


Course: Early Childhood Development and Learning	
Type and level of studies: UAS	
Study program: Preschool Teacher Education	
Teacher(s): Jelena Joksimović	
Language of instruction: English	
ECTS: 4	
Prerequisites: /	
Semester: Winter semester	

Course unit objective
 Introducing students to the fundamental knowledge in the field of child development and learning from the prenatal period to the age of six; understanding that children’s specific needs and competencies are based on their developmental characteristics in the areas of cognitive, intellectual, language, and socio-emotional development, distinguishing normative development from developmental difficulties, and distinguishing optimal from vulnerable environments for development. Nurturing a critical perspective on traditional developmental psychology.

Learning outcomes
 After completing the course, the student is expected to: understand the adult–child interaction as the fundamental mechanism of a child’s psychological development; possess basic knowledge of developmental characteristics and needs of children from birth to six years of age; be able to provide appropriate support in the main areas of child development; and understand the importance of the quality of the socio-emotional atmosphere for the overall psychological development of the child.

Course unit contents
Theoretical Instruction
 General principles of development and learning in early childhood (the holistic nature of child development; the contextual nature of development; individual developmental pace; learning through interaction, etc.); the prenatal period; developmental path and characteristics of basic cognitive functions in children from birth to six years of age – attention, memory, symbolic function, and speech; development of play; developmental fears; socio-emotional development and deviations – internalized and externalized emotional disorders. Fundamental principles of positive discipline.

Practical Instruction
 Conducting appropriate ad hoc research within the main topics of the course. Systematic observation of children in the kindergarten context and identification of developmentally specific behaviors and reactions; recognizing children’s needs and their manifestations in behavior.

References

- Berk, L. E. (2015). *Child Development (9th ed.)*. Boston: Pearson Education.
- Burman, E. (2007). *Deconstructing Developmental Psychology (2nd ed.)*. Routledge.
- Wenar, C., & Kerig, P. K. (2000 / 2006). *Developmental Psychopathology: From Infancy Through Adolescence (4th ed.)*. New York: McGraw-Hill

Number of active teaching hours:			Other classes
Lectures: 30	Seminar: 15	Independent work:	

Teaching methods:
 meaningful–receptive–verbal teaching/learning method; interactive forms of work between teacher and students, as well as in small student groups; conducting *ad hoc* research on program topics, analysis and interpretation of the collected data.

Examination methods (maximum 100 points)			
Exam prerequisites	No. of points:	Final exam	No. of points:
Student’s activity during lectures	10	oral examination	55
practical classes/tests	10	written examination	
Seminars/homework	25	tests	
Project		Portfolio	

Other			
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Grading system		
Grade	Number of points	Description
10	91 – 100	Excellent
9	81 – 90	Exceptionally good
8	71 – 80	Very good
7	61 – 70	Good
6	51 – 60	Passing
5	≤ 50	Failing