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GRANDE PRAIRIE REGIONAL COLLEGE

DEPARTMENT OF

EARLY CHILDHOOD DEVELOPMENT

CHILD DEVELOPMENT II

CD110

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CHILD DEVELOPMENT II

COMPETENCIES

1

Students will have a basic understanding of Piaget's theory of cognitive development.

2

Students will have an understanding of the meaning of intelligence and know some methods of assessment in early childhood.

3

Students will be able to describe characteristic language development from birth through the preschool years.

4

Students will know ways in which the adult can support language development.

5

Students will understand the meaning of divergent thinking and ways it can be enhanced.

6

Students will demonstrate basic understanding of theories regarding the development of moral reasoning.

CHILD DEVELOPMENT II GRANDE PRAIRIE REGIONAL COLLEGE

1

Students will have a basic understanding of Piaget's theory of cognitive development.

Learning Tasks:

1. By means of class discussion and readings, become aware of Piaget's biological approach to the study of human intellectual development.

2. Discuss and research Piaget's stages of cognitive development with emphasis on the preoperational period.

3. Write a brief description of how a preoperational child thinks. Include relevant examples of language and behavior of young children drawn from your personal experience e.g. egocentrism, transductive reasoning, etc.

4. With reference to developmental characteristics of children in the preoperational period, discuss:

   a) the importance of providing a wide variety of direct experiences with materials
   b) the adult's role in encouraging problem solving behaviour.

5. In small groups, select Piagetian tasks to be done with two children. Video the process and discuss results with the rest of the class.

2

Students will have an understanding of the meaning of intelligence and know some methods of assessment in early childhood.

Learning Tasks:

1. Read and discuss articles on the subject of intelligence and examine the various definitions.

2. Evaluate the following statements re: intellectual functioning:

   a) Intelligence is fixed at birth.
   b) Intelligence is determined by environmental factors.

3. Develop a definition of intelligence--note several examples of children's behaviour you consider to show intelligence. Explain how these behaviours relate to your definition of intelligence.

   OR

   Observe a child or children engaged in an activity. Describe those aspects of her/their behaviour which you consider to show intelligence. Give reasons.

4. Examine in class and discuss (benefits, problems, disadvantages, etc.) a variety of measures used to assess children's intelligence.

3

Students will be able to describe the characteristic language development from birth through the preschool years.

Learning Tasks:

1. Critically examine the following explanations of how children develop language usage:

   a) Imitation theory
   b) Maturation theory
   c) Reinforcement theory
   d) Social learning
   e) Innateness model

2. In small groups develop a chart identifying characteristic patterns of language development from birth to 6 years.

3. Record samples of children's speech in different age groups between 6 months and 6 years to discuss them in terms of the language stages.

4

Students will know ways in which the adult can support language development.

Learning Tasks:

1. Read "Fostering the Development of Language Skills" (The Whole Child by Joanne Hendrick).
   Discuss and practise some of her suggestions for fostering language development with children. Anecdotally, describe and assess the effectiveness of the methods you've used.

2. Explore and assess "packaged" language development programs e.g. DUSO and Peabody.

3. Develop and carry out some activities designed to promote language development. Use these activities with children and submit a plan and assessment of one of the activities. (objectives, material, procedure, adult's role, observations, evaluation - children's learning, changes and extensions.)

5

Students will understand the meaning of convergent and divergent thinking and ways to enhance divergent thinking.

Learning Tasks:

1. Research, discuss and define the meanings of convergent and divergent thinking. Give examples of each.

2. Discuss the relationship between convergent and divergent modes of thinking to the development and expression of creativity.

3. Discuss approaches to teaching or interacting with children that will encourage:

   a) divergent thinking

   b) convergent thinking

4. Develop a list of questions an adult could ask a child which would promote convergent thinking and a list of questions which would promote divergent thinking.

5. In small groups, develop several activity ideas for young children which would be likely to promote divergent thinking. Share these ideas with the rest of the class and role play possible means of adult involvement which would promote or discourage divergent thinking.

6. Examine the relationship between creativity and intelligence.

6

Students will demonstrate basic understanding of theories regarding the development of moral reasoning.

Learning Tasks:

1. Research and discuss developmental stages of moral reasoning as described by Kohlberg and Piaget.

2. Discuss the relationship between moral reasoning and cognitive development.

3. Use some of Piaget's and Kohlberg's stories (or make up your own) to identify the moral reasoning of children under and over the age of 7.