

H6HCLD: Holistic Child Learning and Development

Module Code:	H6HCLD
Long Title	Holistic Child Learning and Development APPROVED
Title	Holistic Child Learning and Development
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	10
Module Coordinator:	Meera Oke
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Understand developmental processes and major developmental milestones from conception to age six, in the domains of neurological physical/motor, cognitive, personal- social, emotional, and language development, and an understanding of contextual influence.
LO2	Demonstrate an awareness of the holistic nature of development and learning processes in early childhood.
LO3	Understand how development and learning theories are applied in early childhood environments.
LO4	Evaluate the limitations of developmental and learning theories in understanding the holistic nature of early childhood.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment			
Indicative Content			
Foundations of Child Development Introduction to developmental psychology; Principles of Child development including current positions on basic debates in developmental psychology such as nature Vs nurture, maturity Vs practice, critical stages Vs resiliency in development etc.			
Domains of development • Neurological - physical/motor, perceptual Development • Perceptual/Cognitive Development • Speech and language communication • Personal/self and Social - emotional Development			
Developmental stages The Beginning of Life: (discuss domains of holistic development) • Prenatal development; Genetic and environmental and cultural influences; • Birth, and new-Born routines Infancy (Discuss domains of Holistic development) • New- born - two years routines • Environmental and cultural influences Early Childhood • Toddlerhood routines (2-3) • Early childhood (approx. 3-6 yrs.)			
Core theories of Child Development Neurological Psychoanalytic Theories; Cognitive Theories; Psycho-social – cultural Learning Theories; Biological and Ecological Theories			
Approaches to Learning Constructivist approaches; Behaviourism; Cognitive approaches; Contemporary approaches			
Influences on Learning and development Environmental and cultural influences; Concepts of intelligence and assessments; motivation, metacognition, attachment and temperament			
Assessment Breakdown			%
Coursework			50.00%
End of Module Assessment			50.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Continuous Assessment	% of total:	50
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: Multiple Choice short answer Test - based on course material to understand terminologies/concepts.			
End of Module Assessment			
Assessment Type:	Terminal Exam	% of total:	50
Assessment Date:	End-of-Semester	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: Questions focussing on considerations of holistic nature of development when designing learning environments for early childhood education and care.			
No Workplace Assessment			
Reassessment Requirement			
Repeat failed items <i>The student must repeat any item failed</i>			
Reassessment Description Students must pass all components of assessment on the module; a component fail leads to a component repeat.			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Lecture	36	Per Semester	3.00
Independent Learning	Independent Learning	178	Per Semester	14.83
Workbased learning	Workbased Learning	36	Per Semester	3.00
Total Weekly Contact Hours				6.00

Module Resources	
<i>Recommended Book Resources</i>	
<p>Boyd, D. A. & Bee, H. L. (2019), Lifespan Development, 8th ed. Pearson Education.</p> <p>LeFrancois, G. R. (2006), Theories of human learning: What the professor said, 6th ed. Thompson/Wadsworth.</p> <p>Illeris, K. (2009), Contemporary theories of learning: Learning theorists - in their own words, Routledge.</p> <p>O'Brien, E. Z. (2013), Human Growth & Development. An Irish Perspective, 2nd ed. Gill Education.</p> <p>Santrock, J. W. (2019), Lifespan Development, 17th ed. McGraw-Hill Higher Education.</p>	
<i>Supplementary Book Resources</i>	
<p>Berger, K. (2019), The Developing Person Through the Lifespan, 10th ed. Worth Publishers.</p> <p>Crain, W. (2015), Theories of Development, 6th ed. Prentice Hall.</p>	
<i>This module does not have any article/paper resources</i>	
<i>Other Resources</i>	
<p>NCI Library Website, https://www.ncirl.ie/Students/Library</p>	
Discussion Note:	