

THE HONG KONG INSTITUTE OF EDUCATION

Module Outline

Programme Title : Bachelor of Education (Honours)
Bachelor of Arts (Honours) Contemporary English and Education

Module Title : Human Development
[Maximum length including space: English - 60 characters ; Chinese - 30 characters.]

Department : Educational Psychology, Counselling and Learning Needs

Credit Points : 3

Contact Hours : 30

Pre-requisite(s) : Nil
[If applicable.]

Level : N/A
[If applicable. For example, for Discipline Studies under the BEd Core Curriculum, there are three levels of modules to reflect the progression of study or the extent of in-depth knowledge.]

Synopsis

Understanding the nature of learner is central to the processes of learning and education. This core module 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.

Objectives

Students who successfully complete the module should be able to:

1. Describe the empirical characteristics of the sequence of developmental periods;
2. Identify, understand and critique relevant theoretical explanations for developmental progress;
3. Identify and explain key factors affecting influencing human development;
4. Analyze within child and contextual factors influencing development of students' individual differences;
5. Identify appropriate techniques to investigate into relevant domains of development;
6. Outline the inherent tensions between competing developmental principles and explanations; and
7. Reflect critically on educational practices in light of contextual factors and developmental theories and principles.

Content

This module covers the following topics:

The nature of human development; Stages of development; Approaches to studying and explaining human development; Physical and perceptual development; Cognitive development; Personality and socio-emotional development; Language development; & Moral development.

Assessment

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| - A study of a school student (學童研習) | 40% |
| - Examination | 45% |
| - Tutorial preparation and participation | 15% |

Required Text

Nil

Recommended Reading

1. Newman, B. M. & Newman, P. R. (2006). Development through life: a psychosocial approach. Australia: Thomson/Wadsworth.
2. 兒童發展：心理社會理論與實務 / Philip and Barbara Newman原著；郭靜晃，吳幸玲譯。臺北：揚智文化事業股份有限公司，1993。
3. Sigelman, C. K. & Rider, E. (2006). Life-span human development. Australia: Thomson/Wadsworth.
4. 發展心理學 / [作者，Carol K. Sigelman, David R. Shaffer；譯者，游恒山]。臺北市：五南圖書出版公司，民國90 [2001]
5. Slavin, R. E. (2006). Educational psychology: Theory and practice (Seventh ed.). Boston: Allyn and Bacon.
6. 教育心理學：理論與實務 / 原著，Robert E. Slavin；譯者，王明傑，陳玉玲；總校訂，張景媛，2002。

May 4, 2006