Description: Educational Foundations 1: Development & Learning

Subject Cat-Nbr Class Term Mode Units Campus
EDU 1112 10845 1, 2002 ONC 1.00 TWMB

Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: Ron Skilton
Moderator: Anne Petriwskyj

RATIONALE
Professionals who work with children, adolescents and adults for purposes of teaching and learning must be highly competent in understanding processes of human development and learning. They must also be able to recognize developmental changes. Such knowledge provides a base for the professional educator to respond to and provide optimum conditions for assisting students.

SYNOPSIS
This course is a study of human growth, development and learning from an educational perspective. There will be a strong emphasis on physical, cognitive, social-emotional development and learning through the lifespan.

OBJECTIVES
On completion of this course students should be able to:
- demonstrate knowledge of the major theories of development
- demonstrate knowledge of learning theory and how learning affects development
- apply knowledge gained from observations and research to the study of children, adolescents and adults:

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Theories of development and learning</td>
<td>15.00</td>
</tr>
<tr>
<td>2. The beginning of life</td>
<td>10.00</td>
</tr>
</tbody>
</table>
3. Physical and perceptual development  20.00
4. The development and learning of cognition and language  25.00
5. Social development and learning  20.00
6. Developmental ecology  10.00

**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

**REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Bee H, 2000, The Developing Child 9th Edn, Pearson Education, Australia
Berk, L. E. 2000, "Child Development", 5th edn, Allyn and Bacon, Boston


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>26</td>
</tr>
<tr>
<td>Private Study</td>
<td>121</td>
</tr>
<tr>
<td>Tutorial</td>
<td>13</td>
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</table>

**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT</td>
<td>999.00</td>
<td>50.00</td>
<td>Y</td>
<td>04 Mar 2002</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>(see note 1)</td>
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<tr>
<td>EXAMINATION (2 HOURS)</td>
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<td>50.00</td>
<td>Y</td>
<td>END S1</td>
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<td></td>
<td></td>
<td></td>
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<td>(see note 2)</td>
</tr>
</tbody>
</table>

**NOTES:**

1. Further details about the due dates are detailed in the assessment section of the Course Specifications.

2. Further details about the due dates are detailed in the assessment section of the Course Specifications.
OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.

2. Marking criteria are provided in course material as mark sheets/guides as part of assignment specifications.

3. Summative assessment items will be given a numerical score.

4. Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.

5. All assessment items must be attempted/submitted. Assessment items must be passed overall.

6. If the assignment is submitted after the due date without an approved extension of time, a penalty of 10% of the mark for the assessment item will apply for each day late. Assignment Extension Requests must be completed and submitted for approval.