

Republic of the Philippines
Benguet State University
**COLLEGE OF TEACHER
EDUCATION**
La Trinidad, Benguet

COURSE SYLLABUS

I. COURSE CATALOGUE

Course Code: FTC 101

Course Title: The Child and Adolescent Learners and Learning Principles

Course Description: This course focuses on child and adolescent development with emphasis on current research and theories on biological, linguistic, cognitive, social and emotional dimensions of development. Further, this includes factors that affect the progress of development of the learners and appropriate pedagogical principles applicable for each developmental level of the learners. The course also addresses laws, policies, guidelines and procedures that provide safe and secure learning environments, and the use of positive and non-violent discipline in the management of learner behaviour. **(BTIs Covered: 1.1.1; 1.2.1; 2.2.1; 2.6.1; 3.1.1; 6.3.1)**

Pre-requisite: None

Period covered: First Term 2024-2025

Credit: 3 Units

Total No. of Hours: 54 Hours (Lecture)

II. UNIVERSITY VISION, MISSION, AND CORE VALUES

Vision: BSU as an International Smart University engendering graduates to walk the intergenerational highways.

Mission: BSU cares to: **C**hallenge innovation, **A**dvance technology and facility, **R**evitalize administration, **E**ngender partnership, and **S**erve intergenerational role.

Core Values: **CARING TEAM PRINCIPLES** - Competence, Altruism, Resilience, Inclusivity, Network, Godliness, Transparency, Effectiveness and Efficiency, Accountability, Mentoring, Participatory Management/Phronetic Organizational Research, Result-oriented/Re-engineering Innovative, Indigenous Knowledge Management, Nurturing, Convergence Contingency, Integrative Leadership, Path-Goal, Life-Coaching, Entrepreneurial Leadership, Student-First Policy/Spiritual Leadership

III. GOALS:

A. Institutional:

1. Challenge innovation in the four-fold functions of the University.
2. Advance technology and facility by shaping the university become responsive to modern needs.
3. Revitalize administration by harmonizing performance monitoring, information, and reporting systems.
4. Engender partnership by proactively strengthening linkages.
5. Serve intergenerational role by revitalizing the Spiritual, Physical, Economical, Cultural, Intellectual, Emotional, and Social (S.P.E.C.I.E.S.) state.

B. College:

1. To produce socially responsible and competent graduate in development communication, information technology, and library and information science degree programs
2. To create, and hence, and sustain relevant academic research, extension, and production programs and projects.
3. To strengthen multidisciplinary research in the fields of development communication, information technology, and library and information science
4. To establish partnerships with local, regional, national, and international institutions providing opportunities for faculty, staff, and students.
5. To create opportunities for the development and management of physical and human resources.

C. Program: (intended student outcomes) The BSEd program aims to develop highly motivated and competent teachers specializing in the content and pedagogy for secondary education.

After finishing the **BSEd program**, the graduates should have the ability to:

1. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts
2. Demonstrate mastery of subject matter/discipline
3. Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments
4. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners
5. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices'
6. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.
7. Practice professional and ethical teaching standards sensitive to the local, national, and global realities

C.1. After finishing the **BSEd Filipino program**, the graduates should have the ability to:

1. Nagpapamalas ng mataas na antas ng karanasan sa pgatuturo ng wika at panitikang Filipino.
2. Nagpapakita ng malawak at malalim na pag-unawa at kaalaman sa ugnayan ng wika, kultura, at lipunan.

3. Nakagagamit ng iba't ibang kasanayan at kaalaman sa proseso ng pagtuturo-pagkatuto,
 4. Nagtataglay ng kaalaman hinggil sa usapin ng kultural at linggwistikong deibersidad ng bansa.
 5. Nakapagdidisenyo ng malikhain, inobatibo, at integratibong mga alternatibong dulong sa pagtuturo at pagkatuto.
 6. Nakagagawa ng pananaliksik ukol sa ikauunlad ng wikang Filipino bilang wikang panturo
- C.2. After finishing the **BSEd Sciences program**, the graduates should have the ability to:
1. Demonstrate deep understanding of scientific concepts and principles.
 2. Apply scientific inquiry in teaching and learning.
 3. Utilize effective science teaching and assessment methods.
 4. Advocate Ethical and Responsible Use of Science and Technology (**SDG 9 – Industry, Innovation, and Infrastructure; SDG 11 – Sustainable Cities and Communities; SDG 13 – Climate Action; SDG 14 – Life Below Water; and SDG 15 – Life on Land**)
 5. Foster a Supportive and Inclusive Science Teaching Community (**SDG 10 – Reduced Inequalities**)
- C.3. After finishing the **BSEd Social Studies program**, the graduates should have the ability to:
1. Utilize appropriate various sociocultural and historical materials in explaining current issues.
 2. Organize communities towards self-reliance and self-sufficiency.
 3. Demonstrate leadership skills that will help in teaching or training students who will empower their communities.
 4. Integrate local and global perspectives in teaching the principle of the common good.
 5. Employ principles of sustainable development in teaching and learning.
 6. Show scholarship in research and further learning.
 7. Display the qualities of an innovative teacher who has mastery of the subject matter.
- C.4. After finishing the **BPEd program**, the graduates should have the ability to:
1. Articulate to the rootedness of education in philosophical, social-cultural, historical, psychological, and political contexts.
 2. Demonstrate mastery of subject matter/discipline.
 3. Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.
 4. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners.
 5. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable education practices.

6. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.
7. Practice professional and ethical teaching standards sensitive to the local, national, and global realities.
8. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.

D. **Course:** At the end of the course, the students are expected to:

1. demonstrate knowledge and understanding of relevant and responsive learning environments in various community contexts. **(BTIs Covered: 1.1.1; 6.1.1)**
2. seek advice concerning strategies that build relationships with parents/guardians and the wider community. **(BTIs Covered: 6.2.1)**
3. seek opportunities to establish professional links with colleagues. **(BTIs Covered: 7.3.1)**
4. demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationships with the wider school community. **(BTIs Covered: 6.4.1)**
5. demonstrate awareness of existing laws and regulations that apply to the teaching profession in relation to the wider school community; and **(BTIs Covered: 6.3.1)**
6. demonstrate familiarity with the responsibilities specified in the Code of Ethics for Professional Teachers **(BTIs Covered: 6.3.1)**

I. Course Content

TENTATIVE DATE	Desired Learning Outcomes (DLO)	Course Content/ Subject Matter	Time Allotment (Hours)	Activities	Resources/ Instructional Materials	Assessment Methods/ Tasks	REMARKS
	<p><i>At the end of the introductory session, the students must have:</i></p> <p>A. Clearly understood the ff:</p> <ol style="list-style-type: none"> 1. VMGO 2. expected outcomes after completion of the course for the term and the degree; and 3. the roles towards the accomplishment of the VMGO 4. the ground rules and expectations between teacher and students 	<p>A. COURSE INTRODUCTION</p> <p>B. Orientation on the following:</p> <ol style="list-style-type: none"> (1) VMGO (2) Institutional Outcomes (3) Program Outcomes (4) Course Outcomes (5) Course Coverage (6) Course Requirements & Timelines (7) Evaluation Measures/Rating System (8) Consultation Schedule (9) Policies on Class Attendance 	1.5 hrs	<ul style="list-style-type: none"> • Students can raise clarifications on how they could participate in class or on concerns that may be vague for them. • Students will share how VMGO's makes an impact in their lives as CTE students. • Presentation/Discussion of the syllabus • Discussion on course policies and requirements 	<ul style="list-style-type: none"> • VMGO Posted in Shamag newsletter. • Course Syllabus 	Oral recitation of the VMGO	

	<ul style="list-style-type: none"> • Explain the basic concepts related to child and adolescent development; and • Explain how current research and theories on child and adolescent development contribute to teaching and learning within and across different areas. 	Chapter 1 – Basic Concepts A. Definitions of Child and Adolescent Learners <ul style="list-style-type: none"> - Definitions from UNESCO, UNICEF, WHO, and Philippine Legislation E. Growth and Development: Nature or Nurture? F. Periods of Development G. Developmental Tasks and Education (Havighurst) H. Educational Learning Domains (Cognitive, Psychomotor, and Affective) I. Domains of Development <ul style="list-style-type: none"> - Biological - Cognitive - Socio-emotional J. Context and Development K. Development and Pedagogy: Theory and Research <ul style="list-style-type: none"> - Theories and hypotheses - Methodology - Integrating theory and practice 	6 hrs	<ul style="list-style-type: none"> • Facilitated discussion using comparative study. A comparative discussion of the definition and characteristics of child and adolescent learners coming from various sources or authorities. • Advanced reading/research. Topics on growth and development may be given in advance to PSTs in small groups to prepare them for debate and further discussions. • Explicit Instruction. This shall involve modelling, guided learner practice and independent learner practice. Current research shall be used to highlight key concepts, with emphasis on the integration of theory into practice. Online journal search strategies will also be introduced to promote PSTs' academic literacy. 	<ul style="list-style-type: none"> • Reference Materials • PowerPoints Presentation • LCD projector, laptop 	Informal question and answer Write-up/reflection (Rating scale as tool) Group discussion & presentation Quiz	
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	<ul style="list-style-type: none"> Discuss the concepts and theories related to the biological/physical development of children and adolescents; and Ensure inclusive and equitable quality education by making connections, using knowledge on current research literature, between biological development theories and developmentally appropriate teaching approaches suited to learners' gender, needs, strengths, interests and experiences. 	Chapter 2 – Biological Development <ol style="list-style-type: none"> Biological Beginnings Physical and Motor Development Neuroscience and Brain Development Factors Affecting Biological/ Physical Development Theories <ol style="list-style-type: none"> Developmental Milestones (Gesell) Ecological Systems Theory (Bronfenbrenner) Current Research and Pedagogical Applications 	9 hrs.	<ul style="list-style-type: none"> Individual presentation Lecture/Discussion 	<ul style="list-style-type: none"> Reference Materials PowerPoint Presentation LCD projector, laptop 	Group discussion & presentation Quiz	
	<ul style="list-style-type: none"> Discuss the concepts and theories related to the cognitive development of children and adolescents; and Make connections, using knowledge on current research literature, between cognitive development theories and developmentally appropriate teaching approaches suited to learners' gender, needs, strengths, interests and experiences. 	Chapter 3 – Cognitive Development <ol style="list-style-type: none"> Cognitive Development Theories <ol style="list-style-type: none"> Piaget Vygotsky Intelligence and Individual Differences <ol style="list-style-type: none"> Concept of Intelligence (Binet) General Intelligence (Spearman) Primary Mental Abilities (Thurstone) Multiple Intelligences (Gardner) Triarchic Theory of Intelligence (Sternberg) Cognitive Information Processing Theory (Atkinson and Shiffrin) Factors Affecting Cognitive Development Language Development 	9 hrs	<ul style="list-style-type: none"> Lecture or oral report Class discussion Sharing of observations, experiences, knowledge Library work /internet surfing 	<ul style="list-style-type: none"> Reference Materials PowerPoint Presentation LCD projector, laptop 	Recitation Quiz	

		<p>E. Factors Affecting Cognitive and Language Development</p> <p>F. Current Research and Pedagogical Applications</p>					
	MIDTERM EXAMINATION		2 hrs				
	<ul style="list-style-type: none"> Discuss the concepts and theories related to the socio-emotional development of children and adolescents; and Make connections, using knowledge on current research literature, between socioemotional development theories and developmentally appropriate teaching approaches suited to learners' gender, needs, strengths, interests and experiences. 	<p>Chapter 4 – Social and Emotional Development</p> <p>A. Socio-emotional Development</p> <p>B. Development of Self and Social Understandings</p> <ul style="list-style-type: none"> Psychoanalytic Theory (Freud) Psychosocial Theory (Erikson) Social Learning Theory (Bandura) <p>C. Development of Motivation and Self-Regulation</p> <ul style="list-style-type: none"> Content Theories <ul style="list-style-type: none"> Hierarchy of Needs (Maslow) ERG -Theory (Alderfer) Theory of Needs (McClelland) – Two Factors Theory (Herzberg) Process Theories <ul style="list-style-type: none"> Reinforcement Theory (Skinner) Expectancy Theory (Vroom) Goal Setting Theory (Locke) Self-determination Theory (Deci & Ryan) 	9 hrs	<ul style="list-style-type: none"> Lecture or oral report Class discussion Sharing of observations, experiences, knowledge Library work /internet surfing 	<ul style="list-style-type: none"> Reference Materials PowerPoint Presentation LCD projector, laptop 	<p>Group discussion & presentation</p> <p>Quiz</p>	

		D. Moral Development Theories <ul style="list-style-type: none"> • Piaget • Kohlberg • Turiel • Gilligan E. Current Research and Pedagogical Applications					
	<ul style="list-style-type: none"> • Discuss the concepts and theories related to the behavioral learning theories and approaches to learning in relation to the development of children and adolescents; • Ensure inclusive and equitable quality education by making connections, using knowledge on current research literature, between behavioral learning theories and developmentally appropriate learning approaches suited to learners' gender, needs, strengths, interests and experiences. 	Chapter 5 – Behavioural Learning Theories and Approaches to Learning A. What is Learning? B. Approaches to Learning <ul style="list-style-type: none"> • Behavioural • Social cognitive • Information processing • Cognitive constructivist • Social constructivist C. Connectionism D. Conditioning <ul style="list-style-type: none"> • Classical • Contiguous • Operant E. Behaviour Analysis in Education F. Gestalt-Insight Learning G. Experiential Learning Theory H. Current Research and Pedagogical Applications	9 hrs.	<ul style="list-style-type: none"> • Individual presentation and reporting • Lecture/Discussion • Sharing of observations, experiences, knowledge • Write up/exercise. 	<ul style="list-style-type: none"> • Laptop /LCD • Course References • PowerPoint presentation • Writing materials 	Chapter Test	
	<ul style="list-style-type: none"> • Discuss the laws, policies, guidelines, and procedures that protect children's rights 	Chapter 6. Safety and Security in the Learning Environment	6.5 hrs	<ul style="list-style-type: none"> • Web search on (a) news articles and statistics about 	<ul style="list-style-type: none"> • Laptop /LCD 	Chapter Test	

	and assure their safety and security in school. <ul style="list-style-type: none"> Explain and draw implications of policies and procedures on child protection, and positive/non-violent discipline in the management of behaviour. 	A. UN Convention on the Rights of the Child and PD 603 B. Anti-Bullying Act of 2013 (Republic Act 10627) C. Child Protection Policy D. Positive Discipline		the violation of child safety and security and articles regarding the implementation of topics A-D. <ul style="list-style-type: none"> Identify cases of violations of the rights safety and security of children/students. 	<ul style="list-style-type: none"> Course References PowerPoint presentation Writing materials 		
	FINAL EXAMINATION		2 hrs				
	TOTAL NUMBER OF HOURS		54 hrs				

II. Course Requirements:

TERM REQUIREMENTS	DEADLINE
Midterm: (major) Infographics (topics will be determined during class)	Within the term
Final: (major) Video Lessons (topics will be determined during class)	Within the term

III. Evaluation and Grading System:

A. Evaluation Measures and Weights

1. Class Standings (67%)

Particulars:	Midterm	Finals
Long Quiz	60%	60%
Term Requirements	30%	30%
Activities	10%	10%

2. Term Examination (Midterm & Finals) (33%)

TOTAL	100%	100%
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B. Grading System

Midterm Grade	$\frac{= (\text{Class Standing} \times 2) + \text{Term Exam Grade}}{3}$
Tentative Final Grade (TFG)	$\frac{= (\text{Class Standing} \times 2) + \text{Final Exam Grade}}{3}$
Final Term Grade	$\frac{= (\text{Tentative Final Grade} \times 2) + \text{Midterm Grade}}{3}$

IV. Provision for Differentiated Instruction:

1. Design instructional plan considering students' learning styles.
2. Group students by shared interest, topic or ability to do tasks.
3. Utilize varied teaching techniques and strategies to accommodate diverse learners.
4. Manage classroom to create a meaningful and supportive teaching-learning environment.
5. Conduct individual student consultations for academic advising.
6. Have small group conferences on academic-related concerns.
7. Evaluate students' learning using varied assessment tools.
8. Assess and adjust lesson content to meet learners' needs.
9. Allow students to create outputs according to their skills and abilities.
10. Provide options for students to express their creativity in different forms.

V. References:

- Havighurst, R.J. (1948). Developmental tasks and education. University of Chicago Press.
- Corpuz, et.al. (2010). Child and Adolescent Development: Looking at Learners at Different Life Stages. Quezon City: Lorimar Publishing, Inc.
- Klein (2002). Learning Principles and Applications . McGraw-Hill Higher Education: New York.
- Shaffer & Kipp (2014). Developmental Psychology: Childhood and Adolescence, 19th Ed. Wadsworth-CENGAGE Learning: USA.
- Eggen and Kauchak (10213). Educational Psychology: Windows on Classrooms, 9th Ed., Pearson: Boston.
- King (2016). Experience Psychology, 3rd, Ed., McGraw-Hill Education: New York.
- Durrant, Joan. Psoitive Discipline in Everyday Teaching. Bangkok: Save the Schildren 2010.

- Positive Discipline in the Inclusive, Learning-Friendly-Classroom. Bangkok: UNESCO Asia and Pacific Bureau for Education, 2066.
- Resources for Eliminating Corporal Punishment in Schools, Global Initiative to End All Corporal Punishment of Children, 2012.
- Alternatives to Corporal Punishment: The Learning Experience,. South Africa: Department of Education, 2000.
- Ramsdan, Philippa. Positive Discipline Techniques to Promote Positive Behavior in Children: Training Manual for Facilitators, Finland: Save the Children, 2008.
- Positive Discipline at your School, Africa: Management Systems and Training Programmes, not dated.

A. Online Resources:

- <https://classroom.synonym.com/piagets-twostage-theory-moral-development-8773060.html>
- <https://courses.lumenlearning.com/boundless-psychology/chapter/theories-of-human-development/>
- <https://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/cognitive-constructivism/>
- <http://psycholearningcurve.rg/these-psychological-principles-will-help-your-students-learn-more-effectively/>
- https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf
- <https://www.cs.umb.edu/~hdeblos/2951L/Kohlberg'sMoralStages.htm>
- <http://educationalresearchtechniques.com/2015/02/10/contiguous-conditioning/>
- www.endcorporalpunishment.org www.childrenareunbeatable.org.uk <http://www.gundersenhealth.org/ncptc/center-for-effective-discipline> www.crin.org
- <https://www.forskningsradet.no/siteassets/publikationer/125397944.pdf>
- <http://www.healthofchildren.com/M/Moral-Development.html>
- <https://www.iedunote.com>
- <https://www.institute4learning.com/resourcesarticles/the-12stages-of-life/>
- <https://www.learning-theories.com/self-determination-theory-deci-and-ryan.html>
- <https://www.midntools.com/pages/article/human-motivation-theory.htm>
- <https://www.oshatrain.or/notes/thelawsoflearning.html>
- <https://www.reinfluencers.es/en/2019/05/09/8-21st-century-methodologies/>
- <http://www.savethechildren.otg.ph/>
- <https://www.samrtparents.sg/toddler/behavior-discipline/10-social-skills-every-child-needs-know>
- <https://www.simplypsychology.org/vygostky.html>
- <https://www.theadvocate.org/social-constructivism-in-education/>
- <https://www.toolshero.com/psychology/vrooms-expectancy-theory/>
- <https://www.verywellmind.com/what-is-self-determination-theory/>

VI. SUGGESTED READINGS:

- Classroom management practices in Higher Education: Endangered or engendered by Janet Lynn M. Balagtey, Imelda G. Parcasio, and Divina M Yango. (EducARI Journal, 2021).
- Level of reading proficiency of grade 7 Students by Sharon R. Contaoi, Gema G. Alicwas, Deborrah L. Bayanes, Marline O. Pagnas, and Dominador S. Garin. (EducARI Journal, 2021)
- Individual protective factors and academic achievement of junior high school learners in Benguet State University by Liza A. Ngiao and Judith B. Sacley. (EducARI Journal, 2021)
- Information Literacy (IL) of College Freshmen: Implications for an Information Literacy Program in Academic Libraries by Grace Quijano. (Library Philosophy and Practice, 2019)
- Mathematical problem-solving proficiency of Grade 7 student by Mark Neil B. Pageet, Danica Lorain R. Bateria, Melanie D. Calonia, Diona Rose M. Macaburas, Melecent B. Paran, and Janet Lynn S. Montemayor (EducARI Journal, 2021)
- Readability, content, and mechanical feature analysis of commercial science textbooks intended for third grade Filipino learners by Apler J. Bansiong (Cogent Education 2019)

VII. COURSE POLICIES AND CLASS ATTENDANCE:

• **Course policies:**

1. Professional disposition and attitude is expected from each student in carrying oneself in the classroom and in the campus.
2. Students are required to wear their complete uniform on Mondays and Tuesdays, in appropriate attire on the other days of the week.
3. The ID card has to be worn at all times while in the campus.
4. Students who are not able to turn in requirements shall be given a final grade of **INC**, which has to be completed within the next two semesters.
5. Other policies of the CTE shall be observed.

• **Class attendance and attendance:**

1. Attendance is monitored every meeting. A student who has incurred three hours of absences will be issued by the course facilitator a referral slips and student is required to secure an admission slip from the Office of Student Services.
2. Students who have been absent from classes due to illness are required to secure medical certificate from the University Health Services.
3. Students who miss quizzes or exams due to valid reasons shall be given consideration to take the quiz or exam.
4. Accumulated unexcused absences of 10.8 hours (20%) of the total contact hours means being **dropped** from the roll if before the midterm examination or **failed** if after the midterm examination.

• **Timelines:**

1. Students are expected to turn in assignments and other requirements on agreed upon time.
2. Course requirement shall be turned in one week before the final exam's week.

VIII. CONSULTATION HOURS/SCHEDULE:

Mondays, Wednesdays & Fridays	Tuesdays and Thursdays	ROOM
9:30am-10am 3pm-5pm		CTE 101

Prepared and submitted by:

Recommending approval:

Approved:

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