

Module code: MOD005991	Version: 3 Date Amended: 09/Dec/2020
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1. Module Title
Perspectives on the Child 2: Childhood Cognitive and Language Development

2a. Module Leader
Abdul Moiz

2b. School
School of Education

2c. Faculty
Faculty of Arts, Humanities, Education and Social Sciences

3a. Level
5

3b. Module Type
Standard (fine graded)

4a. Credits
30

4b. Study Hours
300

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	BA (Hons) Primary Education Studies		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

Students will explore childhood cognitive development and learning will begin by exploring the key theories of cognitive development, particularly those of Piaget and Vygotsky but also including an examination of more recent information-processing and neo-Piagetian theories. The module will then build on children's cognitive development by looking at Language development of children and offers an in-depth study of the development of speech, communication and language. The module will cover the development of speech, communication and language from a range of different viewpoints, socio-cultural, psychological/development, and educational.

Theme 1

Childhood cognitive development and learning will begin by exploring the key theories of cognitive development. Students will be introduced to a number of learning theories to help them understand and critique different perspectives of how children develop and learn.

These perspectives will be used to equip students with sounds understanding of the various theories that affect school practice and curriculum. This will help students understand the relationship between school practice and theory.

Theme 2

Language development of children offers an in-depth study of the development of speech, communication and language. The module will cover the development of speech, communication and language from a range of different viewpoints, socio-cultural, psychological/development, and educational. Theoretical explanations for the role of the adult in supporting and extending children's speech, communication and language development are included as an exploration of the factors and conceptual frameworks that influence practice contexts in the early years.

6b. Outline Content

Theme 1

A variety of learning and development theories, e.g. Piaget, Vygotsky, Bandura, etc.

Exploration and critical examination of those theoretical perspectives and their links to school practice.

Theme 2

Language acquisition and development.

Early acquisition or literacy.

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources

Video clips of children's speech

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Demonstrate a critical understanding of a number of theories relating to children's cognitive development and learning.
2	Knowledge and Understanding	Show in-depth knowledge and understanding of children's acquisition of communication, language and literacy and a critical awareness of key concepts and theories when analysing communication-usage in children.
3	Intellectual, practical, affective and transferrable skills	Analyse a range of pedagogical approaches to supporting learning within primary school settings.
4	Intellectual, practical, affective and transferrable skills	Demonstrate critical evaluation of current pedagogical practice in the context of language and literacy learning in the primary years.

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2025/6	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	20	1-4	Lecture 1 hr x 10 weeks x 2 semesters
Other teacher managed learning	24	1-4	Seminar 1 hr x 12 weeks x 2 semesters
Student managed learning	256	1-4	Reading, note-taking, contribution to web-based discussions, peer and self-assessment
TOTAL:	300		

9. Assessment for the above Module Occurrence					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1,3	50 (%)	Fine Grade	30 (%)
Individual oral presentation of poster. 2000 words equivalent					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Coursework	2,4	50 (%)	Fine Grade	30 (%)
Professional report. 2000 words equivalent.					

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]