

Module Details	
Module Title	Advances in Child Development in Education Contexts
Module Code	PSY6008-B
Academic Year	2024/5
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 6

Contact Hours	
Type	Hours
Online Lecture (Synchronous)	20
Practical Classes or Workshops	6
Directed Study	174

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
<p>The aim of this module is to explore a range of contemporary theoretical and methodological issues within the field of child development in educational contexts. You will engage with a variety of topics and critically evaluate the contribution that psychological theory and research makes to an understanding of how children's individual differences, personality, behaviour, and thinking develop within this context. The module will provide the opportunity for developing research skills and presentation skills.</p>

Outline Syllabus

Childhood development is a dynamic area of research within psychology and the content of the module is designed to reflect contemporary debates within the field of child development in educational contexts, as well as long-standing theoretical concepts and applications. Whilst the topics that are focussed on may change, they are likely to include: cognition (including learning, memory, and problem solving); social cognition (including how mental representations and mental processes relevant to social development change across childhood); personality, social and emotional development (including how children form friendships and relationships, regulate emotions, and understand morals); atypical developmental psychology (including developmental disorders and treatment, the behavioural consequences of child abuse and neglect, and therapy and intervention); and the relationship between all these developmental processes and educational achievement. Alongside this, the module will examine the role that various professionals (such as teachers, educational psychologists, special needs coordinators and representatives of sectors) individually play, as well as how they work as a team to support the whole child. Not every topic will be covered in the same depth every year: topical issues may be covered in more depth and others in outline only.

Learning Outcomes

Outcome Number	Description
01	1a) examine and critically evaluate a range of theoretical and methodological issues in developmental psychology in educational contexts; 1b) identify the importance of specific genetic, cognitive, and social factors in typical and atypical childhood development; 1c) reflect on and critically evaluate a range of other contemporary topics in developmental psychology.
02	2a) review psychological theory and research that attempts to explain childhood behaviour and development within educational contexts; 2b) refer to research that supports theories of childhood behaviour and development within educational contexts.
03	3a) Demonstrate research skills; 3b) Demonstrate presentation skills.

Learning, Teaching and Assessment Strategy

Lectures will provide overviews of material relating to psychological concepts and theories of child development in educational contexts, including cognitive, social, and atypical development (LO1a-c, LO2a-b). However, equally important will be your participation in workshops, which will allow more detailed exploration and evaluation of the concepts and theories covered in the lectures (LO2a-b, LO3a-b). The group-work carried out in the workshops will lead to the formation of presentations which will then be assessed (LO2a, LO3a-b).

Mode of Assessment

Type	Method	Description	Weighting
Summative	Presentation	Group Presentation; Supplementary Individual Presentation (20 Mins)	40%
Summative	Coursework - Written	Research review of 3000 words	60%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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