QATAR UNIVERSITY

COLLEGE OF EDUCATION

EDUC 501 Child Development 3 CR

SEMESTER AND YEAR

INSTRUCTOR: **EMAIL:**
OFFICE NUMBER: **OFFICE HOURS:**
PHONE: **CLASS MEETING TIME/LOCATION:**

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK
Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership.

Teaching

1. **Content:** Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.

2. **Pedagogy**: Ensure effective planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.

3. **Technology:** Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.

4. **Diversity:** Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.

Scholarship

5. **Scholarly Inquiry:** Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning.

6. **Problem Solving**: Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions.

Leadership

7. **Ethical Values:** Apply professional ethics in all educational contexts and have enduring respect for self-confidence in teaching as a profession.

8. **Initiative:** Demonstrate the qualities of effective leadership to plan with vision and reason, collaborate with all stakeholders, and communicate effectively in interpersonal and public contexts.

COURSE DESCRIPTION

Human Development and Learning provides students with knowledge and experiences to foster understanding of development and growth in relation to learning. Four areas are emphasized in relation to implications for teaching and learning: biological foundations, cognitive development, socio-emotional development, and contexts for development.

Prerequisites: Admission to the Diploma Program in the College of Education.

COURSE OBJECTIVES

After successful completion of this course, students will:
1) Understand typical stages of cognitive, social, physical, and emotional development and their implications for teaching and learning.
2) Recognize the wide range of individual differences in development and how to address these in teaching.
3) Identify biological and environmental factors affecting physical, cognitive, and socio-emotional development of students.
4) Demonstrate knowledge of developmental changes in students' thinking and their implications for instruction.
5) Analyze how developmental characteristics impact learning and performance
6) Recognize signs of developmental delay or impairment in students.
7) Demonstrate an ability to observe and understand students' learning patterns/needs.

LEARNING OUTCOMES

The candidate will:
1. Design instruction appropriate to students' stages of development, learning styles, strengths and needs.
2. Select approaches that provide opportunities for different performance modes.
3. Access appropriate services or resources to meet exceptional learning needs when needed.
4. Adjust instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes.)
5. Use knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
6. Create a learning community that respects individual differences.

COURSE REQUIREMENTS

You will be responsible for completing **one formal observation** during the session. The observation will be conducted in the setting of your choice. The observation should be summarized in a one to two (1-2) page paper, typed, 12 pt font, and double spaced. Your papers

will include: 1) a description of who and what you have observed, 2) how you collected and recorded observation data, 3) an analysis of your observation, 4) a discussion relating the observation to the material covered in the text and in class, and 5) a discussion of your reaction to the observations. You should also note any new information, opinions, etc., that you have gained.

1. Each candidate is expected to attend class and contribute to the community of learners by being a positive participant in discussions, presentations, and hands-on projects.
2. All assignments should be submitted on the specified due date. Assignments turned in later are subject to point deductions.
3. All written assignments should have a cover sheet with assignment title, candidate name, course title, and date.
4. All written assignments should be word processed, double spaced, and in 12 point standard font.
5. All written assignments shall use appropriate citations and references in APA style.
6. All written assignments should use correct grammar and spelling.
7. In-class mid term and final exams will be given in this class. Each candidate is expected to be present for these exams except in cases of certified emergency.

ASSESSMENTS

Assignments	Percentage	Grades		Performance
Quizzes (2)	20%	90-100%	A	Excellent
In-class Activities	15%	80-89%	B	Good
Observation Activity (1)	20%	70-79%	C	Satisfactory
Written Assignment (1)	20%	65-69%	D	Needs Improvement
Final Exam	25%	Below 65%	F	Unsatisfactory
Total	**100%**			

GRADING SYSTEM
The final course grade will be based on the completion of all assignments and the quality of the assignments submitted for evaluation and performance.

A	=	100 - 90
B+	=	89.99 - 85
B	=	84.99 - 80
C+	=	79.99 - 75
C	=	74.99 - 70
D+	=	69.99 - 65
D	=	64.99 - 60
F	=	59.99 - 0

COURSE OUTLINE

Week	Tentative Class Topic
Week 1	Introduction and Overview of the Course
Week 2	Introduction to Methods of Studying Development
Week 3-4	Biological and Physical Development *Observation Assignment* Quiz 1
Week 5-6	Cognitive Development-Piaget *Observation Assignment Discussion*
Week 7-8	Language Development-Vygotsky
Week 9	Midterm Exam
Week 10-11	Personality and Social-Emotional Development *Written Assignment* *Quiz 2*
Week 12-13	Contexts for Development Family- Peers Schools-Qatari Society *Observation Assignment Due*
Week 14-15	Oral Presentations
Week 16	Final Exam

TEXTBOOKS AND READINGS
Required
Berk, Laura E. (2003), *Child Development* (6th Edition), Boston: Allyn & Bacon.

Recommended

Knight, S., & Rackley, R. (2004). Understanding human development. In, J, Nath and M. Cohen
   (Eds.), *Becoming an EC-4 Teacher in Texas* (pp. 1-21). Belmont, CA: Wadsworth.

Woolfolk, A. (2003). Educational Psychology (9th Ed.). Boston: Allyn & Bacon. CD
   ROM edition.

ONLINE RESOURCES

- Human Development
  http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm#human

- Theories of Child Development and Learning
  http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea7lk18.htm

- Learning Theories, Teaching Methods & Assessment
  http://www.morris.umn.edu/TEL/resourceguide.html#2

- Jean Piaget Society
  http://www.piaget.org/index.html

- Erik Erikson
  http://webspace.ship.edu/cgboer/erikson.html

- How Children Learn
  http://www.nap.edu/openbook.php?record_id=6160

- Brain Theory
  http://www.geocities.com/~educationplace/theory.htm

- Speech and Language Developmental Milestones
  http://www.nidcd.nih.gov/health/voice/speechandlanguage.asp

- The ABC's of Child Development
  http://www.pbs.org/wholechild/abc/

- Lev Vygotsky
  http://www.kolar.org/vygotsky/

COURSE USE OF BLACKBOARD

- Discussions
- Announcements
- Quizzes
- Grading

- Email

COURSE MATRIX

Unit Learning Outcomes	QNPS	Course Objectives	Learning Outcomes	Assessment Tools
Content Pedagogy Diversity	1, 2, 4	1	1, 6	• Written assignment • Quizzes • Final exam
Pedagogy Diversity		1	1, 2, 5	• Observation • Quizzes • Vignettes
Content	5	1	3	• In-class activities (Vignettes). • Quizzes • Final exam
Content Pedagogy Problem-solving		1	4	• In-class participation (Vignettes) • Quizzes • Final Exams
Pedagogy	1, 2, 4	1	4	• Observation assignment • Written assignment • Vignettes
Content	4	1	3	• Observation assignment • In-class discussions • Quizzes • Final exam
Pedagogy		1	4, 6	• Observation assignment • In-class discussions • Vignettes

ACADEMIC HONESTY

Qatar University is an academic community actively engaged in scholarly pursuits. As members of this community, students are expected to recognize and honor standards of academic and intellectual integrity. The College of Education supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Qatar University encourages students to be responsible and accountable for their decisions and actions. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty.

Plagiarism: Plagiarism is the act of taking the words or ideas of another and representing them as one's own. A further description of plagiarism can be found in the Student Handbook.

Cheating: Examples of cheating include, but are not limited to, receiving unauthorized assistance, before, during, or after an examination or assignment, falsification or misrepresentation of information in an academic exercise or assignment, unauthorized use of someone else's password or account number, and submitting work more than once without the consent of the department.

Appendix

QATAR NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS
1. Structure innovative and flexible learning experiences for individuals and groups of students.
2. Use teaching strategies and resources to engage students in effective learning.
3. Foster language literacy and numeracy development.
4. Create safe, supportive, and challenging learning environments.
5. Construct learning experiences that connect with the world beyond school.
6. Apply information and communication technology in managing student learning.
7. Assess and report on student learning.
8. Apply knowledge of students and how they learn to support student learning and development.
9. Apply teaching/subject area knowledge to support student learning.
10. Work as a member of professional teams.
11. Build partnerships with families and the community.
12. Reflect on, evaluate, and improve professional practice.

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University seeks to ensure fair and appropriate access to programs, services, facilities, and activities for students with special needs. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services to coordinate reasonable accommodations for students with documented disabilities.

Special Needs Section
Student Activities building
Men's Campus: 44033854, Fax: 44838925; Women's Campus: 44033843, Fax: 44839802; Email: specialneeds@qu.edu.qa; Office hours: 7:30 AM – 2:30 PM