



UNIVERSITY OF SIERRA LEONE

**FACULTY OF ARTS**

**DIVISION OF EDUCATIONAL STUDIES**

**COURSE CODE: EDUC 112**

**FOURAH BAY COLLEGE  
JUNE 2024**



©2024 University of Sierra Leone

Enhancement of Courses for *Open and Distance Learning, Education* is made available under a Creative Commons Attribution 4.0 International (CC BY 4.0) License: <https://creativecommons.org/licenses/by/4.0>

These Modules were developed with the support of Commonwealth of Learning, Vancouver, Canada. The Commonwealth of Learning (COL) is an intergovernmental organization created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies.

## Course Developers

MRS EMMA DAVID

MR FRANCIS SAHR ALPHA

MR. JOHNNEL KAMARA

## COURSE BLUB

Educational Psychology is a course in the Division of Educational Studies, Faculty of Arts, at FBC, University of Sierra Leone. It is a course that provides the platform for students understanding in relation to the human mind and behavior.

. It is a compulsory course for teachers in training and it is the first part of the four credit unit courses planned for an entire year. This course will be taken during the first semester.

Credit Hours: 3 Hours

Course Status: Core

Semester: First

Course Duration: 15 weeks

## Table of Contents

Course Developers .....	ii
COURSE BLUB .....	iii
MODULE 1 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY .....	6
UNIT 1 DEFINITION AND RELEVANCE OF EDUCATIONAL PSYCCHOLOGY .....	6
UNIT 2 EDUCATIONAL PSYCHOLOGY AS A FIELD OF APPLIED SCIENCE.....	13
MODULE 2 INTRODUCTION TO GROWTH AND DEVELOPMENT .....	19
UNIT 1 DEFINITION OF GROWTH AND DEVELOPMENT AND RELATIONSHIP BETWEEN BOTH.....	19
UNIT 2 STAGES OF HUMAN DEVELOPMENT AND FACTORS THAT AFFECT THE UNBORN CHILD. ....	23
MODULE 3 HOLISTIC DEVELOPMENT OF THE CHILD.....	30
UNIT 1 PHYSICAL DEVELOPMENT OF THE CHILD.....	30
UNIT 2 INTELLECTUAL DEVELOPMENT OF THE CHILD.....	34
UNIT 3 SOCIAL AND EMOTIONAL DEVELOPMENT OF THE CHILD .....	39
MODULE 4 LANGUAGE AND INTELLECTUAL DEVELOPMENT OF CHILDREN.....	46
UNIT 1 LANGUAGE DEVELOPMENT .....	46
UNIT 2 COGNITIVE OR INTELLECTUAL DEVELOPMENT .....	50
UNIT 3 ENHANCING LANGUAGE AND INTELLECTUAL DEVELOPMENT .....	54



## **INTRODUCTION**

Educational Psychology is a branch of Psychology that focuses on understanding how human beings acquire knowledge and how they are shaped by different learning environments. Professionals in the field study cognitive, behavioural, developmental, social, and emotional factors that influence the ability to learn, in order to improve educational practice for children, adults and people with special learning needs. Educational Psychology is one of the key modules in the Division of Educational Studies, FBC USL.

It is done in departments of education at universities as it helps teachers and early childhood educators to bring out the best in learners. As a teaching specialization course, it is designed to help students achieve their full potential through an understanding of their thoughts and feelings. It is designed to provide the training you need to make this specialization your career. It enables the learners to understand the history and evolution of educational psychology.

It will also throw light on how to apply its principles in the learning environment of the students.

## **COURSE AIMS**

This course is designed to introduce students to the principles and applications of Developmental and Educational Psychology as a foundation course to enhance teachers/ early childhood educators in training professional competence.

## **COURSE OBJECTIVES**

Equips students with knowledge about the basic principles of growth and development in relation to teaching and learning. It helps them to;

apply relevant theories of learning in the classroom.

Develop right attitudes in the teacher about the educational challenges..

interpret the behaviours of children and make necessary adjustments to modify and reinforce such behaviours

## **WORKING THROUGH THIS COURSE**

The content of this material is very comprehensive and therefore requires you to spend a lot of time to read and study. Once in a while you will be required to study children in your community and present written reports. You are also advised to avail yourself the opportunity of attending the tutorial sessions where you would have the opportunity of comparing knowledge, ask for clarifications and share experiences with your facilitators and colleagues. Embedded in this course are activities, assessments and materials for further readings. In addition, the course comes with a list of recommended textbooks which, though are not compulsory for you to acquire or read, but are necessary as supplements to the course materials.

**COURSE MATERIALS:** textbooks, course outlines, module contents, projector video clips journals, internet search. Handouts.

## **ASSIGNMENT FILE**

In your assignment file, you will discover information about the work you must submit to your tutor for grading. Your ultimate grade for this course will be based on the grades you receive for your assignments. The Assignment File itself and the assessment portion of this Course Guide both contain further information about assignments. Each course's units has a minimum of one assignment. These tasks are designed to aid in your comprehension of the material and to gauge your progress.

## **TUTOR-MARKED ASSIGNMENT (TMA)**

The TMA is a part of your course's continual assessment. It contributes 30% to the final score. Before you can take the final exam for the course, you must turn in a minimum of four (4) TMAs. Your facilitator would provide you the TMAs, which you would then receive back once they had been graded.

The assignment file contains the assignment questions for each unit in this course. The data and materials in your study units and references will be enough for you to do your task. A broader perspective and a deeper knowledge of the course will result from showing that you have studied and explored additional sources. Additionally, make sure that each work is sent to your facilitator by the due date specified in the assignment file and presentation schedule. Before the assignment is due, get in touch with your facilitator to discuss the possibility of an extension if you are unable to finish your work on time for any reason. Extension requests made after the deadline won't be accepted.

## **FINAL EXAMINATION AND GRADING**

This examination concludes the assessment for the course. It constitutes 70% of the whole course. By the end of the semester, students are expected to write an examination. This examination concludes the assessment for the course. It constitutes 70% of the whole course.

## **ASSESSMENT**

There are four components of assessment for this course. It accounts for 30% of the total score. You will be given 4 TMAs to answer.

Three of these must be answered before you are allowed to sit for the end of course examination. The TMAs would be given to you by your facilitator and returned after you have done the assignment.

## **PRESENTATION SCHEDULE**

Your course materials will include dates for prompt completion and submission of your tutor-marked assignments (TMAs) and attendance at tutorials. Keep in mind that all tasks must be turned in by the deadline. You should stay on schedule and do your assignment without falling behind.

## **COURSE OVERVIEW**

The table below brings together the units, number of weeks you should take to complete them and the assignments that follow them.

## **SUMMARY**

This course intends to provide you with some background knowledge in the concepts of educational psychology and its importance in education. By the time you complete this course, you will be equipped with knowledge and skills related to Psychology.

We wish you success as you navigate through this resource material; we hope you will be able to appreciate the contents therein and utilize it well.

## MODULE 1 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

### UNIT 1 DEFINITION AND RELEVANCE OF EDUCATIONAL PSYCHOLOGY.

#### CONTENT

#### 1.1 INTRODUCTION

#### 1.2 OBJECTIVES

#### 1.3 MAIN CONTENT

- Definition of Education
- Definition of Psychology
- Views of Modern psychologists about the meaning of Psychology
- Definition of Educational Psychology
- Relevance of Educational Psychology to the teacher./ early childhood educators

#### 1.4 Conclusion

#### 1.5 Summary

#### 1.6 Self-Assessment Exercises

#### 1.7 Tutor Marked Assignment.

#### 1.8 References/Further Readings

### **1.1INTRODUCTION**

This unit presents the background and relevance of educational psychology as it relates to the job of the teacher in understanding children in the teaching and learning situation. The aim of the unit is to bring out a clear definition of educational psychology, its relevance and to understand educational psychology as field of applied science.

## 1.2 OBJECTIVES

By the end of this unit learners should be able to:

- Define Education.
- Define Psychology.
- Give the definition of Educational Psychology
- Examine the views of modern psychologists about the definition of Psychology
- Recognize the relevance of Educational Psychology to the teacher./ early childhood educators

## 1.3 MAIN CONTENT

### **Definition of Education**

Education is the transmission of worthwhile ideas that are culturally based. It is the acquisition of skills, knowledge, attitudes, behaviors, habits and how these are utilized to impact or improve society for the benefit of mankind.

### **Definition of Psychology**

Psychology is the scientific study of the mind and behavior. Psychologists are actively involved in studying and understanding mental processes, developmental stages and behavior. Psychology is not very old as an organized discipline. The word psychology is derived from the Greek words:- **PSYCHE** and **LOGOS**. The word Psychology was formed by combining the Greek psychē (meaning “breath, life, soul,”) with –logos (which comes from the Greek logos, meaning “speech, word, science, reason”).

Thus Psychology was first defined as Science of the Soul. Modern psychologists do not accept this definition because to them, **SOUL** is something **metaphysical**

- It cannot be seen or
- Observed and touched
- Scientific experiment cannot be conducted on the soul.

### **Views of Modern Psychologists about the meaning of Psychology**

Define psychology as the scientific study of man and other animals. This includes:

The individual's behavior and thinking from the time before birth through maturity to declining years. From conception birth, maturity to old age (from the cradle to the grave.) This study can be broadly interpreted to include a vast array of factors such as:

The relationship of physical development to behaviour, motives, attitudes and abilities.

Psychology like the other sciences is seeking to comprehend or understand to predict and control the behavior of man and lower animals.

It can also be defined as scientific study of behavior and mental processes. Psychology is the scientific study of mind and behavior in humans and non-humans. Psychology includes the study of conscious and unconscious phenomena, including feelings and thoughts. It is an academic discipline of immense scope, crossing the boundaries between the natural and social sciences.

## **Definition of Educational Psychology**

Educational Psychology is only one of the many branches of Applied Psychology. Educational Psychology is the study that deals with the ways in which the learner can be effectively brought into successful interaction.

- With the materials to be learned (curriculum and content)
- The Learning situation (experiences, environment)
- The teacher who provides the learning experiences

Educational psychology is the study of how people learn and how to improve teaching methods. It is a branch of psychology that focuses on the application of psychological principles to educational settings. Educational psychologists work with teachers' students and parents to help improve students' learning and achievements.

Educational Psychology is the area of psychology that is concerned with the study and assessment of teaching methods and with helping individual pupils who have educational problems.

According to Skinner, Educational Psychology is that branch of Science which helps to provide a better background for understanding the total job of teaching and in all its intricacies.

## **Relevance of Educational Psychology to the teacher.**

1. It provides important information for educators to help them create educational experiences.
2. It measures learning and improves student motivation
3. It aids teachers to better understand learning in the classroom
4. It helps to design more engaging and effective lesson plans

5. Education psychology can help students to learn more effectively. It can provide students with strategies for improving their memory, attention and motivation.
6. It helps the teacher to channel the student abilities in the right direction
7. It helps the teacher to identify the differences each student have according to his or her own potentialities.

#### **1.4 Conclusion**

Educational Psychology is indeed one of the branches in the study of Psychology that place/ learner in the center on his or learning processes.

#### **1.5 Summary**

The following are key concepts learnt in this unit.

The definition of Psychology is a science that deals with the study of the behaviour of man and other animals.

Educational Psychology is relevant to the teacher in the following ways. It helps the teacher to:

- i. know the learner individually and collectively
- ii. understand the learners' personality, developmental stages and their psychological problems
- iii. be aware of the relationship between the learning process and learning situation
- iv. identify learners' curriculum needs

## 1.6 SELF ASSESSMENT EXERCISE

1. The word psychology comes from:

a. Latin, b. Spanish, c. Greek, d. Italian

2. Psychology is defined as the scientific study of

a. Man and other animals

b. emotions and beliefs

c. Perception and religion

d. Mind and behavior

3. Educational Psychology is the branch of Psychology that deals with:

a. Nature and condition of learning outcomes

b. Conditions of learning outcomes

c. Outcomes and evaluation of learning outcomes

d. Nature, condition, outcomes and evaluation of learning outcomes

4. The relevance of Educational Psychology is to help the teacher:

a . To know the learner \_\_\_\_\_ and \_\_\_\_\_

5. To know what happens in the \_\_\_\_\_

6. To know what is expected to happen in terms of learner \_\_\_\_

\_\_\_\_\_

7. To understand the process by which people \_\_\_\_\_
8. To understand \_\_\_\_\_ or any factor that affects the \_\_\_\_\_
9. To identify \_\_\_\_\_ in curriculum planning and to design \_\_\_\_\_ for special needs learners

### **1.7 Tutor Marked Assignment**

1. Write your own definition of Educational Psychology
2. Talk to a friend about your similarities, differences and challenges and how you cope with these challenges.

### **Bibliography/ Further Reading**

Coon D, Mitterer J. O. M., Martini T.S. (2021). Introduction to psychology: Gateway to mind and behavior. Gengage Learning

Farrant, J.S. (1980). Principles and practice of education. London: Longman.

Nicholas L. (2008). Introduction to psychology. UCT Press.

## UNIT 2 EDUCATIONAL PSYCHOLOGY AS A FIELD OF APPLIED SCIENCE. CONTENT

### 2.1 Introduction

### 2.2 Objectives

### 2.3 Main Content

- Scientific bases of Psychology
- Educational Psychology as field of applied science.
- Methods used by Educational Psychologists for investigation.
- Other Branches of Psychology

### 2.4 Conclusion

### 2.5 Summary

### 2.6 Self-assessment Exercise

### 2.7 Tutor Marked Assignment

### 2.8 References/Further Readings and Other Resources

## 2.1 Introduction

Science consists of observing the world by watching, listening, observing, and recording. Science is curiosity in thoughtful action about the world and how it behaves. It gives explanations about what why and how of things based on facts not opinions or feelings. The purpose of research in Psychology is to identify the factors that affect behavior and the conditions under which behavior can be modified. Anyone can have an idea about how nature works. Some people think their idea is correct because "it seems right" or "it makes sense." But for a scientist this is not enough. Psychologists use scientific methods to create new knowledge about the causes of behavior. Practitioners, such as clinical, counseling, industrial-organizational, and school psychologists, primarily use existing research to help solve problems. A scientist will test the idea in the real world. An idea that predicts how the world works is called hypothesis. In this unit you will learn about educational psychology as an applied science, methods used by psychologists for investigation and other branches of psychology.

## 2.2 Objectives

- Explain Educational Psychology as a field of Applied Science.
- Describe methods used by educational psychologists for investigation

- Identify other branches of psychology

### **2.3 Main Content**

- Scientific bases of psychology
- Educational psychology as field of applied science.
- Methods used by educational psychologists for investigation.
- Other Branches of Psychology

#### **Educational Psychology as a field of Applied Science.**

In a sense, all humans are scientists. We all have an interest in asking and answering questions about our world. We want to know why things happen, when and if they are likely to happen again, and how to reproduce or change them. Such knowledge enables us to predict our own behavior and that of others. We may even collect data, or any information collected through formal observation or measurement, to aid us in this undertaking. Educational psychology is a science. It deals with the study of an organized and systematic body of knowledge concerning human behaviour of all kinds. It is a systematic way to study learners and the process of learning. Like other Sciences, it employs different objective methods of data collection, experiments, observations, analysis and then draw conclusions. It also aims at understanding, explaining, predicating and controlling facts and phenomena relating to human behaviour. Attempts to provide theoretical perspective for the empirical findings have led to the formulation of theories which have influenced Educational Psychology. These theories include Cognitive and Behaviourist theories.

The findings from Educational Psychology research are used to develop and improve educational practices. For example, research on how students learn has led to the development of new teaching methods that are more effective at helping students learn. Research on how students learn has led to the development of new teaching methods that are more effective at helping students learn. Research on how to motivate students has led to the development of new strategies for engaging students in learning.

#### **Methods used by Educational Psychologists for Investigation.**

The way people collect and interpret data in their everyday lives is not always scientific. Often, when one explanation for an event seems “right,” we adopt that explanation as the truth. Furthermore, psychologists have also found that there are a variety of biases that can influence our perceptions and cause us to draw faulty conclusions. In addition, most individuals listen to people they know and trust to give them accurate information rather than doing research to determine what scientific studies show.

All scientists, whether they are physicists, chemists, biologists, or psychologists, use empirical research to study the topics that interest them. Employing the scientific method allows the scientist to collect empirical data objectively, which adds to the accumulation of scientific knowledge.

Methods used for scientific research are:

1. Observational methods - it is a way of collecting relevant information and data by observing. It is also referred to as a participatory study.
  - a. Naturalistic observation: Observing objects in their natural environment without interfering.
  - b. Participant observation: Here the researcher becomes a participant in the group being studied.
  - c. Structured observation: This involves using a predetermined set of categories to record observations.
  - d. Unstructured observation: It involves recording observations without a predetermined set of categories.
2. Survey methods.
  - a. Cross – sectional survey : Collecting data from a sample of the population at one point in time.
  - b. Longitudinal survey: Collecting data from the same sample of the population over time.
  - c. Panel survey: Collecting data from the same sample of individuals repeatedly over time.
3. Documentary methods
  - a. Content analysis: Analyzing written or visual materials to identify patterns and themes.
  - b. Historical analysis: Examining historical documents to understand past events and their impact.
  - c. Archival research: Using existing data sources, such as census records or medical charts.
4. Case studies; In –depth study of a single individual, group, or event.
5. Experimental methods.
  - a. True experiment: Manipulating an independent variable to observe its effects on a dependent variable, while controlling for other variables.

- b. Quasi – experiment: Manipulating an independent variable without random assignment to groups.
  - c. Factorial experiment: Manipulating multiple independent variables to study their combined effects.
6. Interview methods
- a. Structured interview: Using a predetermined set of questions asked in the same order to all participants.
  - b. Semi structured interview: Using a set of questions but allowing for flexibility in the order and wording.
  - c. Unstructured interview: Allowing participants to talk freely about the topic of interest.

### **Other Branches of Psychology**

Educational Psychology is related to the study of man in society as embodied in sociology and anthropology.

In general, Educational Psychology derives its data from:

1. Social Psychology

The study of social behaviour and how they are influenced by structures, customs and institutions of groups or societies of which form a part.

2. Clinical Psychology –

The study of the individual's health and disease(It focuses on disease). It focuses on abnormal behaviours in an effort to understand, diagnose and change such behaviour.

3. Experimental Psychology

The Laboratory study of behavior

- Variables anything age, gender, race or group.
- Experimental group
- Control group

4. Developmental Psychology

The study of normal behavioral development from infancy to adulthood including the development of learning, perception, social behavior and motivation

5. Counselling Psychology

Offers expert advice for solution of personal Social, educational and vocational problems especially in the school system

#### 6. Industrial Psychology

The study that applies psychological knowledge to such areas as personnel, policies, working conditions, production, efficiency and decision making

#### 7. Physiology

The science dealing with the normal functions of living organisms

#### 8. Genetics

The science that studies the inherited features and characteristics of organisms

#### 9. Engineering Psychology, Community Psychology, Psychometric Psychology and so on.

### **2.4 Conclusion**

Educational Psychology is classified as a field of applied science in that it deals with a body of knowledge relating to human behaviour. Conclusions are arrived at scientifically through the process of data collection, experiments, observation and analysis. Branches of Educational Psychology include: Developmental Psychology, Genetics and Social Psychology.

### **2.5 Summary**

Having gone through unit 2 you have learnt that educational psychology uses systematic methods of data collection to understand and predict human behaviour. Example – experiments, observations, surveys, analysis etc

### **2.6 Self-assessment exercise**

#### **Answer true or false:**

1. Educational psychology is not really a science
2. It deals with an organized and systematic body of knowledge
3. Its facts are based on feelings, opinions and ideas.
4. There are a variety of biases that can influence our perceptions and cause us to draw faulty conclusions
5. As a science it uses methods to obtain data
  - a) experiments
  - b) observations
  - c) analysis
6. A theory of learning is the Behaviourist theory

7. Developmental Psychology is not a branch of Psychology

### **2.7 Tutor marked assignment.**

1. Write your own definition of Educational Psychology
2. Talk to a friend about your similarities, differences and challenges and how you cope with these challenges.

### **2.8 References/ Further readings**

Child D. (2010) Psychology and teacher. Bloomsbury: Academic

Hilgard E. Atkinson R.C. and Atkinson R.L. (2014). Introduction to psychology, Wadsworth Publication Co.

Stone E. and Stone S.,(1993) Childhood and adolescent development. London: Longman.

## MODULE 2 INTRODUCTION TO GROWTH AND DEVELOPMENT

### UNIT 1 DEFINITION OF GROWTH AND DEVELOPMENT AND RELATIONSHIP BETWEEN BOTH

#### CONTENT

#### 1.1 Introduction

#### 1.2 Objectives

#### 1.3 Main Content

- Definition of Growth and Development
- Relationship Between Growth and Development
- The need to learn about Growth and Development

#### 1.4 Conclusion

#### 1.5 Summary

#### 1.6 Self-assessment exercise

#### 1.7 Tutor Marked Assignment.

#### 1.8 References/Further Readings

### **1.1 Introduction**

Growth and development are two most important concepts for teachers and parents. Growth is different from development. There is the need for teachers / early childhood educators to understand that children grow and develop at different rates, and they must therefore cater for these difference even as they strive to achieve their goals in teaching and learning. In this unit you will learn about the growth and development of children, maturation, heredity and environmental factors and why teachers should be knowledgeable in these areas.

### **1.2 Objectives**

By the end of this unit learners should be able to:

- Define Growth and Development
- Discuss the Relationship Between Innate potentialities (heredity) and environmental factors (nurture) on an individual
- Justify the need to Learn about Growth and Development

### **1.3 Main Content**

- Definition of Growth and Development
- Relationship Between Growth and Development (Nature and Nurture)
- The need to learn about Growth and Development

#### **Definition of Growth and Development**

Growth is physical change (quantity)it can be seen in increase in size, height, weight and volume. Growth can easily be measured. Growth is the change in shape, form, structure, size of the body.

Growth refers to the quantitative changes that occur in a person's physical and mental characteristics over time

Development is capability / ability (quality). It is the overall and progressive changes of the organism. (Capability to think and problem solving etc. It deals with structural change and functional progress of the body.

Development refers to the qualitative changes that occur in a person's cognitive, emotional and social functioning.

#### **Relationship Between Growth and Development**

Both growth and development are interrelated aspects of psychology. They are closely related to learning and they are influenced by a variety of factors, including genetics, environment, and experience.

There are some basic differences as per their structure, but it is difficult to separate them. They have some basic similarities also. In studying educational psychology, understanding their differences and similarities have equal importance for a teacher. Growth is part of development.

#### **Principles of Growth and Development**

From a tiny speck at conception, the child multiplies a million time until birth it exhibits considerable physical development. Then the child begins to display motor, emotional, social and intellectual behavior. Aspects of growth and development resulting from the interaction of environmental influences (nurture) on inherited potential (heredity or nature) are of interest to teachers.

Heredity (nature) which refers to the potentialities with which the individual is conceived.

Nurture and learning refer to changes in behavior resulting from the modification of developmental trends through environmental influences.

Maturation is that phase of development that relates to the unfolding of the characteristics incorporated in the genes transmitted to the individual from his ancestors.

### **The need to learn about Growth and Development**

The development displayed by an individual at any given time is the result of both the maturation of innate potentialities and whatever modification of these potentialities occurs as a result of environmental influences. Teachers must learn about growth and development to enhance the way they relate to pupils under their care and to enhance the teaching and learning process. With a clear understanding of these concepts teachers can closely monitor the achievements of milestones in relation to their age, identify developmental delays and take necessary actions, then plan for these developments.

### **1.4 Conclusion**

Growth is physical change visible by size, height, weight and volume which can be measured. There is bodily change in shape, form, size and structure, while development on the other hand is the ability/ capability. It is progressive change in structure and functionality. Growth and development are interrelated and depend on each other. Both are as a result of hereditary and environment.

### **1.5 Summary**

Going through this unit you learnt that :

- i. Growth is physical change as observed in size, height, weight and volume.
- ii. Growth can be easily measured;. It is qualitative changes that occur in a person's cognitive, emotional and social functioning.
- iii. Development is the qualitative changes that occur in a person's cognitive, emotional and social functioning.
- iv. It is marked by overall progressive changes of the organism
- v. The growth and development displayed by an individual at any given time is the result of both the innate potentialities (heredity) and whatever modification of these potentialities occurs as a result of environmental influences (nurture).
- vi. Maturation is that phase of development that relates to the unfolding of the characteristics incorporated in the genes transmitted to the individual from his ancestors.

### **1.6 Self-assessment exercise**

Answer True or False.

1. Growth is capability/ability

2. Development brings progressive change in structure and function of the body
3. Growth is more important than development
4. Changes in behavior through environmental changes is heredity
5. Growth and development of an individual as a result of innate potentialities is heredity

### **1.7 Tutor Marked Assignment.**

1. Identify 2 pupils of the same age in your community and list down their physical and intellectual similarities and differences.
2. Write down other reasons why you need to learn about growth and development.

### **1.8 References/ Further Readings**

Farrant J.S., (2004) Principles and practice of education. Longman, New Edition

Jarvis, M. (2005). The psychology of effective learning and teaching. Nelson Thornes Ltd.

Johnson, A.P. (2014). Education psychology: Theories of learning and human development introduction. National Science Press: [www.nwwpress.com](http://www.nwwpress.com)

## UNIT 2 STAGES OF HUMAN DEVELOPMENT AND FACTORS THAT AFFECT THE UNBORN CHILD. CONTENT

### 2.1 Introduction

### 2.2 Objectives

### 2.3 Main Content

- brief biological aspect of human development.
- stages of human development
- factors that affect the unborn child.

### 2.4 Conclusion

### 2.5 Summary

### 2.6 Self-assessment exercise

### 2.7 Tutor Marked Assignment.

### 2.8 References/Further Readings

#### **2.1 Introduction**

Humans go through several chronological stages of development from conception to birth, infancy, childhood, mid childhood, adolescence, adult and death. Each of the stages consists of developmental milestones that should be achieved at a specific point in life. In this unit you will learn about a brief biological aspect of human development, stages of human development and factors that affect the unborn child.

#### **2.2 Objectives**

By the end of this unit learners should be able to:

- Explain the biological aspect of human development.
- Identify the stages of human development.
- Discuss factors that affect the unborn child.

## 2.3

### **Main Content**

- Brief biological aspect of human development.
- Stages of human development
- Factors that affect the unborn child.

### **Brief biological aspects of human development.**

The life of every human being begins at the time of conception of a new individual. This occurs when the nucleus of the sperm (male reproductive cell or gamete) fuses with the nucleus of the ovum (egg) in the fallopian tube (oviduct). But the date of this occurrence cannot be exactly determined in mankind.

The fertilized egg is called Zygote. The Zygote immediately begins a process of growth and development. The reproductive cells (sperm and ovum) contain the hereditary materials of life chromosomes and Deoxyribonucleic Acid (DNA) molecules. The DNA Molecules of the nucleus direct all chemical reactions (metabolism) that go on in the cells. (DNA) – is a substance that carries genetic information in the cells of plants and animals.

### RECEPTOR ORGANS

The human organism is equipped with receptor organs like those for (seeing, hearing, smelling, tasting and feeling).

### EFFECTOR ORGANS

For making movements (muscles and glands)

### AN INTEGRATED SYSTEM

The nervous system (It is impossible for a child to grow or develop new forms of behaviour without these tools).

### The Nervous System

The nervous system has two broad divisions:

- A. Central nervous system
- B. Peripheral nervous system .

The basic unit of the nervous system is called a neuron.

Several neurons are clustered in a nerve. The neurons relay messages.

### Two Types of Neurons

1. Sensory Neurons – relay messages from the receptor organs to the brain , eye, nose etc.
2. Motor Neurons - relay messages from the brain to the effector organs (muscles and glands).

### A. THE CENTRAL NERVOUS SYSTEM

- Comprises all the nerves in the brain and spinal cord.
- It contains most of the body's neurons.

### Major parts of the Brain

Cerebrum, Cerebral Cortex, Medulla, Cerebellum, Hypothalamus

### Spinal Cord

### B. THE PERIPHERAL NERVOUS SYSTEM

The peripheral nervous system comprises the somatic and autonomic nervous system.

- i. Somatic System -deals with body movement and overt reactions to internal and external stimuli. The nerves of the somatic relay messages to and from the sensory receptors (eye , nose etc), muscle and body surface to the central nervous system.
- ii. Autonomic System - Sympathetic and Para sympathetic

This controls voluntary activities e.g., breathing heartbeat, sweating, temperature etc. This function is accomplished through the opposing action of the sympathetic and parasympathetic systems.

### **Stages of human development**

The process of development from conception to birth is called pre-natal period as it is usually divided into three phases.

#### 1. Germinal stage (Period of the Ovum)

This is the first stage of the prenatal period. It involves the fertilization of the ovum to form the Zygote. After fertilization, the Zygote is firmly implanted on the walls of the uterus (10-14 days).

#### 2. Embryonic stage (Period of the Embryo)

This is the second stage of the prenatal period. It is characterized by a differentiation of all the major organs that will be present in the new born baby. Major organs and systems begin to form including the brain, heart, lungs and limbs. The embryo is surrounded by

an amniotic sac filled with fluid ,which provides protection and nourishment.

(from 2 to 8 weeks))

### 3. Fetal stage (Period of the Fetus)

This is the last stage of the prenatal period. It is characterized by growth of the organism until delivery. All major organs and systems are formed and begin to function. The fetus become more active and responds to stimuli. It lasts for about (8 to 40 weeks)

## **Factors that affect the unborn child.**

There are serious debilitating external influences that harm an unborn child. Psychologists are interested in the likely dangers these external factors can cause on the unborn baby because they may adversely affect the child's psychological development or upset the family or social structure.

Substances that produce foetal abnormalities are classified as teratogen. Therefore prospective parents must be sensitized about these influences.

### 1. Age of Mother

- Investigations have shown that child mortality rates are higher if the mother is below 20 years or over 35 years of age.
- The reasons being younger women are still developing and older women are experiencing progressive decline in reproduction functioning.

### 2. Maternal Diet

The foetus depends directly on its mothers food supply through the placenta and umbilical cord, therefore malnourished mothers tend to have children with low birth weights, pre-mature births, still births, anemia, miscarriages, learning difficulties etc.

### 3. Maternal Diseases

Since the foetus receives nourishment through the placenta and umbilical cord diseases can be passed on from the mother to child e.g. HIV, Ebola, pox, measles, chicken pox STI's etc.

### 4. Maternal Stress

This is heightened by general emotionality over prolonged period of time. Stress can be as a result of fear, rage, anger, grief, jealousy or envy.

A woman may resent her pregnancy for the following reasons

- marital or economic difficulty.
- interference with educational plans.
- physical discomforts and loss of figure

- feeling of inadequacy for the role of parent.

Maternal anxiety may lead to: prolonged labour, Baby may cry excessively problems adjusting to feeding and sleeping patterns. Babies born to unhappy, distressed women are often unhappy and distressed themselves.

#### 5. Drug Use

Many drugs taken during pregnancy diffuse through the placenta and have direct effect on the unborn child.

- Heroin addicts give birth to babies similarly addicted.
- Thalidomide causes deformity in infants; they develop flippers like appendage in place of limbs.
- Alcohol is a drug so is nicotine. Too much alcohol during pregnancy may make the child suffer from (FAS) (Fatal Alcohol Syndrome) which is associated with facial, limb, organ defects. Such children may exhibit abnormal behaviour patterns such as irritability short retention span.

#### 6. Smoking

Studies have proven that smoking has negative effects on the unborn child. When a mother smokes, carbon monoxide in her blood combines readily with hemoglobin in the blood thus reducing the oxygen carrying capacity of the blood. This may result to:

- death of the baby in a few minutes after birth
- suffocation of the unborn child or damage its cells.
- separation of placenta from the womb causing miscarriage.
- malformation of the heart or other organs in the foetus.
- sudden infant death or crib death.
- endangering the lungs of the mother.
- embryos becoming passive smokers in the womb.
- underweight babies (pre-mature)
- illness.

## 2.4 Conclusion

Human development begins when the sperm fuses with the ovum in the fallopian tube and firmly implants itself in the uterus or womb. The process of development (pre-natal period) is in three

phases: period of ovum, embryo and Foetus. You also learnt that certain factor can affect the unborn child.

## 2.5 Summary

Highlights of this unit on human development include:

- i. The process of development from conception to birth is the pre-natal period which has three phases – ovum, embryo and foetus
- ii. Certain factors can affect the unborn child:

Age of mother

Maternal diet

Maternal Stress

Maternal disease

Drug use

Smoking

## 2.6 Self-assessment exercise

Fill in the blank

1. Human life begins when the \_\_\_\_\_ of the \_\_\_\_\_ fuses with the \_\_\_\_\_ of the \_\_\_\_\_ in the \_\_\_\_\_
2. The fertilized egg is called \_\_\_\_\_
3. Receptor organs are responsible for \_\_\_\_\_
4. Effector organs are for \_\_\_\_\_
5. Nervous system allows the child to \_\_\_\_\_
6. The two divisions of the nervous system are \_\_\_\_\_ & \_\_\_\_\_
7. Pre-natal period has three phases \_\_\_\_\_
8. Factors that affect the unborn child are 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

## 2.7 Tutor Marked Assignment.

1. Write about the key functions of the following parts of the brain - Cerebrum, Cerebral Cortex, Medulla, Cerebellum, Hypothalamus, Spinal Cord
2. Write down 4 other factors that affect the unborn child.
3. Why do you need to learn about these factors?

## 2.8 References/ Further Readings

Farrant J.S., (2004) Principles and Practice of Education. New Edition

Kendra C. (2023). Developmental Psychology: Definition, stages and issues  
<https://www.verywellmind.com/developmental-psychology->

Oladele, J. O. (2004). Fundamentals of educational psychology. Handbook for education students and teachers. Johns-Lads Publishers Ltd.

Stone E. and Stone., (2017) Psychology of education. Routledge

## MODULE 3 HOLISTIC DEVELOPMENT OF THE CHILD

### UNIT 1 PHYSICAL DEVELOPMENT OF THE CHILD

#### **CONTENT**

#### 1.1 Introduction

#### 1.2 Objectives

#### 1.3 Main Content

- Definition of physical development
- Areas of human physical development
- Physical development milestones
- The role of the teacher in enhancing human physical development.

#### 1.4 Conclusion

#### 1.5 Summary

#### 1.6 Self-Assessment Exercise

#### 1.7 Tutor Marked Assignment

#### 1.8 References/ Further Readings

#### **1.1 Introduction**

Physical development is an aspect of human development. Human development includes physical, cognitive, social, and emotional growth and change. In this unit you will learn about the definition of physical development, areas in humans that develop and how the teacher can enhance such development.

#### **1.2 Objectives**

By the end of this unit, you will be able to

- Define physical development.
- Identify areas of human physical development
- Explain how the teacher can enhance physical development.

### **1.3 Main Content**

- definition of physical development
- areas of human physical development
- the role of the teacher in enhancing human physical development.

#### **Definition of physical development**

Physical development refers to the growth and refinement of motor skills, or in other words, children's abilities to use and control their own bodies. It also refers to growth of the body and its parts. Physical development also includes changes to the brain and senses. Theorists who study human development assert that there is a connection between physical growth and creative play and the development of cognitive and emotional functions.

Physical development in children involves;

- rapid growth in height and weight
- development of motor skills such as rolling over sitting up, crawling and walking
- improve coordination and balance
- sensory development including vision, hearing and touching
- the development of the first teeth and the lower front jaw

#### **Areas of physical development**

Gross-motor skills involve the use of large muscles in the legs or arms, as well as general strength and stamina. Gross-motor skills include jumping, throwing, climbing, running, skipping, and kicking.

Physical development is defined as the growth of the body and its parts, including muscle and motor development. Gross motor skills refer to skills that use larger muscles in the body to jump, ski, ride a bike, or dance.

Fine-motor skills involve the use of small muscles in the arms, hands, and fingers. They are supported by advancements in perception, or the ways in which children use their senses to experience the world around them. Children use their fine-motor skills when they string beads, scribble, cut paper, and draw. Fine-motor skills also enable children to perform a variety of self-help tasks, such as using utensils and dressing themselves. There is a great deal of variation in the development of fine-motor skills

Fine motor development is the growth of small muscles used in writing, handling scissors, or holding a fork to eat. Physical development also includes changes to the brain and senses.

Physical development also includes changes in body organs, the brain and senses. Theorists who study human development assert that there is a connection between physical growth and creative play and the development of cognitive and emotional functions.

These advancements are evident in *gross-* and *fine-motor* skills, and they are essential to children's overall health and wellness.

### **Physical development milestones**

- New born reflexive movement such as sucking and grasping head control develops gradually
- One to three months: head control improves, rolls over from tummy to birth, reaches for object
- Four to six months: sits with support rolls over from birth to tummy begins to crawl
- Seven to nine months: crawls well, up to stand may take first f steps
- Ten to twelve months: walks with assistance, stand alone, climbs stairs
- Thirteen to eighteen months: walks independently runs, climbs furniture
- Nineteen to twenty-four months: jumps, kicks a ball, throws object
- Two to three years: runs well climbs leader, pedals a tricycle
- Four to five years: skips up on one foot, catches a ball
- Six to seven years: rides a bicycle, swims, plays and organizes sports

### **The role of the teacher in enhancing human physical development.**

The teacher has an important role in the physical development of the child .Children learn through movement, so it is critical for them to have daily physical activity. Teachers can support children's learning and healthy physical development by:

- Providing children with opportunities for free movement
- Engaging children in both open-ended and teacher-directed indoor and outdoor motor play
- Challenging children with developmentally appropriate fine and gross motor tasks
- Creating a classroom environment where children feel comfortable and safe to participate in physical activities.
- Collaborate with parents to encourage physical activities outside of school hours and provide support for healthy habits

### **1.4 Conclusion**

Physical development refers to the growth and refinement of motor skills, or in other words, children's abilities to use and control their own bodies. Apart from the development of gross (large) and fine (small) motor skills physical development also takes place in other organs like the brain. It also deals with the general wellbeing of the child.

### **1.5 Summary**

In this unit you have learnt that physical development involve:

- Increase in size and functionality of gross and fine muscles
- The growth in other organs and the brain
- The general wellbeing of the child
- Providing the physical environment and the right types of activities for children to exercise the muscles are some of the roles of teachers in enhancing this development

### **1.6 Self-Assessment Exercise**

1. What is human physical development?
2. What organs are developed physical development?

### **1.7 Tutor Marked Assignment.**

1. Compare the weight, height, complexion, writing skills and gross motor skills of five children and present a report on a chart and write a conclusion.
2. Write 5 strategies teachers can employ to enhance physical development

### **1.8 References/ Further Readings**

Kail R. V., (2015) Children and their development. Purdue University, USA, Pearson.

Smith J.T., (2014). Early childhood development: a multicultural perspective. Connecticut state university. Pearson

## UNIT 2 INTELLECTUAL/ COGNITIVE DEVELOPMENT OF THE CHILD

### CONTENT

#### 2.1 Introduction

#### 2.2 Objectives

#### 2.3 Main Content

- Definition of intellectual development
- Some key milestones as children develop intellectually
- Strategies in enhancing intellectual development

#### 2.4 Conclusion

#### 2.5 Summary

#### 2.6 Self-Assessment Exercise

#### 2.7 Tutor Marked Assignment.

#### 2.8 References/Further Readings

### 2.1 Introduction

Intellectual skills are key to the survival of the living organism, Humans have to think critically to find solutions to issues in their community through problem solving. These complex skills are utilized each day to assess risks levels regarding personal safety, health, interactions, and nutrition. Intellectual development is also necessary in the acquisition of skills, knowledge, correct attitude, behaviors even as the child learns to adjust to new situations. In this unit you will learn about the definition, some key milestones as well as some strategies that enhance cognitive development.

### 2.2 Objectives

By the end of this unit, you will be able to:

1. Define intellectual development in the child
2. Identify some key milestones as children develop intellectually

3. Suggest some strategies in enhancing intellectual development

## **2.3 Main Content**

- Definition of intellectual development
- some key milestones as children develop intellectually
- strategies in enhancing intellectual development

### **Definition of intellectual development**

Cognitive or intellectual development means the growth of a child's ability to think and reason. It's about how they organize their minds, ideas and thoughts to make sense of the world they live in. Intellectual development in childhood occurs at a fascinating pace. The brain grows rapidly during the first five years of a child's life, reaching about 90% of its adult size by the age of 5. The early years are a crucial time for physical brain development, intellectual, or cognitive, development.

A child's intellectual development in the early years (0-5) includes language acquisition, pre-reading and numeracy skills and occurs from birth. Language acquisition, for example, begins to occur before a child can say his first words. The early years are crucial for intellectual development and there is a strong connection between development in the early years and success in later life. The results of good cognitive development in the early years are long-lasting

### **Some key milestones as children develop intellectually**

Some intellectual development milestones you may notice in 5-6 year-olds include:

- New Born; response to sound and lights tracks objects with eyes
- One to three month, smiles socially, recognizes familiar faces begins to babble
- Four to six month imitates sounds, response to their names, explores objects with mouth
- Seven to nine month understands simple words develops object permanently
- Ten to twelve month says first words, points to object follow simple commands
- Thirteen to eighteen month uses two to three words phrases, understand simple question begins to pretend play
- Nineteen to twenty four month uses short sentences, ask questions, follows two steps commands

- Four to five years counts from one to ten recognizes numbers and letters, understands time concepts
- Six to seven years reads simple words, write letters and numbers understand causes and effect relationships.

Some intellectual development milestones you may notice in 7-11-year-olds include:

- A longer attention span and willing to take on more responsibility such as chores.
- Understand fractions, money and the concept of space.
- Can tell time and name months and days of week in order.
- Enjoy reading a book on their own.

Adolescents aged 12 to 18 are capable of complex thinking. This includes the ability to:

- Think abstractly about possibilities.
- Reason from known principles, forming own new ideas or questions.
- Consider many points of view, comparing or debating ideas or opinions.
- Thinking about the process of thinking, being aware of the act of thought processes.

### **Strategies in enhancing intellectual development**

Supporting intellectual growth from 5- 11-year-old?

It is important teachers understand the current intellectual stage of the child so they can offer activities to enhance the child's cognitive or intellectual growth. Creative and artistic play helps with learning and development by letting children engage in problem solving where there are no right answers. With creative activity, the process is more important than the end product.

- Visits to the library will increase their vocabulary, imagination and desire to learn.
- Introduce the child to museums, new neighborhoods and exhibitions.
- Spend as much uninterrupted one-on-one time as much as you can with the child
- Avoid prolonged viewing of television, video and computer games.
- Set up a homework space and routine in class.
- Talk to child's parent if you are concerned about the child's progress.

### **Supporting healthy intellectual growth in adolescents**

As children get older, they grow more sophisticated in the way they think, becoming more logical and systematic in their thought processes. To enhance their cognitive development at this stage:

- Include them in discussions about a variety of topics, issues and current events.
- Encourage them to share ideas and thoughts with you.
- Encourage them to think independently and develop their own ideas and set goals.
- Challenge them to think about possibilities for the future.
- Compliment and praise them for well-thought-out decisions.
- Assist them in re-evaluating poorly made decisions.

## **2.4 Conclusion**

Cognitive development involves a child's growth in thinking and reasoning, organizing their thoughts and ideas to understand the world. 5-6 year-olds exhibit intellectual development milestones, including 2,000-word vocabulary, counting up to 10 objects, reasoning, understanding concepts, and independently following teacher instructions. 7-11-year-olds develop intellectual milestones like longer attention spans, understanding fractions, and reading, while 12-18-year-olds think abstractly, reason from principles, and engage in debates.

## **2.5 Summary**

In this unit you have learnt about intellectual development, some key milestones as children develop intellectually, and strategies in enhancing intellectual development. Children's intellectual development milestones include vocabulary growth, counting, reasoning, understanding concepts, and independent tasks. In 5-6 years, vocabulary increases to 2,000 words, while 7-11-year-olds have a longer attention span and better understanding of fractions, money, and space. To support intellectual growth, teachers should offer activities like problem-solving, creative play, and one-on-one time. As children grow older, they should be involved in discussions, encouraged to think independently, and supported in reevaluating poor decisions.

## **2.6 Self-Assessment Exercise**

1. Identify the stages of intellectual development in child
2. Identify some key milestones as children develop intellectually

## **2.7 Tutor Marked Assignment.**

1. Discuss 4 strategies to enhance intellectual development

## **2.8 References/ Further Readings**

Mcilroy T. (2022). A guide to intellectual development in early childhood. Last update 12 Dec 2022

Siti N., Fauziah A. R., (2011). Towards enhancing children's cognitive development: learning through social interactions. [www.researchgate.net/profile/](http://www.researchgate.net/profile/)

Introduction to intellectual development about kids' health: Cognitive development in school age children. Health, Social Care and Children's Services. <https://www.aboutkidshealth.ca/>

## UNIT 3 SOCIAL AND EMOTIONAL DEVELOPMENT OF THE CHILD

### CONTENT

#### 3.1 Introduction

#### 3.2 Objectives

#### 3.3 Main Content

- meaning of social and emotional development
- importance of social and emotional development
- factors that affect social and emotional development
- supporting social and emotional development in the child
- Social and emotional development mile stones of the child

#### 3.4 Conclusion

#### 3.5 Summary

#### 3.6 Self-assessment exercise

#### 3.7 Tutor Marked Assignment.

#### 3.8 References/Further Readings

### 3.1 Introduction

Children grow and develop rapidly in their first five years across the four main areas of development. These areas are motor (physical), communication and language, cognitive, and social and emotional. Emotional learning begins at a young age and the learning grows with their age. Children express their feelings through non-verbal communication and depend on caregivers to recognize their cues. Their expressions are related to their ability to regulate their emotions.

Emotional expression is closely related to both social and cultural influences of family and the surroundings.

### **3.2 Objectives**

By the end of this unit you will be able to:

- Define social and emotional development
- Examine the importance of social and emotional development of the child
- Identify factors that affect social and emotional development
- Explain how to support social and emotional development in the child
- Social and emotional development mile stones of the child

### **3.3 Main Content**

- Meaning of social and emotional development
- Importance of social and emotional development
- Factors that affect social and emotional development
- Supporting social and emotional development in the child

#### **Meaning of social and emotional development**

Social and emotional development means how children start to understand who they are, what they are feeling and what to expect when interacting with others. It is the development of being able to: form and sustain positive relationships, experience, manage and express emotions, explore and engage with the environment.

Positive social and emotional development is important. This development influences a child's self-confidence, empathy, the ability to develop meaningful and lasting friendships and partnerships, and a sense of importance and value to those around him/her. Children's social and emotional development also influences all other areas of development.

Parents and caregivers play the biggest role in social/emotional development because they offer the most consistent relationships for their child. Consistent experiences with family members, teachers and other adults' help children learn about relationships and explore emotions in predictable interactions.

#### **Importance of social and emotional development in children**

The development of social and emotional skills is extremely important for the child

- It helps them behave in an appropriate way later, gives a good understanding of the life they live, and helps them gain control during the transition stage to reach adulthood.
- Social and emotional development helps a kid to shape his future. This allows him to decide his ambitions while having proper control over his emotions.
- Development of social skills allows a child to cooperate and play with peers, pay attention to the instructions offered by parents or teachers and obtain good transition while indulging in one activity or another.
- Development of emotional skills allows your child to undergo a learning process which would educate him about the ways he can understand and control emotions.
- Nurture relationships
- Master the qualities of initiating, discovering, learning and playing
- Create attention and persistence
- Control and regulate their behavior
- Develop control over their emotions

### **Characteristics of social and emotional development in children**

Emotional Development from 4-6 Years

At age 4 the child begins to gain awareness about his individuality. He:

- Differentiates between good and bad behavior.
- Creates friendships with other children.
- Makes comparison between himself and the rest.
- Tries to understand others' feelings.
- Enjoys an imaginative game that is a bit dramatic with others.
- Likes to involve in competitions
- Takes on leadership roles while playing with others
- Cooperates with other people.
- Follows instructions
- Shows interest in creative work

Emotional Development from 7-12 Years

This is the age of going to school stage. During this period the child develops a lot of emotional outbursts and learns a number of skills such as:

- Interact well with peers.
- Follow a well-structured playstyle with rules.
- Form a team in a formal way.
- Show interest in learning major subjects like math, social studies, etc.
- Have a self-disciplined approach while learning.
- Take the initiative to do some activities.
- Feel proud when given new responsibilities.

#### Emotional Development from 12-20 Years

This is the stage of identity crisis, the child experiences lots of confusion about his gender, the opposite gender, as well as other issues related to this stage. During this period the child:

- Begins to know more about him.
- Faces some role identity issues.
- Becomes rebellious when confronted with an issue.
- Has many doubts about himself.
- Becomes self-conscious about appearance.
- Seeks true intimacy.
- Prefers to be isolated.
- Looks out for a long-lasting and genuine friendship.
- Answers your questions in a satisfactory manner.

#### **Factors That Influence Emotional Development In Children**

The development of each child is unique and complex. There might be slight or huge differences in the social and emotional development in the child, as it is associated with a number of factors. Many factors affect the way children express their social and emotional competencies. Some of them are

- Hereditary factors - there are some similarities are found between the emotional development of parents and children.

- Maturity level - the child becomes emotionally mature as he develops mentally
- Models in the life of the child – children imitate what they see. If there is an expression of physical love in the family, the child also expresses her love. If parents are violent, children also adopt the same
- Sound health - Children who have sound health can control their emotions in a better way while those who remain weak show irritability, excitement and unstable emotions.
- Intelligence - Intelligent children are also emotionally stable. Those with low intelligence are low in stability as well

### **Supporting social and emotional development in the child**

To nurture your child’s social and emotional development, it is important that you engage in quality interactions like these on a daily basis, depending on the age of your child:

- Be affectionate and nurturing: hold, comfort, talk and sing with the child
- Help the child experience joy in “give-and-take”
- Provide the child with responsive care, letting the child practice new skills while you supervise
- Support the child’s developing skills; even if it takes longer
- Teach social and emotional skills, such as taking turns, listening and resolving conflict.
- Be a model of the emotions and positive behaviors
- Be responsive to the child’s emotions and behaviors.
- Ask open-ended questions, such as “What would you do?” to help develop problem-solving skills.
- Use stories to talk to the child about different social situations and how each person might be feeling.
- Encourage the child to try new things and learn how much he can do.
- Play games to teach the child how to take turns, win and lose, share, and negotiate. Ask yourself these questions when choosing a game for family game night.
- Ask your child questions when they are upset. These questions can be about why they are upset, or offering alternatives to understand the root of their unhappiness. For example, “Would you like to brush your teeth or take a bath first?”
- Sit with your child when using a screen (not recommended before 18 months) and make it a social activity, e.g. asking them questions or playing turn-taking games.

### **Social and emotional development mile stones**

- New born: cries to communicate needs bonds with primary care givers
- One to three; smiles socially, interacts with others through eyes contact
- Four to six months shows strangers anxiety, develops attachment to familiar people
- Seven to nine months imitate others, play simple games, enjoys social interactions
- Ten to twelve month develops self-awareness begins to assert interdependence.
- Thirteen to eighteen month explore surroundings interact with peers
- Nineteen to twenty four month uses language to express emotions develops a sense of self
- Two to three years engage in parallel play
- Four to five years plays cooperatively shares toys, develop friendship
- Six to seven year understand social norms follows rules develop a sense or morality

### **3.4 Conclusion**

Social and emotional development involves children understanding identity, feelings, relationships, managing emotions, and engaging with the environment. Social and emotional skills are essential for a child's future behavior, understanding life, and adulthood control, enabling cooperation, attention, and persistence. Nurture a child's social and emotional development through quality interactions, responsive care, positive behavior modeling, and encouraging exploration.

### **3.5 Summary**

This unit has examined the meaning of social and emotional development, importance of social and emotional development, and factors that affect social and emotional development.

### **3.6 Self-assessment exercise**

1. What is social and emotional development of a child?
2. List the factors that may affect children's social and emotional development.

### **3.7 Tutor Marked Assignment.**

1. Why is social and emotional development crucial to children's development?

### **3.8 References/Further Readings**

Stones, E. (2017). An introduction to educational psychology. Routledge Library Edition. Taylor and Francis Group

Wade C, Tavriss C, Saucier D. Elias L., Psychology. Third Canadian Edition, Pearson.

Waterstone D.K. (2019). Why Study Psychology. Oxford University Press

# MODULE 4 LANGUAGE AND INTELLECTUAL DEVELOPMENT OF CHILDREN

## UNIT 1 LANGUAGE DEVELOPMENT

### CONTENT

1.1 Introduction

1.2 Objectives

1.3 Main Content

Scientific bases of psychology

1.4 Conclusion

1.5 Summary

1.6 Self-Assessment Exercise

7.0 Tutor Marked Assignment.

1.8 References/Further Readings

### 1.1 Introduction

Language developments help to shape the life of children as they grow and develop. It enables children to effectively communicate in their environment and it can also be viewed as a tool for survival. However, this development is not spontaneous; rather, it is a gradual process which starts in utero and can be affected by both nature and nurture. In this unit, you will learn about the meaning of language development, the factors that affect language developments.

### 1.2 Objectives

By the end of this unit, learners should be able to:

- Explain the meaning of language development.
- Explain the development of language in young children.
- Elaborate on factors that affect language development.

### 1.3 Main Content

- Meaning of language development.
- Development of language in young children.
- Factors that affect language development.

## **Meaning of language development**

### Language

Language refers to set rules of or the system of words or signs that people use to express thoughts and feelings to each other.

### Language Development

Language Development is the process whereby the infant begins to use signs and sounds to communicate with his or her environment. Research has shown that earliest learning begins in utero when the foetus starts to recognize the sound and speech patterns of its mother.

## **Development of language in young children**

- **The prelinguistic Stage (0 to two month)**

The prelinguistic stage is the period before children begins to produce words. During this stage they communicate through gestures, facial expressions vocalization. They also begins to understand the speech of others, although they may not be able to produce it themselves.

- **The one word stage (12 to 18 months)**

The one word stage is when children begin to produce their first words. This word are typically single- syllable nouns or verbs that refer to familiar objects or actions. Children at this stage also begins to understand simple commands and questions

- **The two words stage (18 to 24 months)**

The two words stage is when children begin to combine words to form simple sentences. These sentences are typically two or three words long and express basic ideas. Children at this stage also begins to use pronouns and prepositions.

- **The telegraphic speech stage (24 to 30 months)**

The telegraphic speech stage is when children begin to produce long sentences that are more complex in structure. These sentences may still be missing some grammatical elements, such as articles and conjunctions. However, children at this stage are able to express their thought and ideas more clearly.

- **The grammatical speech stage (30 to 36 months)**

The grammatical speech stage is when children begin to use all of the grammatical elements of their own language. They are able to produce complex sentences that are

grammatically correct. Children at this stage also begins to use language for a variety of purposes, such as story-telling, asking questions, and giving directions.

### **Factors that affect language development.**

There are a number of factors that can influence language development in young children. These factors include

- **Genetics**  
Some children are simply born with a greater attitude for language than others
- **Environment**  
The environment in which a child grows can have a significant impact on the language development, children who have expose to a reach language environment with plenty of opportunity to hear and use language are more likely to develop strong language skills
- **Cognitive development**  
Language development is closely linked to community development. Children who have strong cognitive skills are more likely to be able to learn and use language effectively.
- **Social development**  
Language development is also influence by social development. Children who have strong social skills are more likely to be able to interact with other and learn from them.

### **1.4 Conclusion**

Language development is the process of an infant using signs and sounds to communicate with their environment. Early learning begins in utero when the fetus recognizes its mother's speech patterns. Factors affecting language development include sex, physical factors like brain damage, intelligence level, socioeconomic factors, and inadequate models, such as stammering and verbal crotches.

### **1.5 Summary**

In this unit you have learnt about meaning of language development and the factors that affect language development.

### **1.6. Self-Assessment Exercises**

1. What is Language development?
2. Identify five factors that affect Language development.

### **1.7 Tutor Marked Assignments**

1. Write 5 sentences in English and ask a 3, 5, 10-year-old child each to :
  - a. Say them in their local language
  - b. give the meaning of each sentence
2. Record your findings and draw up conclusions about each of their abilities.

### **1.8 References/Further Readings**

Banks, S.R. & Thompson, C. L., ( 1995 ). Educational psychology for teachers in training. West Publishing Company. <https://www.researchgate.net/publication/234057270>

Bernstein D.K. & Tiegerman-Farber E. (Eds.) (2002). , Language and communication disorders in children (5th ed., pp. 27-94). Boston, MA: Allyn & Bacon

Bernstein, D. K., & Levey, S. (2002). Language development: a review. In Bernstein D.K. & E. Tiegerman-Farber E. (Eds.), Language and communication disorders in children (5th ed., pp. 27-94). Boston, MA: Allyn & Bacon

Hendrik D, Paul A. Kirschner A., (2011). Centre for learning sciences and technologies (CELSTEC) Open University of the Netherlands 6401 DL Heerlen

## UNIT 2 COGNITIVE OR INTELLECTUAL DEVELOPMENT CONTENT

2.1 Introduction

2.0 Objectives

2.3 Main Content

- Scientific bases of psychology

2.4 Conclusion

2.5 Summary

2.6 Self-Assessment Exercises

2.7 Tutor Marked Assignment.

2.8 References/Further Readings

### **2.1 Introduction**

Intellectual or cognitive developments is one great strides that help children think make meaning of their world as they grow and develop. It is apparent that this developments very gradual and can be affected by nature and nurture. In this unit you will learn about the meaning of intellectual development and Jean Piaget's ages and stages of cognitive development.

### **2.2 Objectives**

By the end of this unit learners should be able to:

- Define intellectual development.
- Discuss Jean Piaget's stages of intellectual development.

### **2.3 Main Content**

- Meaning of intellectual development.
- Jean Piaget's ages and stages of intellectual development.

#### **Meaning of intellectual development.**

Cognitive development is the process of acquiring, processing, storing and utilizing information. This includes remembering, problem solving and decision making from childhood through adolescence to adulthood.

Cognitive Development is growth demonstrated by humans as they progress from a state of not knowing to knowing.

### **Jean Piaget's ages and stages of intellectual development.**

Jean Piaget a French Swiss Psychologist was the best-known student of cognitive development.

By observing and experimenting with his own children he was able to follow the cognitive development of Infants.

### **PIAGET'S STAGES OF COGNITIVE DEVELOPMENT**

Prescribed ages and stages of Piaget's cognitive

#### **1. SENSORI MOTOR STAGE (AGE 0-2 YRS)**

- Children learn using the senses.
- Natural reflexes
- Manipulate objects
- Object permanence is very weak. They still think objects cease to exist if they cannot be seen.
- Later the child begins to focus attention to his physical environment to attain goals (goal directed behavior).
- Experiments with new behaviour.
- By two years the child's ability to think can lead him to insightful solutions without trial and error.
- Object performance is achieved or fully developed

#### **2. PRE-OPERATIONAL PERIOD (AGE 2 – 7 YEARS)**

- Preoperational because the child has not acquired the logical operations in the later stages of thought. The period is divided into two stages.
  - Pre conceptual stage (2 – 4 yrs)
  - Intuitive Stage (age 4 – 7 yrs)
- Represents his environment with symbols.
- He develops immature concepts which Piaget called pre-concepts e.g. the child may have a general idea that birds have wings and can fly and cars have wheels, doors, horns etc but cannot distinguish between the birds or cars.(things that move)
- Children make judgments without conscious mental steps.

- Their action is Ego Centric (self-centered)
- Idea of sameness and identity develops e.g. they call all men daddy
- Irreversibility thinking occurs – can't think e.g. If the child learns  $3+2 = 5$  he is not able to solve the problem  $5=3 +$
- They fail to conserve liquids and lengths e.g. the same quantity of water poured in a small and large container. Children may think the one in the large is plenty.

#### Concrete Operational (age 7-11 yrs)

- Child achieves the ability to conserve.
- Can now use logic to transform operation from one form to the other. E.g.  $5 = 2+ 3$

$$3 + 2 = 5$$

- Children can now learn operations of adding, subtracting multiplying and dividing.
- Now have basic logical thinking abilities and understands how objects are related.
- The operation is concrete because the child's actions are based on objects that can be seen

#### 4. Formal operational (age 11 – 15 yrs)

- Coincides pretty well with the adolescent period.
- The period of final intellectual development
- Child can now engage in abstract thinking.
- He can now solve complex problems.
- Does transfer of learning from one situation to the other.

### 2.4 Conclusion

Cognitive development involves acquiring, processing, storing, and utilizing information from childhood to adulthood. It involves remembering, problem-solving, and decision-making. Jean Piaget identified four stages: sensory motor, pre-operational, intuitive, concrete operational, and formal operational. The pre-conceptual stage involves learning through senses and objects, while the intuitive stage represents the child's environment. The concrete operational stage involves logical thinking and understanding objects' relationships.

### 2.5 Summary

Cognitive development involves acquiring, processing, storing, and utilizing information from childhood to adulthood through four stages: sensory motor, pre-operational, intuitive, concrete operational, and formal operational.

## **2.6 Self-Assessment**

1. How many stages are in Piaget's cognitive development theory?
2. Piaget argued that children develop through adaption - they adjust to the world as they experience new things. True or False?

## **2.7 Tutor Marked Assignment.**

1. Suggest 2 learning activities for each of Piaget's ages and stages of cognitive development.
2. Select any one of the stages of development and observe a child to determine the current level of cognitive development at that stage of development.

## **2.8 References/ Further Readings**

Banks S.R. & Thompson, C. L., ( 1995 ). Educational psychology for teachers in training. West Publishing Company, NY. <https://www.researchgate.net/publication/234057270>

Hendrik D. H., Kirschner P. A. (2011). Centre for learning sciences and technologies (CELSTEC) Open University of the Netherlands 6401 DL Heerlen

## UNIT 3 ENHANCING LANGUAGE AND INTELLECTUAL DEVELOPMENT

### CONTENT

#### 3.1 Introduction

#### 3.0 Objectives

#### 3.3 Main Content

- Role of teachers in enhancing language development.
- Role of teacher in enhancing intellectual development.

#### 3.4 Conclusion

#### 3.5 Summary

#### 3.6 Self-Assessment Exercises

#### 3.7 Tutor Marked Assignment.

#### 3.8 References/Further Readings

### **3.1 Introduction**

The teacher is key in enhancing the holistic development of children and young people. Language and intellectual are two key tools that facilitate learning. This unit presents strategies teachers can adopt in enhancing both the language and intellectual developments of children and young people in the learning situation.

### **3.2 Objectives**

Identify the role of teachers in enhancing language development.

Examine the role of teacher in enhancing intellectual development.

### **3.3 Main Content**

Role of teachers in enhancing language development.

Role of teacher in enhancing intellectual development.

### **Role of teachers in enhancing language development.**

Teachers can help children by encouraging them to imitate, repeat after them and try out new words and sentences. Praise and other opportunities can motivate children in language development. Reading to children, storytelling and songs can also be of great help.

### **Role of teacher in enhancing intellectual development.**

Intellectual development can be stimulated in the following ways.

1. The teacher should be aware of the child's current/present stage of development. The method used should take into consideration the ability and skills already acquired.
2. The curriculum should be planned with the level of cognitive operations and structure that children have successfully attained.
3. Teachers serve as guide helping children as they interact with the environment. Ensure that learning experiences are age appropriate (DAP)
4. Willingness to appreciate other points of views
5. encourage debates and argument with peers and adults.

### **3.4 Conclusion**

Teachers play a crucial role in enhancing language and intellectual development by encouraging imitation, praise, reading, storytelling, and songs. They should be aware of a child's current stage of development, plan the curriculum based on their cognitive abilities, guide children in interactions, ensure age-appropriate learning experiences, appreciate different perspectives, and encourage debates and arguments with peers and adults.

### **3.5 Summary**

Teachers impact language and intellectual development through imitation, praise, reading, storytelling, and debates.

### **3.6 Self-Assessment Exercises**

1. List down two roles of teachers in enhancing language development.
2. Identify three roles of teacher in enhancing intellectual development.

### **3.7 Tutor Marked Assignment.**

1. Write on other strategies that teachers can use to support language development in learners
2. Explain 4 additional ways you can contribute to the cognitive development of learners.

### **3.8 References/Further Readings**

Banks, S.R. & Thompson, C. L. , ( 1995 ). Educational psychology for teachers in training. West Publishing Company, NY. <https://www.researchgate.net/publication/234057270>

Drachsler H., Kirschner P.A., (2011). Centre for Learning Sciences and Technologies (CELSTEC) Open University of the Netherlands 6401