

Bachelor of Education (Honours)

EPC1137E HUMAN DEVELOPMENT

**Course Handbook
Semester 1 2010/2011**

Department of Psychological Studies



Course Outline

Part I

Programme Title : Bachelor of Education (Honours)
Course Title : Human Development
Course code : EPC1137
Department : Department of Psychological Studies (PS)
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
(If applicable)
Medium of Instruction: CMI / EMI
Level : N/A

Part II

1. Synopsis:

Understanding the nature of the learner is central to the processes of learning and education. This core course focuses on the nature of developmental change and stability in the learner over time in order that pre-service teachers will reflect critically upon important pedagogical issues and their own professional practices. It is designed to provide a sound theory base for classroom practice and addresses the roles of societal institutions on the development of children and adolescents.

2. Course Intended Learning Outcomes (CILO_s)

Upon successful completion of this course, students should be able to:

- CILO₁ Identify the empirical characteristics of the sequence of developmental periods
- CILO₂ Identify and critique relevant theoretical explanations for developmental progress
- CILO₃ Identify and explain key factors influencing human development
- CILO₄ Analyze within child and contextual factors influencing the development of students' individual differences
- CILO₅ Adapt and apply appropriate techniques to systematically collect information and translate assessment results into empirically-based decisions
- CILO₆ Reflect critically on educational practices in light of contextual factors and developmental theories and principles

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The nature of human development	<i>CILO₁</i>	Mass lecture Tutorials Self-Directed Studies/On-line Learning
Stages of development	<i>CILO₁</i>	Mass lecture Tutorials Self-Directed Studies/On-line Learning
Approaches to studying and explaining human development	<i>CILO₂, CILO₃</i>	Mass lecture Tutorials Self-Directed Studies/On-line Learning
Physical development	<i>CILO₂, CILO₃, CILO₄, CILO₅, CILO₆</i>	Mass lecture Tutorials Self-Directed Studies/On-line Learning
Cognitive development	<i>CILO₂, CILO₃, CILO₄, CILO₅, CILO₆</i>	Mass lecture Tutorials Self-Directed Studies/On-line Learning
Personality and socio-emotional development	<i>CILO₂, CILO₃, CILO₄, CILO₅, CILO₆</i>	Mass lecture Tutorials Self-Directed Studies/On-line Learning
Language development	<i>CILO₂, CILO₃, CILO₄, CILO₅, CILO₆</i>	Mass lecture Tutorials Self-Directed Studies/On-line Learning
Moral development	<i>CILO₂, CILO₃, CILO₄, CILO₅, CILO₆</i>	Mass lecture Tutorials Self-Directed Studies/On-line Learning

*** Generic Outcomes emphasized in this course (e.g. problem solving, critical thinking)**

- Critical thinking
- Problem solving
- Global perspectives
- Creativity
- Ethical decision-making
- Communication skills
- Social interaction skills

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. The Child Study (學童研習)	50%	CILO ₂ , CILO ₄ , CILO ₅ , CILO ₆
b. Examination	40%	CILO ₁ , CILO ₂ , CILO ₃ , CILO ₄ , CILO ₆
c. Tutorial preparation and participation	10%	CILO ₁ , CILO ₂ , CILO ₃ , CILO ₄ , CILO ₆

5. Required Text(s)

Nil

6. Recommended Readings

- Newman, B. M., & Newman, P. R. (2009). *Development through life :A psychosocial approach* (10th ed.). Australia: Wadsworth/Cengage Learning.
- Newman, B. M. & Newman, P. R. 著，郭靜晃、吳幸玲譯（1993）：《兒童發展：心理社會理論與實務》，台北，揚智文化事業股份有限公司。
- Sigelman, C. K., & Rider, E. A. (2009). *Life-span human development* (6th ed.). Belmont, Calif.: Wadsworth Cengage Learning.
- Sigelman, C. K., & Shaffer, D. R. 著，游恒山譯（2001）：《發展心理學》，台北，五南圖書出版公司。
- Slavin, R. E. (2009). *Educational psychology :Theory and practice* (9th ed.). Upper Saddle River, N.J.: Pearson/Allyn and Bacon Publishers.
- Slavin, R. E. 著，王明傑、陳玉玲譯（2004），《教育心理學：理論與實踐》，北京，北京大學出版社。
- 張春興（2007），《教育心理學：三化取向的理論與實踐》，台北，臺灣東華書局股份有限公司。

7. Related Web Resources

- Physical development - <http://www.pbs.org/wholechild/abc/physical.html>
- Piaget's Constructivism - http://projects.coe.uga.edu/epltt/index.php?title=Piaget%27s_Constructivism
- George Mason University's Online Resources for Developmental Psychology - <http://classweb.gmu.edu/awinsler/ordp/index.html>

8. Related Journals

- Child Development
- Developmental Psychology
- Educational Psychology
- Educational Psychology in Practice
- Journal of Adolescence
- Journal of Educational Psychology
- Journal of Research on Adolescence

9. Other

Lecture and Tutorial Schedule

MODE	Mass Lecture	Tutorials				
		Mon	Tue	Wed	Thu	Fri
CMI	Thurs 0830-1020 (C-LP-11)	02C, 03C (LCH) 06C, 11C (WKY) 08C, 12C (CSK) 17C (CSM)	13C, 16C (WSH) 14C (CSM) 15C (LPY)	01C, 04C (CSM) 05C, 07C (WSH) 09C, 10C (CSK)		
EMI	Tue 0930-1120 (D1-LP-03)			01E (LPY) 04E (WZL)	03E (LPY)	02E (WKY)

Week	Dates	Lecture and Tutorial Topics
1	6/9 – 10/9	1a. Course expectations 1b. Describing development
2	13/9 – 17/9	2. Infancy: physical development, personality development and cognitive development
3	20/9 – 24/9	Directed Study/Reading Week
4	27/9 – 1/10	3. Early childhood: physical development, personality development and cognitive development
5	4/10 – 8/10	4. Middle childhood: physical development, personality development and cognitive development
6	11/10 – 15/10	5. Adolescence: physical development, personality development and cognitive development
7	18/10 – 22/10	6a. Investigating and reporting in developmental psychology 6b. The Child Study
8	25/10 – 29/10	Child Study Preparation
9	1/11 – 5/11	7. Moral development
10	8/11 – 12/11	8. Language development 9a. Introduction to socio-emotional development
11	15/11 – 19/11	Child Study Report Writing
12	22/11 – 26/11	9b. Socio-emotional development
13	29/11 – 3/12	10. Educational implications from a human development perspective
14	6/12 – 10/12	Study period
15	13/12 – 17/12	Exam week (date to be confirmed later)

Important note:

Please download and print the weekly lecture / tutorial notes from the Blackboard site (course material section) before coming in to the weekly lectures / tutorials. Hard copies will not be provided by lecturers after week 1.

Tutorial Groups Timetable

Group	DAY	TIME	VENUE	TEACHING STAFF
CMI	Thursday	0830-1020	C-LP-11	TEACHING MEMBERS OF CMI GROUPS
EMI	Tuesday	0930-1120	D1-LP-03	TEACHING MEMBERS OF EMI GROUPS
01E	Wednesday	1330-1520	(D3) D3-LP-10	LAI PO YIN MIRANDA
02E	Friday	0830-1020	(D2) D2-LP-15	WONG KIT YI ANGEL
03E	Thursday	0930-1120	(D2) D2-LP-15	LAI PO YIN MIRANDA
04E	Wednesday	1330-1520	(D2) D2-LP-15	WANG ZHENLIN
01C	Wednesday	0830-0920	(D2) D2-LP-14	CHAN SIU MUI
02C	Monday	0830-0920	(B4) B4-LP-05	LEUNG CHI HUNG
03C	Monday	1230-1320	(B4) B4-LP-05	LEUNG CHI HUNG
04C	Wednesday	1230-1320	(D2) D2-LP-14	CHAN SIU MUI
05C	Wednesday	0830-0920	(D2) D2-LP-03	WONG SAU HA DORCAS
06C	Monday	0830-0920	(D2) D2-LP-14	WONG KIT YI ANGEL
07C	Wednesday	1230-1320	(D3) D3-LP-10	WONG SAU HA DORCAS
08C	Monday	1230-1320	(D2) D2-LP-14	CHAN SHING KUN
09C	Wednesday	1230-1320	(D2) D2-LP-03	CHAN SHING KUN
10C	Wednesday	0830-0920	(D2) D2-LP-04	CHAN SHING KUN
11C	Monday	1230-1320	(D3) D3-LP-10	WONG KIT YI ANGEL
12C	Monday	0830-0920	(D4) D4-LP-08	CHAN SHING KUN
13C	Tuesday	1530-1620	(D4) D4-LP-08	WONG SAU HA DORCAS
14C	Tuesday	1530-1620	(D2) D2-LP-15	CHAN SIU MUI
15C	Tuesday	1230-1320	(D2) D2-LP-04	LAI PO YIN MIRANDA
16C	Tuesday	1230-1320	(B2) B2-LP-14	WONG SAU HA DORCAS
17C	Monday	0930-1020	(D3) D3-LP-10	CHAN SIU MUI

Staff Directory

Lecturers	Tel. no.	Office	E-mail
Dr CHAN, Shing Kun (CMI Group Contact Person)	2948 7787	D1-2/F-11	skchan@ied.edu.hk
Dr CHAN, Siu Mui	2948 7802	D2-2/F-24	smho@ied.edu.hk
Dr LAI, Po Yin Miranda (EMI Group Contact Person)	2948 7799	D2-2/F-28	pydrew@ied.edu.hk
Dr LEUNG, Chi Hung	2948 8304	B2-2/F-04	chhleung@ied.edu.hk
Dr WANG, Zhenlin	2948 8795	D1-1/F-13	zlwang@ied.edu.hk
Dr WONG, Kit Yi Angel	2948 8528	D1-2/F-12	akywong@ied.edu.hk
Ms WONG, Sau Ha Dorcas	2948 7804	D2-2/F-21	shawong@ied.edu.hk

Course assessment

- 1. The Child Study – Weighting: 50%**
- 2. Written Examination – Weighting: 40%**
- 3. Tutorial Preparation and Participation – Weighting: 10%**

1. The Child Study 50%: Length 1500 words

A study of cognitive development and its relationship to classroom learning

This assignment is designed to elicit from students a report which blends a theory-based approach on the one hand together with practical issues concerning the nature of learners, on the other. The Child Study must satisfy the following conditions:

- i. It should be conducted with a child or adolescent who has not yet left school (i.e. minimally, the child will have attained the age of 5 years);
- ii. Students must have the informed consent of the child's/adolescent's caregiver. (Note: A specially prepared permission form must be completed and attached to the Child Study as an aspect of your Child Study submission.)

Select and administer ONE of the following tasks from the work of Jean Piaget and his Genevan school to investigate the cognitive development of a school aged child:

Task 1: Conservation of Substance

Task 2: The Oscillation of a Pendulum

Task 1: Conservation of Substance (*i.e.* Continuous Quantity - Solids)

The conservation of substance task is one of the classic Piagetian tasks, designed to reveal whether a young child is using operational or pre-operational thinking. A brief mention of the task appears in the section II, p.96 of Piaget & Inhelder (1969) *The Psychology of the Child* / 兒童心理學, p.74. The basic requirements of task 1 come from Chapter I (pp.3-21 in particular) of one of Piaget's classic works, *The child's construction of quantities: conservation and atomism* (published in French in 1941 and in English in 1974). Bärbel Inhelder is listed as Piaget's co-author. The task they described and administered for that chapter is most suited to younger children. The key is to determine whether the child's understanding of the amount of substance in a clay ball is dependent on the appearance of the actual objects being compared or on deeper logical structures. Your selection of the task and materials should be appropriate for the child you interview.

Task 2: The Oscillation of a Pendulum

Administer the pendulum task from Inhelder & Piaget (1958) to a school-aged child in order to investigate the child's ability to experiment using the crucial strategy "with all other things equal". The task involving the pendulum is much more suitable for more capable children (generally those in upper primary and secondary

school years). A brief introduction to the Pendulum task appears on pages 147-148 of Piaget & Inhelder (1969) *The Psychology of the Child* / 兒童心理學, p.110-111. The source for the original Piagetian task is Chapter 4 (pp.67-79) of Inhelder & Piaget (1958) *The growth of logical thinking from childhood to adolescence*. London: Routledge & Kegan Paul.

The “Conservation of Substance” task and the “The Oscillation of a Pendulum” task, and the interpretation of the results of the administration of such tasks are outlined in a number of original Piagetian sources and are also discussed at length in the secondary literature. You should always use original Piagetian texts (i.e. ones with Piaget as an author) as the primary sources for your investigation. Secondary literature (books, journal articles, WWW pages and theses) should be used to augment this information.

Note: This topic does not require that you assess the exact level of development implied by your subject's behaviour. While the matter of developmental level is naturally of great interest, the main focus of this topic is **your skills in the investigation** of your subject's understanding.

2. Written Examination 40%

The written examination consists of multiple choice questions covering all topics in this course.

3. Tutorial Preparation and Participation 10%

Tutorial marking criteria:

For each tutorial, individual students are awarded 0, 0.5 or 1 mark according to the following criteria:

- **Evidence for the preparation of tutorial**
- **Tutorial participation**

Consolidated Tutorial Marks: The final mark awarded for tutorial participation will be determined by adding tutorial participation scores for the 10 tutorials. The maximum possible score for tutorials is 10.

Online discussion

PS colleagues are committed to students' understanding of key theoretical concepts. Each week's questions focusing on the core concepts will be placed on the e-learn discussion platform for your debate and discussion.

Special Notes on Appropriate Behaviour

Punctuality and attendance

Teaching colleagues will be punctual for classes, so please ensure you are punctual for your classes. Attendance in class is a clear expectation of all HKIED students, and if for any valid reason you need to take a leave of absence, please seek agreement with your course lecturer. For further details on attendance policy, please refer to Student Handbook. Students and teaching colleagues are obliged to behave in mutually respectful ways. Please observe the appropriate standards of courtesy.

Mobile phone

Whilst you might think that keeping contact with people outside the classroom is important, you should respect the rights of all the others who are in the classroom to teach, learn and achieve their own academic goals. Therefore, **please switch off your mobile phone** during class time.

Assessment criteria

Grade Descriptors for Child Study

Grade	Grade Descriptors
(Distinction) A+ A A	Demonstrates a high level of judgment, interpretation, synthesis and critical thinking; is well organized, fluently written and correctly documented; there is evidence of substantial and relevant theories covered in the module to back up the analysis.
(Good) B+ B B	Demonstrates a sound, but uncritical understanding of the topic chosen in the study; is well organized, fluently written and mainly correctly documented; appropriate theories covered in the module are used to back up the analysis.
(Satisfactory) C+ C	Demonstrates general grasp of the topic chosen, but at superficial depth; the material is organized logically but there is little evidence of critical analysis and/or synthesis; the language is reasonably fluent but has some grammatical weakness; superficial link between the theories and the analysis of the case.
(Marginal Pass) CD	Demonstrates partial understanding of the topic chosen in the study; an attempt has been made to organize the material but has not been effective; there are major mistakes in written expression and the work is poorly documented; there is a weak link between theories and analysis of the case.
(Fail) F	Demonstrates little understanding of the topic chosen and/or has not interpreted the question correctly; the material is poorly organized, there are major and frequent mistakes in written expressions, it is poorly documented; there is little evidence of theories in the documentation; analysis and interpretation are not consistent.

THE HONG KONG INSTITUTE OF EDUCATION

Guidance Notes on Academic Honesty

I. What is academic honesty?

Congratulations on becoming a student of The Hong Kong Institute of Education. We expect our students to carry out all academic activities honestly and with good faith. This means that you:

- ⌚ take full responsibility for all your submitted work
- ⌚ must ensure that all submitted work is your own
- ⌚ must make a full and proper acknowledgment of the sources of your work and of their intellectual property.

You should always approach your work in a spirit of integrity and honesty, avoiding any actions which might call into question your present or future academic reputation, or that of the Institute and your fellow students. The following document will tell you why these matters are so important. It will help you to benefit from your studies both from the perspective of your personal academic development and your future career. Please read it carefully. In case of doubts and queries, contact academic staff for guidance and assistance.

II. The significance of academic honesty

The objective of university education is not only to further knowledge and academic excellence, but also to nurture human beings with high moral standards, who will be responsible citizens. One of the ways through which you can acquire these highly-valued qualities is **by making sure that you keep to the following guidelines:**

A. You practise academic honesty by

- Submitting original work in all areas of your study including Field Experience
- Presenting genuine (i.e. not falsified or fabricated) information and data
 - Properly acknowledging all uses of works of other persons, which may include their words, ideas, artistic products, inventions, lesson plans and research findings, etc
- Correctly applying the citation system accepted by the Institute (refer to Student Handbook) in referencing the works used

B. You breach academic honesty by

- Plagiarism: this is not just confined to copying another's words, sentences and/or paragraphs, but also means borrowing other's idea or argument without proper acknowledgment. Plagiarism is a serious offence in the intellectual world as it stifles creativity and originality, whilst denying you the opportunity of learning from your work. You should avoid it at all costs.
- Cheating: this mainly concerns cheating at examinations and tests. It could be copying from notes (with the exception of open-book examination), giving or receiving assistance, altering an examination answer for re-grading, and/or obtaining the examination paper in advance.
- Multiple Submissions: you are not allowed to submit one paper for two or more modules. You are also prohibited from re-submitting any already assessed paper for another module, or using any part of the same without a proper

system of acknowledgement.

- Impersonation / Surrogate: You must not engage anyone to take an examination or to complete a paper on your behalf. Neither should you sit an examination for others or submit a paper in another's name.
- Fabrication / Falsification: You must not fabricate data for research or provide falsified information or facts.

C. You safeguard yourself against possible breaches of academic honesty by:

- Taking the actions recommended in IIA
- Consulting your lecturer/instructor/supervisor when you are in doubt about any of the items in IIB
- Seeking the approval of your lecturer/instructor/supervisor when you wish to use your previous work as a foundation or a part of your present work

III. Breaches of academic honesty may result in:

Ignorance of the meaning or scope of academic misconduct is not an excuse under any circumstances. Any alleged cases of academic dishonesty will be reported to the Head of Department for thorough investigation and substantiated cases will be referred to the Student Disciplinary Committee for further consideration. Any proven acts of academic dishonesty may result in discontinuation of your study in the Institute.

IV. Suggestions

In order to avoid falling into the trap of academic misconduct, you should:

- Plan your work in advance and know what you have to do when.
- Keep a reasonable balance between study and life.
- Give yourself enough time for research or field work.
- Strive for originality, creativity and independence.
- Know what plagiarism and copyright violation mean and what you have to do to avoid them. This will help you avoid such misconduct.
- Deal with personal and health problems, so as to prevent unfavorable factors from affecting academic progress.
- Seek assistance in case of uncertainties or difficulties.

V. Further advice

You have been studying hard to become a student of higher education. Following these guidelines will help you to thrive academically and get the most from your time at HKIED.