults and peers influence children's social interactions.	50%	CILO _{1,2,3}
(b) Test The test consists of open-ended questions. Students' ability in analyzing the conceptual models and theories related to children's social and emotional development will be examined.	50%	CILO _{1,2,3}

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

Not Permitted: In this course, the use of generative AI tools is not allowed for any assessment tasks.

Permitted: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Banaji, M. R., & Gelman, S. A. (2013). *Navigating the social world: What infants, children, and other species can teach us*. Oxford University Press.

Berk, L. E., (2016). *Infants, children, and adolescents* (8th ed.). Pearson Education.

Dowling, M. (2014). *Young children's personal, social and emotional development* (4th ed.). SAGE.

Hawkins, R., & Nabors, L. A. (2018). *Promoting prosocial behaviors in children through games and play: Making social emotional learning fun*. Nova Science Publishers, Inc.

Johnson, T. (2018). *Understanding the emotional needs of children in the early years*. Routledge.

Kostelnik, M. J., Soderman, A. K., Whiren, A. P., Rupiper, M. L., & Gregory, K. M. (2015). *Guiding children's social development and learning: Theory and skills*

(8th ed.). Cengage Learning.

Lau P. L. (2016). Emotion regulation and social competency in young children. In M. C. Arnold (Ed.). *Temperament: Individual differences, social environmental influences and impact on quality of life* (p.21-30). Nova Science Publishers.

Tulviste, T., Best, D., & Gibbons, J. (Eds). (2019). *Children's social worlds in cultural context*. Springer International Publishing.

White, K. E. (2016). *The effect of play and playthings on social interactions and quality of verbal exchanges in one kindergarten classroom* [Master's thesis]. Eastern Oregon University.

Wong, M. (2017). Chinese children's perceptions of aggression among peers at school. *Early Years*, 37(2), 143-157.

8. Related Web Resources

Nil

9. Related Journals

Flook, L., Goldberg, S. B., Pinger, L. & Davidson, R. J. (2015). Promoting prosocial behavior and self-regulatory skills in preschool children through a mindfulness-based Kindness Curriculum. *Developmental Psychology*, 51(1), 44-51.

Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105(11), 2283-2290.

Wong, M. (2011). Chinese children's justifications for sharing resources: Why do we have to share?, *Early Child Development and Care*, 181(9), 1199-1214.

10. 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.

11. Others

Nil