

Course Title: Growth and Human Development I

Coding: 3001 EDFU

Credits: Three (3) Conference a week/three (3) credits

Prerequisites: none

**COURSE DESCRIPTION:**

The course tries to give future teachers understanding about the nature and scope of psychology background to better understand the educational process. It confronts the student with knowledge about the growth and development of children and adolescents. It looks natural and environmental forces that contribute to the development of a healthy personality.

**OBJECTIVES:**

It is expected that at the end of the course the student:

<b>Objectives</b> At the end of the semester the teacher should be able to:	<b>Estándares Profesionales PRDES</b>	<b>InTASC Standards</b>
1. Explain the periods of Human Growth from the conception to the adolescence.	1, 2, 3	4, 5
2. Understand and explain the four (4) stages of cognitive development according to Jean Piaget Theory.	1, 2, 3	4, 5
3. To know and explain which stage of Piaget coincides with each of physical growth periods.	1, 2, 3	4, 5
4. To know and explain the eight (8) psychological crisis according with Erick Erickson Theory.	1, 2, 3, 4	4, 5
5. To know, explain and apply the principal concepts of the following theories: a. Bioecological: Uri Bronfenbrenner b. Cognitive (brain) development: Jean Piaget c. Information processing: Herbert Simon d. The four (4) psychological states of the adolescence: James Marcia e. The seven (7) characteristics of the adolescent: David Elkin f. Psychosexual development: S. Freud	1, 2, 3	4, 5, 6
6. To apply the main concepts of these theories (#5) to the process of teaching/learning, and evaluation: measurement and assessment	1, 6	5, 6
7. To know and construct assessment/measurement	6, 7	6

	techniques to evaluate better the products of the teaching/learning process.		
8.	Compare the theories of the human development and its educational implications.	1, 2	4, 5
9.	Analyze the impact of science and psychology in the study of human development by using the investigations cited by the text, professor and scientific articles provided by him.	1, 2, 3	5, 4
10.	To develop and demonstrate responsibility, respect and appreciation of the process of teaching/learning, and the application of critical thinking as student/teacher.	5,8	5,7
11.	To understand the psychology and ecology of learning to help students to grow/develop individually and as part of a group and community.	8, 9	7
12.	To apply several assessment techniques to help the students in the learning process and meet their objectives and goals.	6	6
13.	To plan and develop several teaching/learning methods to help students understand the scope of the discipline.	3, 2	7, 9, 8
14.	To understand and practice the profession of teaching/learning preparation is limitless and involves in continuing educational activities like seminars, courses, conferences, etc. that allow her/him to help better the learners, school and community.	11, 9	9
15.	The teacher recognizes that the profession requires leadership in the scientific, psychological and ethical fields to be an example for students, school and communities.	11, 9, 5	9, 10
16.	The teachers demonstrate/apply her/his knowledge of differences in growth cognitive development, learning ecologies of the learners and their communities.	5, 8, 9	1, 2, 3
17.	The teacher understand the need to inform the students that in a global society, the scientific, technological and information explosion requires more preparation than any time before.	10, 11, 9, 7	1, 2, 3
18.	The teacher understands and apply that due to genetics and cultural imperatives, there exists differences/diversities in each learner, group, family and community for which he/she should be an example.	4, 5, 8, 9	1, 2, 3, 10

**OUTLINE OF TOPICS:**

<b>Content</b>	<b>Resources</b>
<b>Part I</b>	
<b>To.</b> Course requirements..... 1 hr 1. Assignments and assessments 2. Standards of the course  <b>B.</b> Entering the world of the children ..... 10 hrs 1. Study of the world of the child 2. Before and now 3. Basic concepts 4. Influence on development 5. As we discovered 6. Aspects and theoretical perspectives  <b>C.</b> Early ..... 7 hrs. 1. Formation of a new life: design, heritage and environment 2. Pregnancy and prenatal development, Birth and Newborn	<b>To.</b> Distribution and discussion of record and agenda  <b>To.</b> Reading the text of class, Chapter 1 & 2 <b>B.</b> Lecture and discussion  <b>To.</b> Reading of the text, Chapters 3, 4 and 5 <b>B.</b> Lecture, discussion and activities
<b>FIRST PARCIAL REVIEW</b>	
<b>Part II.</b>	
<b>To.</b> Infancy and early childhood..... 7 hrs. 1. Physical development and health 2. Cognitive development 3. Psycho-social development  <b>B.</b> Second childhood ..... 7 hrs 1. Physical development and health 2. Cognitive development 3. Psycho-social development	<b>To.</b> Reading of the text, Chapters 6, 7 & 8 <b>B.</b> Lecture, discussion and activities  <b>To.</b> Reading of the text, Chapters 9, 10 & 11 <b>B.</b> Lecture, discussion and activities
<b>SECOND PARTIAL EXAM</b>	
<b>Part III.</b>	
<b>To.</b> Third childhood ..... 7 hrs 1. Physical development and health 2. Cognitive development 3. Psycho-social development  <b>B.</b> Adolescence ..... 7 hrs 1. Physical development and health 2. Cognitive development 3. Psycho-social development	<b>To.</b> Reading of the text, Chapters 12, 13 & 14 <b>B.</b> Lecture, discussion and activities  <b>To.</b> Reading of the text, Chapters 15, 16 & 17 <b>B.</b> Lecture, discussion and activities
<b>FINAL EXAM</b>	
<b>In such a case that required the time allocated to each topic can be modified</b>	

**INSTRUCTIONAL STRATEGIES:**

1. Universal methods of teaching and learning, and their most important techniques will be used:
  - a. Constructivist:
    - I. Discovery
    - II. “Mastery Learning”
    - III. Cooperative Learning
    - IV. Directed Study
    - V. Independent Study
    - VI. Oral and Written Report
    - VII. Other (Assignments)
  - b. Explanatory/demonstration:
    - I. Educational Conference
    - II. Review
    - III. Discussion

**MINIMUM RESOURCES REQUIRED OR AVAILABLE:**

1. Library
2. Text of the course
3. Text on reserve
4. Projector
5. “Power Point” projector
6. Magazines
7. Videos

**ASSESSMENT STRATEGIES:**

**Each teacher set his system of evaluation that will be discussed in the first day of classes. Some of the strategies of appraisal could be:**

- Assignments
- Exams
- Oral and written reports
- Various assessment techniques
- Final exam

## **RATING SYSTEM:**

Use the following curve: 90-100 A,  
80-89 B,  
70-79 C,  
65-69 D,  
64-0 F.

## **TEXT OF THE COURSE:**

Papalia, D. E. et. to the. (2009). the developmental psychology. 11th Edition, Mexico: McGraw - Hill/Interamericana editores.

## **BIBLIOGRAPHY**

Arens, r. (2004). Learning To Teach. 6th Edition, Boston: McGraw-Hill.

Buzsaki, g. (2006) Rhythms Of The Brain, Oxford: Oxford University Press. (Elsevier).

Cacioppe, j. et al. (2006). Social Neuroscience-Thinking People. Cambridge, MA: MIT Press.

Craig, g. J. (2001) psychological development. 8 th Edition. Mexico: P.H.

Hauser, M. (2006). Moral Minds How Nature Designed Our Universal Sense of Right and Wrong. New York: Harper/Collin.

Huetinck, l. and Munshin, S. N. (2004). Teaching Mathematics For the 21st Century. 2nd edition, Mexico: Pearson (P.H.)

Kandel, e. (2006). In Search of Memory - The Emergence of a New Science of Mind. New York: Norton.

Koob, G & Le Moal, M. (2006). Neurobiology of Addiction. London: Academic Press.

National Research Council. (2002). How People Learn. Washington: National Academic Press.

Ormrod, J. E. (2005). Human learning. 4th Edition. Madrid: Pearson/P. H.

Papalia, D.E. et. To the. (2005). Psychology of development, 9th Edition, Mexico: McGraw-Hill/Interamericana editores.

Shown, M. (2006). The Quantum Zoo, A tourist guide to the Neverending Universe. Washington: NAP

Stanford, k. (2006). Excellence eding Our Grasp - Science, History and The Problem of Unconceived Alternatives. Oxford: O. U. P.

Woolfolk, a. (2006). Educational psychology. 9th Edition, Mexico: Pearson.

**MAGAZINES:**

Science

The Journal of Education

Journal of Educational Psychology

The Journal of Educational Research

Psychology Today

The Journal of General Education

Human Development

**LAW 51:**

Any student who has a disability that may affect their learning, is entitled to receive reasonable accommodation and special assessments. To orient themselves and receive these services call the office of services to students with disabilities located in the Office of the Dean of students. (Building Q - Office 019), 787 265-3862 or 787 832-4040 Ext. 3250 or 3258.