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| Middlesex University |
| EDU1203 Case Study |
| With Observations |

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| Name and Student ID Number[Date] |

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| **Observation 1** *[Remember to state which method you used here]* |
| Child’s initials | Age (m) | Date | Context *(Setting, other children or adults present)* |
|  *(Note what you* ***SEE*** *and what you* ***HEAR****,* ***not*** *what you THINK you see or hear)* [Type or paste your 1st observation here] |

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| **Observation 2** *[Remember to state which method you used here]* |
| Child’s initials | Age (m) | Date | Context *(Setting, other children or adults present)* |
|  *(Note what you* ***SEE*** *and what you* ***HEAR****,* ***not*** *what you THINK you see or hear)* [Type or paste your 2nd observation here] |
| **Assessment** What do these observations tell me about the child’s **interests and capabilities?**Throughout this analysis you will need to make links to the three **Prime Areas of Learning** (EYFS), **The Characteristics of Effective Learning** and make clear, links to at least 4 different **child development theory****(Remember to support all points with references)** |
| **[Add additional pages as needed]** |
| **Planning *(What next for your target child?******Make 3 suggestions to support your TC’s development and learning)*** |
| **Plan for further development** (*Plan play activities to consolidate current developmental milestones; extend learning to develop skills within the next milestone (B25M)***Plan for play and learning (***ensure that planned activities are relevant to the child’s interests, embrace the Characteristics of Effective Learning* ***and*** *relevant theoretical approaches)***Plan the adult role**  (*explain how adults will support learning in the planned activities with reference to curriculum information and theories)***[Add additional pages as needed]** |
| **Bibliography [A minimum of SIX relevant academic sources]** |
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| Early Childhood Development |
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| **Written tutor feedback and grade via Turnitin. July 2020 (Day TBC)** |
| **1500 words**  |
| **Case Study** |
| **The Case Study includes at least 2 observations, carried out on one child (Target Child (TC): You could use Narrative or Time Sample observation methods to help you collect the information (Data).** Following on from Formative Assignment 2, build a Case Study on the target child, including your observations. Use the findings from observation to identify and analyse your target child’s current ***holistic*** development**Assignment guidance:*** Notice, identify, discuss, and link behaviours relating to the **Prime Areas of Learning;** (Communication and Language (CL), Personal, Social and Emotional (PSED) and Physical Development (PD)
* Notice, identify, discuss and link behaviours relating to a **minimum of two Characteristics of Effective Learning (CoEL)**
* Notice, identify, discuss and make links between behaviours observed of your target child and a **minimum of four developmental theorists**, You could refer to; Piaget, Bruner, Vygotsky, Bandura, Goswami, Athey, Erikson, Parten or others covered in 1202 or 1206.
* Observations **MUST** be included within the case study
* The observations **do not** contribute to the word count.

**Referencing.** All ideas taken from sources must be referenced using the Harvard style of referencing**.** **Please see** **‘cite them right’ *http://www.citethemrightonline.com***  |
| 1. Identify the key milestones and stages in prime areas of child development.
2. Evaluate some key theoretical perspectives on child development.
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| 50% |
| Athey, C. (2007) Extending thought in young children: A Parent-Teacher Partnership (2nd Ed). London: Sage Publications. Beaty, J. (2017) Observing Development of the Young Child (8th Ed). USA: Prentice Hall. Boyd, D. and Bee, H. (2014) The Developing Child (13th Ed.). Harlow: Pearson International.   Early Education (2021) Development Matters in the EYFS <https://www.early-education.org.uk/development-matters> **Gray, C and Macblain, S (2015)*,* Learning theories in childhood (2nd Edition). London: Sage** Johnston, J. (2018) Early childhood studies: principles and practice. Second edition. London, [England]: Routledge. Available at:http://ebookcentral.proquest.com/lib/mdx/detail.action?docID=5257585.Moylett, H. (2014). Characteristics of Effective Early Learning. Berkshire: Open University Press **MacBlain, S. (2018) Learning theories for early years practice. Los Angeles: SAGE.****Neaum, S. (2019) Child Development for Early Years Students and Practitioners (2nd Edition). London: Sage**Palaiologou, I. (2019) Child observation: a guide for students of early childhood. 4th edition. Los Angeles: Learning Matters.Stewart, N. (2011). How Children Learn: the characteristics of effective learning. London: British Association for Early Childhood Education Also refer to See My Learning, Reading List for EDU 1203 and see Power points on My Learning for EDU 1203 |
| **Assessment 2 (Case study) marking criteria rubric** Please refer to the marking criteria rubric under the formative assessment 1 and the level descriptors under formative assessment 1 since identical rubric are used. |

Link to the observation film

THIS IS THE VIDEO U HAVE TO USE FOR THIS SUMMATIVE

<https://rl.talis.com/3/mdx/items/a8e3d751-69fb-41c3-b3a6-087a25430400.html>

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| Observation Clip | Time and Duration |
| Introduction(**Useful for all to watch**) | Start – 01.09 |
| 1. **The Toy Dog**

Age - 2 years 11 months | 2 minutes01:14 – 03:42 |
| 1. **The Birthday Party**

Age - 3 years 2 monthsUsed for Observation 1 | 2.5 minutes03:44 – 06:36 |
| 1. **Playdough**

Age – 3 years 3 months | 6 minutes06:41 – 12:44 |
| 1. **Bakers**

3 Years 4 months | 6 mins and 3.5 mins12.47 – 21:52 |
| 1. **Bricks**

Age – 3 years 5 months | 5 minutes21:56 – 26.57 |
| 1. **In the Garden**

Age – 3 years 10 months | 2 minutes27:02 – 29:18 |
| 1. **Firing the Rocket**

Age – 3 years 11 months | 3 minutes29:21 – 32:37 |
| 1. **In the House**

Age 3 Years 11 months | 4.5 minutes32:41 – 37:17 |
| 1. **In the Park**

Age – 4 years | 3.5 minutes37:21 - End |