

## CLASS AND LECTURER INFORMATION

**Course:** Child and Adolescent Development

**Number of credits:** 3

**Credits Number of hours:** 45 Hours

### **Lecturers and lecturers' contact information:**

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Mrs. Ava- Marie Reid      [avamariereid@stcoll.edu.jm](mailto:avamariereid@stcoll.edu.jm)

### **RECOMMENDED TEXTS AND REQUIRED READINGS:**

Berk, Laura (2006) **Child Development**. 8<sup>th</sup> ed. [Massachusetts](#),USA: Allyn & Bacon

Dolgin, Kim Gale (2010) **The Adolescent:Development, Relationships and Culture** 13<sup>th</sup> ed. New Jersey: Prentice Hall

Matalon, Barbara (1999) **Exceptional students in the Classroom (3<sup>rd</sup> ed.)**. Kingston, Jamaica: Chalkboard Press.

Matalon, Barbara. (2008). **Psychology of Learning: An introduction** (4<sup>th</sup> ed.). Kingston, Jamaica: Chalkboard Press.

### **COURSE DESCRIPTION:**

The period of human growth and development is a fascinating field of study for teacher educators. This course introduces them to a developmental approach in the study of the child and adolescent. Benefits associated with this field of study include increasing understanding of the child's or adolescent's behaviour, becoming aware of the factors that affect learning and developing an appreciation of the influence of heredity and environment on the process of

development. This course also seeks to expose student teachers to various theoretical and psychological views of development. It seeks to help student teachers to understand the impact of various societal factors, for example, exceptionality, culture and diversity, on development through the medium of research and investigation. Other methodologies to be utilized include observation, class discussions, PowerPoint and video presentations, internet resources and debates.

The course is arranged in five units. Unit one looks at the nature of child and adolescent development. Unit Two focuses on the physical and physiological stages of development. Unit three looks at an observational study of the child. Unit four explores adolescent behaviour in a cultural context and unit 5 will explore the concept of diversity and heterogeneity in Jamaican classrooms.

## **Rationale**

The course seeks to expose student teachers to the psychological and sociological factors that affect development. Students will explore various societal factors relevant to our contemporary society and how these impact on the process of education. Knowledge of this will assist the teacher in understanding the needs of the students in his/her charge. This, in turn, will impact on the planning and delivery of lessons. Consequently, students will gain a better understanding of themselves and others and will be more prepared to take their place in society. The course will utilize current pedagogical approaches to teacher education that will ensure the development of skills for the twenty first century. Such skills include technological and critical thinking.

**Instructional Processes:** Collaborative tasks, case studies, simulations, interactive lectures, interactive presentations, class discussions, movie analysis, games and research

## **Unit 1: The Nature of Child and Adolescent Development**

Objectives

1. Discuss reasons for studying Child and Adolescent development
2. differentiate between the terms “growth” and “development”
3. use the theories of development as an aid to understanding the developmental processes of the individual (cognitive, moral, emotional and psychosocial)
4. Appreciate the influence of various factors on development.
5. Describe the interrelationship between self concept and the personal development of the adolescent.
6. Appreciate the structural, chemical and functional differences between boys’ and girls’ brains.

## **Unit 2: Physical and Physiological Stages of Development**

Objectives

1. Differentiate between the terms, ‘physical’ and ‘physiological’
2. Outline developmental stages from infancy to adolescence.
3. Discuss how physiological changes affect the process of development.
4. Examine the factors which influence the physical and physiological development of adolescence

### Unit 3: The Microcosm of the Child

#### Objectives

1. Use the case study method to investigate factors contributing to the holistic development of the child
2. Analyze information gathered from case studies of children integrating the use of developmental theories.
3. Discuss the Conventions of the Rights of the Child.
4. Elaborate on the issues regarding Rights of the child in Jamaica.
5. Assess the effectiveness of social agencies in their endeavor to improve the lives of children
6. Evaluate government policies on issues of difference.

### Unit 4: Cultural Influences on Development

#### Objectives

1. Explore the scope of cultural influences on behaviour
2. Assess the influence of such factors as parents, peers and the mass media on the formation of adolescents' values.
3. Identify the social forces that impact on development of the adolescent.
4. Engage in observational and ethnographical study to glean information on specific groups and the social conditions that affect them.
5. Use the information gathered from research to explain how social forces impact on development.
6. Compare and contrast adolescent development in Jamaica with adolescents in other cultures.
7. Examine and analyse data to arrive at conclusions that will inform their response to the various groups in the Jamaican society.

### ASSESSMENT

#### 100% course work as follows:

1. Essay- 30%
2. Case Study- 40%
3. Presentation- 30%

Time	Date	Content	Activities/Comments
Week 1	January	Unit 1 <b>Course orientation:</b> Introduction, overview of assessment Team introduction Learner and faculty's expectations and	<ul style="list-style-type: none"><li>• Powerpoint presentations</li><li>• Interactive lecture</li><li>• Concept mapping/tabulating</li><li>• Navigating department's website and course</li></ul>

		<p>commitments</p> <p>Why should teachers study CAD?</p> <p><b>SELF DIRECTED LEARNING:</b> Different between growth and development</p>	documents
<p>Week 2</p> <p>Week 3</p> <p>Week 4</p>	January	<p>Explore theories of development:</p> <ul style="list-style-type: none"> <li>• Cognitive( Piaget)</li> <li>• Moral (Kohlberg)</li> <li>• Psychoanalytic(Freud)</li> <li>• Emotional(Bowlby)</li> <li>• Personality (Cotterell)</li> <li>• Psychosocial(Erickson)</li> </ul> <p>Assignment 1 issued</p> <p><b>SELF DIRECTED LEARNING:</b> Discuss the historical perceptions of children and compare them with modern theoretical views.</p>	<p>Powerpoint presentations</p> <p>Case studies</p> <p>Concept mapping worksheet</p>
<p>Week 5</p> <p>Week 6</p>	<p>February</p> <p>March</p>	<p>Factors affecting development:</p> <ul style="list-style-type: none"> <li>• Heredity</li> <li>• Parenting</li> <li>• Nutrition</li> <li>• Socialization</li> <li>• School/learning institutions</li> <li>• Illness</li> </ul> <p>Biological and cultural influences on behavior</p> <p>The structural chemical and functional differences between boys' and girls' brains</p> <p>ASSIGNMENT 2 ISSUED</p>	ASSIGNMENT 1 DUE
<p>Week 7</p> <p>Week 8</p>	March	<p>Unit #2</p> <p><b>SELF DIRECTED LEARNING:</b> Differentiate between the terms 'physical and physiological'</p> <p>Outline stages from infancy to adolescence</p> <p>Examine the factors which influence the physical and physiological development of adolescence.</p> <p>Unit # 3</p> <p>Evaluate the effectiveness of social agencies in their endeavour to improve to improve the lives of children.</p>	<p>Student created booklet</p> <p>ASSIGNMENT 2 DUE</p>

		ASSIGNMENT # 3	
Week 9	April	Unit # 4	Field trip Seminar Video compilation
Week 10		Assess the influence of such factors as parents' peers and the mass media on the formation of adolescents' values.	
Week 11		Engage in observational and ethnographical study to glean information on special groups	
Week 12			
Week 13		Examine and analyse data to arrive at conclusions that will inform their responses to the various groups in the Jamaican society.	
		<p>Social Issues for presentations</p> <ol style="list-style-type: none"> <li>1. Teenage pregnancy</li> <li>2. Child labour</li> <li>3. Drugs, crime, violence</li> <li>4. School attrition</li> <li>5. Poverty</li> <li>6. Homosexuality</li> <li>7. Male marginalization</li> <li>8. Juvenile delinquency</li> <li>9. Illiteracy</li> <li>10. unemployment</li> </ol>	