

Course Description

MEDD6141 Promoting Child Development in Early Childhood Education

| Course description | |
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| This course will consider approaches to understanding and facilitating various aspects of development, which include physical, cognitive, language and social and emotional development of young children. It will consider influences on early childhood development and examine the applications of child and human development theories in early childhood education programmes. This course will also cover various topics in early childhood development and education: (1) observation and assessment in the early years, (2) school readiness, (3) optimal child development, and (4) home-school cooperation. | |
| Course objectives | |
| Please refer to the course description above | |
| Course learning outcomes | Aligned programme learning outcomes (PLOs) |
| 1. Develop an understanding of key child development theories and concepts | PLOs 1, 2 |
| 2. Identify influences on child development from an ecological perspective | PLOs 1, 2, 3 |
| 3. Reflect on their own role and enhance their personal ethics and leadership in facilitating child development in early childhood education programmes | PLOs 4, 5 |
| 4. Apply key theories and concepts in the facilitation of holistic child development and in the understanding, analysis and evaluation of early childhood programmes | PLO 2 |
| Course assessment methods | |
| <ul style="list-style-type: none"> • Individual preparation task • Group presentation • Individual essay | |
| Course content and topics | |
| <ul style="list-style-type: none"> • Early child development: Approaches, influences and theories • Personal, social and emotional development • Language and literacy development • Physical and cognitive development • Observing children and assessing early childhood classrooms • Optimal development of all children • School readiness • Home-school-community partnership | |
| Required / recommended readings and online materials | |
| Recommended Textbook McDevitt, T.M., & Ormrod, J.E. (2020). Child development and education (7th ed.). Upper Saddle River, NJ: Pearson. | |
| Journal Articles (Readings are posted on Moodle/Reading List@HKUL) | |
| 1. Barton, E. E., & Smith, B. J. (2015). Advancing high-quality preschool inclusion: A discussion and recommendations for the field. Topics in Early Childhood Special Education, 35(2), 69– 78. https://doi.org/10.1177/02711214155583 | |
| 2. Brassard, M. R., & Boehm, A. E. (2011). Preschool assessment: Principles and practices. New York: The Guilford Press. | |

3. Chan, W. L. (2010). The transition from kindergarten to primary school, as experienced by teachers, parents and children in Hong Kong. *Early Child Development and Care*, 180(7), 973- 993.
<https://doi.org/10.1080/03004430802586130>
4. Epstein, J. L., & Sanders, M. G. (2000). Connecting home, school, and community. In M.T. Hallinan (Ed.), *Handbook of the sociology of education* (pp. 285-306). Boston, MA: Springer.
5. Galindo, C., & Sheldon, S. B. (2012). School and home connections and children's kindergarten achievement gains: The mediating role of family involvement. *Early Childhood Research Quarterly*, 27(1), 90-103.
<https://doi.org/10.1016/j.ecresq.2011.05.004>
6. Ishimine, K., & Tayler, C. (2014). Assessing quality in early childhood education and care. *European Journal of Education*, 49(2), 272-290. <https://doi.org/10.1111/ejed.12043>
7. Kalil, A. (2015). Inequality begins at home: The role of parenting in the diverging destinies of rich and poor children. In Amato, P. R., Booth, A., McHale, S. M., Van Hook, J. (Eds.), *Families in an era of increasing inequality* (pp. 63–82). New York, NY: Springer International Publishing.
8. Lau, E.Y.H., Li, H., & Rao, N. (2011). Parental involvement and children's readiness for school in China. *Educational Research*, 53(1), 95-113. <https://doi.org/10.1080/00131881.2011.552243>
9. Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., Burchinal, M., & Early, D.M. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child Development*, 79(3), 732-749. <https://doi.org/10.1111/j.1467-8624.2008.01154.x>
10. Odom, S. L., Buysee, V., & Soukakou, E. (2011). Inclusion for young children with disabilities: A quarter century of research perspectives. *Journal of Early Intervention*, 33(4), 344-356.
<https://doi.org/10.1177/10538151114300>
11. Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S. L., & Yazejian, N. (2001). The relation of preschool child-care quality to children's cognitive and social developmental trajectories through second grade. *Child Development*, 72(5), 1534- 1553. <https://doi.org/10.1111/1467-8624.00364>
12. Rimm-Kaufman, S. E. and Pianta, R. C. (2000). An ecological perspective on the transition to kindergarten: A theoretical framework to guide empirical research. *Journal of Applied Developmental Psychology*, 21(5), 491–511. [https://doi.org/10.1016/S0193-3973\(00\)00051-4](https://doi.org/10.1016/S0193-3973(00)00051-4)
13. Saracho, O.N. (2021). Theories of Child Development and Their Impact on Early Childhood Education and Care. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-021-01271-5>
14. Sylva, K., Siraj-Blatchford, I., Taggart, B., Sammons, P., Melhuish, E., Elliot, K., & Totsika, V. (2006). Capturing quality in early childhood through environmental rating scales. *Early Childhood Research Quarterly*, 21(1), 76-92. <https://doi.org/10.1016/j.ecresq.2006.01.003>
15. Williams, P.G., Lerner, M.A., AAP Council on Early Childhood & AAP Council on School Health. (2019). School Readiness. *Pediatrics*, 144(2): e20191766
16. Whitehurst, G. J., & Lonigan, C. J. (1998). Child development and emergent literacy. *Child Development*, 69(3), 848-872. <https://doi.org/10.1111/j.1467-8624.1998.tb06247.x>
1. Zhang, K. C. (2011). Early childhood education and special education: How well do they mix? An examination of inclusive practices in early childhood educational settings in Hong Kong. *International Journal of Inclusive Education*, 15(6), 683-697. <https://doi.org/10.1080/13603110903317676>

Useful Websites

Asia Pacific Regional Network for Early Childhood <http://www.arnec.net/>
 Center of Developing Child, Harvard University <http://developingchild.harvard.edu/>
 Child and Family Blog <https://childandfamilyblog.com/> Child and Family Web Guide <https://ase.tufts.edu/cfw/>
 Early Childhood Teacher <http://www.earlychildhoodteacher.org/teacher-tools/>
 National Association for the Education of Young Children (NAEYC) <http://www.naeyc.org/>
 Society for Research in Child Development <https://www.srkd.org/policy-engagement/resources> Zero to Three
<https://www.zerotothree.org/early-development>

Recommended Journals

Asia-Pacific Journal of Research in Early Childhood Education Child Development
Child Development Perspectives Developmental Psychology
Early Child Development and Care Early Childhood Education journal
Early Childhood Research and Practice (online journal) Early Childhood Research Quarterly
Early Education and Development
Early Years: An International Journal of Research and Development European Early Childhood Education Research
Journal
Family Relations
Infant and Child Development
International Journal of Behavioral Development International Journal of Child Care and Policy International Journal
of Early Childhood Special Education International Journal of Early Childhood
International Journal of Early Years Education Journal of Applied Developmental Psychology Journal of Early
Childhood Research
Journal of Early Childhood Teacher Education Journal of Early Intervention
Journal of Family Psychology
Journal of Research in Childhood Education

Other additional course information

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