

## **Early Childhood Development**

### **Course Text**

Santrock, J. W. (2021). Educational psychology (7th edition). McGraw-Hill.

### **Course Description**

Early Childhood Development is a course designed to introduce learners to the field of Educational Psychology and to the scientific study of behavior and mental processes. Teachers must master a variety of perspectives and strategies so that they can remain flexible in their application of teaching, and this course is intended to help them do just that.

### **Course Outcomes**

After completing the course, students will be able to:

1. Discuss the development of the brain and compare the cognitive developmental theories and identify the key features of language and the typical growth of the child's language.
2. Describe socioemotional development and discuss how the social contexts of families, peers, and schools are linked with young children's socioemotional development.
3. Define learning, and compare classical conditioning and operant conditioning and apply behavior analysis to early childhood education.
4. Characterize attention and summarize how it changes during development, and discuss memory in terms of encoding, storage, and retrieval.
5. Explain the social constructivist approach and how teachers and peers can jointly contribute to young children's learning through the structuring of small-group work.
6. Explain how reading and writing develops and discuss some useful approaches to teaching reading and writing, and characterize how mathematical thinking develops and identify some issues related to teaching mathematics to young children.
7. Identify important forms of teacher-centered instruction with the important forms of learner-centered instruction and summarize how to effectively use technology to help children learn.
8. Discuss the important processes in motivation to achieve, and explain how relationships and sociocultural contexts can support or undercut motivation.

### **Academic Integrity Statement**

Academic integrity is the pursuit of scholarly activity in an honest, truthful and responsible manner. Violations of academic integrity include, but are not limited to, plagiarism, cheating, fabrication and academic misconduct. Failure to comply with the Academic Integrity Policy can result in a failure and/or zero on the attempted assignment/examination, a removal from the course, disqualification to enroll in future courses, and/or revocation of an academic transcript.

## **APA Research Guidelines and Formatting**

This course follows the research guidelines of the American Psychological Association (APA). These guidelines are reflected in the APA Manual 7th Edition for 2022: The Simplify Guide to APA Style Formatting, Citations and Referencing For Writers, Researchers and Students.

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## **Course Completion Policy**

In order for a course to be considered complete, all required coursework must be attempted, submitted, and graded. Required coursework consists of graded assignments. Any Academic Integrity Policy violations may prevent a course from being considered complete.

## **Course Evaluation Criteria**

Your score provides a percentage score and a letter grade for each course. A passing percentage is 70% or higher. There are a total of 1,000 points in the course.

Topic	Assignment	Points	LO Alignment
0	Statement of Academic Honesty and Integrity		
1	Reflective Response: Overview of Child Development	10	1
1	Forecasting Your Future Teaching Career	85	1
1	Quiz #1	50	1
1	Reflective Response: Contemporary Theories	10	2
1	Quiz #2	50	2
1	Reflective Response: What is Learning?	10	3
1	Quiz #3	50	3
2	Reflective Response: Social Constructivist Approaches	10	4

Topic	Assignment	Points	LO Alignment
2	Quiz #4	50	4
3	Midterm Exam	125	1, 2, 3, 4
4	Reflective Response: Information Processing Approach	10	5
4	Analyze and Apply: Assignment 1	75	5
4	Reflective Response: English Language Arts (ELA)	10	6
4	Reflective Response: Math	10	6
4	Quiz #5	50	6
5	Reflective Response: Teacher-Centered Planning	10	7
5	Analyze and Apply: Assignment 2	75	7
5	Reflective Response: Exploring Motivation	10	7
5	Quiz #6	50	8
6	Final Exam	250	5, 6, 7, 8
	<b>TOTAL</b>	<b>1,000</b>	

### Course Topics, Subtopics and Objectives

Topic #	Topic	Subtopics	Objectives
1	Child Development	<ul style="list-style-type: none"> <li>• What is Child Development?</li> <li>• Cognitive Development</li> <li>• Language Development</li> <li>• Social and Emotional Development—Contemporary Theories</li> <li>• Social Contexts of Development</li> <li>• Socio-Emotional Development</li> <li>• Behavioral and Cognitive Approaches—What is Learning?</li> <li>• Behavioral Approaches</li> <li>• Applied Behavior Analysis</li> <li>• Social Cognitive Approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Review course assignments and expectations.</li> <li>• Explore what child development is and the periods that shape the development of children.</li> <li>• Define cognitive development using both Piaget and Vygotsky theories of learning.</li> <li>• Consider how language impacts development.</li> <li>• Identify the biological and environmental influences of language.</li> <li>• Compare Bronfenbrenner's Ecological Theory with Erikson's Life-Span Theory of Development.</li> <li>• Identify how families, peers and schools influence young children's social contexts of development.</li> <li>• Explore topics related to Socioemotional Development.</li> <li>• Consider the self, identity, moral and emotional</li> </ul>

Topic #	Topic	Subtopics	Objectives
			<p>development and what it looks like in early childhood classrooms.</p> <ul style="list-style-type: none"> <li>• Explore what learning is and is not as well as determine different approaches to learning.</li> <li>• Review classical and operant conditioning.</li> <li>• Describe applied behavioral analysis and the desirable and undesirable behaviors that help teachers effectively plan for instruction.</li> <li>• Describe Bandura's Social Cognitive Theory and how observations help identify self-regulation behaviors.</li> </ul>
2	Cognition - Part 1	<ul style="list-style-type: none"> <li>• Social Constructivist Approaches</li> <li>• Contributions to Learning</li> <li>• Structuring Small Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Trace the Social Constructivist approaches to teaching, including Social Constructivism in the broader context of Constructivism and situated cognition.</li> <li>• Consider how strategies like scaffolding, cognitive apprenticeship, tutoring and cooperative learning are contributors to student learning.</li> <li>• Explain how to structure small group work by composing the group, using team-building skills and organizing the interactions among the group members.</li> </ul>
3	Midterm Exam		
4	Cognition - Part 2	<ul style="list-style-type: none"> <li>• Information Processing—Information Processing Approach</li> <li>• Attention</li> <li>• Memory</li> <li>• Metacognition</li> <li>• Learning Cognition in the Content Areas</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the nature of the information-processing approach and the cognitive resources needed to create mechanisms of change.</li> <li>• Review attention and memory, and discern how developmental changes, encoding, storage, and</li> </ul>

Topic #	Topic	Subtopics	Objectives
		<ul style="list-style-type: none"> <li>—English Language Arts (ELA)</li> <li>• Mathematics</li> <li>• Science</li> <li>• Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>retrieval impact the way students learn content.</li> <li>• Utilize metacognition as a means for understanding and how developmental changes and metacognitive models can help regulate students' learning.</li> <li>• Discuss how developmental changes, cognitive approaches, and social constructivist approaches aid in how young children learn to read and write.</li> <li>• Identify the variables that impact mathematical learning such as developmental changes, controversies surrounding math education, and the inclusion of technology.</li> <li>• Review science teaching and how constructivist approaches to teaching help students learn content.</li> <li>• Describe social studies teaching and how constructivist approaches to teaching help students learn content.</li> </ul>
5	Teaching and Learning	<ul style="list-style-type: none"> <li>• Planning Instruction and Technology—Teacher-Centered Planning</li> <li>• Student-Centered Planning</li> <li>• Using Technology Effectively</li> <li>• What is Motivation? Exploring Motivation</li> <li>• Achievement Processes</li> <li>• Sociocultural Contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Review the planning process and how to plan using time frames.</li> <li>• Compare teacher-centered lesson planning with student-centered lesson planning and identify strategies and the ways the two approaches are evaluated.</li> <li>• Specify how technology has shaped teaching and learning and identify the standards to use technology in teaching content.</li> <li>• Identify what motivation is and the perspectives regarding motivation.</li> <li>• Describe the achievement process using</li> </ul>

Topic #	Topic	Subtopics	Objectives
			<p>intrinsic/extrinsic motivational factors, attribution, self-efficacy, goal-setting and mindset.</p> <ul style="list-style-type: none"> <li>• Explore social motives, social relationships, sociocultural contexts in how relationships impact motivation.</li> <li>• Review achievement difficulties and how those difficulties influence students' learning and retention of content.</li> </ul>
6	Final Exam		

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