Department of Science Education
Institute of Education & Research
University of the Punjab, Lahore

Course Outline

Programme	BS Science Education	Course Code	SEID-201	Credit Hours	3
Course Title	**Child Development and Learning**				

Course Introduction

This course introduces prospective teachers to the theoretical and practical foundations of child development and learning.The course is organized into two parts across the 16-week semester. Part I, Child Development (Weeks 1–7), examines how children develop cognitively, linguistically, personally, socially, and morally, through the classic and contemporary theories of Piaget, Vygotsky, Erikson, Kohlberg, and Gilligan (Chapters 3 and 4). Part II, Child Learning (Weeks 8–16), examines how children learn, covering behavioral, cognitive, and sociocognitive/constructivist views of learning (Chapters 5, 6, and 8). Throughout the course, prospective teachers connect theory to practice using the textbook's authentic classroom case studies, classroom tips, and reflective activities, building the professional knowledge needed to design developmentally responsive, effective learning experiences for diverse learners.

Learning Outcomes

On the completion of the course, the students will:
1. Explain the major theories of cognitive, language, personal, social, and moral development and their implications for classroom practice.
2. Compare and contrast Piagetian, Vygotskian, and neo-Piagetian perspectives on cognitive development.
3. Apply Erikson's psychosocial theory and Kohlberg's and Gilligan's theories of moral development to analyze classroom scenarios.
4. Distinguish behavioral, cognitive, and sociocognitive/constructivist views of learning and identify their key instructional principles.
5. Design developmentally and cognitively responsive lesson activities using evidence-based strategies such as scaffolding, reinforcement, cognitive-load reduction, and cooperative learning.
6. Critically analyze authentic classroom case studies to solve development- and learning-related dilemmas using a structured problem-solving framework.
7. Reflect on, and revise as needed, their own prior beliefs about how children develop and learn, based on educational-psychology theory and research.

	Course Content	Assignments/Readings
Week 1	**Unit-I** 1.1 What Is Human Development? Principles, Periods, and Domains of Development 1.1.1 Physical, Cognitive, and Language Development	Reading: Ch. 3, pp. 72–77 Activity: Assess Your Prior Knowledge and Beliefs (Ch. 3 opening activity)
	Unit-I (cont.) 1.2 The Human Brain and Cognitive Development 1.2.1 Neurons and Cognitive Development	Reading: Ch. 3, pp. 73–77
Week 2	**Unit-II** 2.1 Piaget's Theory of Cognitive Development 2.1.1 Piaget's Stages of Development	Reading: Ch. 3, pp. 78–86
	Unit-II (cont.) 2.2 Practical Implications and Evaluation of Piaget's Theory 2.2.1 Classroom Tips: Applying Piaget's Theory to the Classroom	Reading: Ch. 3, pp. 86–87 Assignment: Group activity — identify a Piagetian stage-appropriate classroom task for a given grade level
Week 3	**Unit-III** 3.1 Vygotsky's Sociocultural View of Development	Reading: Ch. 3, pp. 88–94

	3.1.1 Practical Implications and Evaluation of Vygotsky's Theory	
	Unit-III (cont.) 3.2 Comparing the Development Theories of Piaget and Vygotsky 3.2.1 Neo-Piagetian Views of Cognitive Development	Reading: Ch. 3, pp. 95–96 Assignment: Reflective journal — comparative chart of Piaget vs. Vygotsky
Week 4	**Unit-IV** 4.1 Language Development Theories: Basics and Trends 4.1.1 Bilingualism and Second-Language Acquisition	Reading: Ch. 3, pp. 97–102
	Unit-IV (cont.) 4.2 Diversity in Language Development 4.2.1 English Language Learners and English Dialects	Reading: Ch. 3, pp. 104–108 Assignment: Case Study — "Language Differences in a Seventh-Grade Classroom" (apply the problem-solving framework)
Week 5	**Unit-V** 5.1 Personal and Social Development: Nature — Heredity Influences 5.1.1 Nurture — Family and Peer Influences	Reading: Ch. 4, pp. 116–125
	Unit-V (cont.) 5.2 The Development of the Self 5.2.1 Self-Concept, Self-Worth, and the Collective Self	Reading: Ch. 4, pp. 126–130 Assignment: Reflective journal — temperament diversity in one's own schooling experience
Week 6	**Unit-VI** 6.1 Erikson's Psychosocial Theory of Personal Development: Preschool Through Elementary/Middle School Crises 6.1.1 High School Crisis: Identity versus Role Confusion	Reading: Ch. 4, pp. 131–133
	Unit-VI (cont.) 6.2 Erikson's Adulthood Crises 6.2.1 Extending Erikson: Marcia's Theory of Identity Development	Reading: Ch. 4, pp. 133–137 Assignment: Case Study — "Issues of Identity in a Ninth-Grade Classroom"
Week 7	**Unit-VII** 7.1 Moral Development: Piaget's Theory 7.1.1 Kohlberg's Theory of Moral Development	Reading: Ch. 4, pp. 137–144
	Unit-VII (cont.) 7.2 Gilligan's Theory and Promoting Moral Development 7.2.1 Diversity in Personal, Social, and Moral Development	Reading: Ch. 4, pp. 145–147 Assignment: Synthesis essay connecting Ch. 3 & Ch. 4 developmental theories to classroom practice (review for Midterm)
Week 8	**Unit-VIII** 8.1 What Is the Behavioral View of How We Learn? 8.1.1 Pavlov's Classical Conditioning Paradigm; Taking Classical Conditioning to the Classroom	Reading: Ch. 5, pp. 156–160 **Midterm Assessment (covers Weeks 1–7)**
	Unit-VIII (cont.) 8.2 Phases of Classical Conditioning 8.2.1 Generalization and Discrimination; Classroom Tips: Reducing Test Anxiety	Reading: Ch. 5, pp. 160–162 Assignment: Identify a classically conditioned response from personal experience and explain it using the paradigm
Week 9	**Unit-IX**	Reading: Ch. 5, pp. 163–171

	9.1 Operant Conditioning: Increasing Desirable Behaviors 9.1.1 Schedules of Reinforcement and Their Effectiveness	
	Unit-IX (cont.) 9.2 Shaping and Fading; Cueing and Prompting 9.2.1 Decreasing Undesirable Behaviors	Reading: Ch. 5, pp. 171–177 Assignment: Design a reinforcement/token-economy plan for a classroom behavior scenario
Week 10	**Unit-X** 10.1 Ineffective Forms of Punishment 10.1.1 Applied Behavior Analysis; Case Study: Behavior Differences in a Fourth-Grade Classroom	Reading: Ch. 5, pp. 178–183
	Unit-X (cont.) 10.2 Diversity and Behaviorism 10.2.1 Unit Review — Behavioral Views of Learning (Weeks 8–10)	Reading: Ch. 5, pp. 184–187 Assignment: Case-based problem-solving report + Test Your Knowledge quiz (Ch. 5)
Week 11	**Unit-XI** 11.1 What Is the Cognitive View of How We Learn? 11.1.1 The Information-Processing Model: Sensory Memory, Attention, and Perception	Reading: Ch. 6, pp. 194–200
	Unit-XI (cont.) 11.2 Working Memory 11.2.1 Storing, Encoding, and Retrieval	Reading: Ch. 6, pp. 200–206 Assignment: Concept map of the Information-Processing Model
Week 12	**Unit-XII** 12.1 Long-Term Memory: Declarative, Procedural, and Conditional Knowledge 12.1.1 How Knowledge Is Represented in Long-Term Memory	Reading: Ch. 6, pp. 209–214
	Unit-XII (cont.) 12.2 Metacognition 12.2.1 Diversity in Information Processing; Case Study: Prior Knowledge Differences in an Eleventh-Grade Classroom	Reading: Ch. 6, pp. 214–217 Assignment: Metacognitive self-assessment exercise
Week 13	**Unit-XIII** 13.1 Cognitive Principles for the Classroom: Attracting Attention; Using Students' Prior Knowledge 13.1.1 Preventing Cognitive Overload	Reading: Ch. 6, pp. 218–222
	Unit-XIII (cont.) 13.2 Promoting Elaboration and Organizing Complex Information 13.2.1 Encouraging Metacognition	Reading: Ch. 6, pp. 222–228 Assignment: Lesson-segment design applying two cognitive principles for the classroom
Week 14	**Unit-XIV** 14.1 What Is the Sociocognitive View of How We Learn? 14.1.1 Social Learning and the Reciprocal Causation Model	Reading: Ch. 8, pp. 282–287
	Unit-XIV (cont.) 14.2 Modeling: A Social Learning Tool 14.2.1 Factors Affecting the Success of Modeling	Reading: Ch. 8, pp. 287–292 Assignment: Identify an effective classroom model and analyze it using modeling-effects criteria
Week 15	**Unit-XV**	Reading: Ch. 8, pp. 293–297

	15.1 Self-Regulation: A Self-Regulation Model 15.1.1 Cognitive Behavior Modification	
	Unit-XV (cont.) 15.2 The Constructivist View of How We Learn: Individual Constructivism 15.2.1 Social Constructivism and Vygotsky	Reading: Ch. 8, pp. 298–303 Assignment: Self-regulation goal-setting exercise (plan–monitor–evaluate cycle)
Week 16	**Unit-XVI** 16.1 Social Constructivism in the Classroom: Cooperative Learning 16.1.1 Tutoring, Reciprocal Teaching, and Communities of Learners	Reading: Ch. 8, pp. 303–315
	Unit-XVI (cont.) 16.2 Problem-Based Learning, Classroom Discussions, and Informal Learning Experiences 16.2.1 Diversity in Social Learning and Constructivist Learning; Course Review	Reading: Ch. 8, pp. 316–319 Assignment: Case Study — "Gender Bias in an Eleventh-Grade Science Classroom" **Final Assessment (covers Weeks 8–16, cumulative)**

Textbooks and Reading Material

Textbook.

Moreno, R. (2010). Educational Psychology. John Wiley & Sons, Inc. — Chapters 3, 4, 5, 6, and 8 (as mapped in the weekly Course Content above).

Suggested Readings

Books / Journal Articles / Reports: This course is designed to be delivered entirely from the prescribed textbook chapters listed above; no supplementary readings are prescribed. Instructors may, at their discretion, direct students to the primary theoretical sources referenced within the assigned chapters (e.g., Piaget, Vygotsky, Erikson, Kohlberg, Gilligan) for extension reading.

Note:

It is preferable to use the latest available edition of the textbook. The reference above follows the APA 7th Edition publication manual.

Teaching Learning Strategies

Interactive lecture and guided discussion on theory and research
Case-based problem-solving using the textbook's "Diversity in the Classroom" and "Putting It All Together" cases
Cooperative/group learning activities and Think-Pair-Share discussions
Reflective journaling (Assess Your Prior Knowledge and Beliefs / Think About It Again!)
Concept mapping and graphic organizers
Analysis of "Imagine You Are the Teacher" classroom vignettes
Application of Classroom Tips to simulated classroom scenarios
Self- and peer-assessment using Test Your Knowledge and Understanding activities

Assignments: Types and Number with Calendar

Reflective journal entries (2): Week 3 and Week 9
Case-study analysis reports (2): Week 4 (Language Differences in a Seventh-Grade Classroom) and Week 16 (Gender Bias in an Eleventh-Grade Science Classroom)
Comparative/graphic-organizer assignment (Piaget vs. Vygotsky): Week 3
Classroom-application design task (reinforcement plan): Week 9
Concept-map assignment (Information-Processing Model): Week 11
Lesson-segment design assignment (applying cognitive principles): Week 13
Midterm Assessment: Week 8 — covers Weeks 1–7 (Child Development)
Final Assessment: Week 16 — covers Weeks 8–16 (Child Learning), cumulative