

Subject: Emotional Development and Emotion Education in Young Children

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Classroom: N201

Time: R2R3R4

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Course Descriptions:

The goal of this course is to help students being familiar with the major concepts and research progress in the field of emotional development and emotion Education. So as to develop an ability to design experiments or studies to explore the related issue and also apply the knowledge into their further teaching and learning.

Keywords:

young children, emotional development, emotion understanding, emotion regulation, emotion education

Schedule

Week	Progress	Materials
1	Introduction	
2	Understanding social and emotional development in young children	Reading: 2017 Emotional development through the lens of affective social competence
3	Research methods and Measures	
4	Emotion expression Literature Review and discussion	Paper report: 12
5	Emotion Recognition and Understanding EEG introduction	Reading: 2015 A conceptual Model of Emotion Understanding
6	Emotion Recognition Literature Review and discussion1	Paper report:34
7	Emotion Recognition Literature Review and discussion2	Paper report:56
8	Emotion Understanding Literature Review and discussion1	Paper report:78
9	Emotion Understanding	

	Literature Review and discussion2	Paper report: 9 10
10	Emotion Talk and Shared reading Literature Review and discussion1	Paper report: 11 12
11	Emotion Talk and Shared reading Literature Review and discussion2	Paper report: 13 14
12	Emotion Talk and Shared reading Literature Review and discussion3	Paper report: 15 16
13	Emotion Talk and Shared reading Literature Review and discussion4	Paper report: 17 18
14	Emotion Regulation Literature Review and discussion	Paper report: 19 20
15	How to design a good proposal	Topic discussion
16	Final report 1 (proposal/ group presentation and discussion)	
17	Final report 2 (proposal/ group presentation and discussion)	
18	Final report 3 (proposal/ group presentation and discussion)	

Teaching Methods

1. Lecturing
2. Discussion

Evaluation:

1. Journal paper Report: 30%
2. Proposal: 60% (Group oral presentation: 30 %; Written proposal: 30%)
3. Attendance and participation: 10%

Assigned Papers:

Each student should report at least one article.

All the assigned papers have been put on the eLearn platform.

Reference Articles

1. Saarni C: The Development of Emotion Competence. Guilford Press; 1999.
2. Halberstadt AG, Denham SA, Dunsmore JC: Affective social competence. Soc Dev 2001, 10:79-119.

3. Kyle A, Bersted A, DiLalla LF: The influence of DRD4 genotype and perinatal complications on preschoolers' negative emotionality. *J Appl Dev Psychol* 2015, 42:71-79.
4. Parade S, Ridout K, Seifer R, Armstrong D, Marsit C, McWilliams M, Tyrka A: Methylation of the glucocorticoid receptor gene promoter in preschoolers: links with internalizing behavior problems. *Child Dev* 2016, 87:86-97
5. Romens SE, McDonald J, Svaren J, Pollak SD: Associations between early life stress and gene methylation in children. *Child Dev* 2015, 86:303-309.
6. Perry N, Calkins S, Bell MA: Indirect effects of maternal sensitivity on infant emotion regulation behaviors: the role of vagal withdrawal. *Infancy* 2016, 21:128-153.
7. Rogers ML, Halberstadt AG, Castro VL, MacCormack JL, GarrettPeters P: Maternal emotion socialization differentially predicts third-grade children's emotion regulation and lability. *Emotion* 2015, 16:280-291.
8. Broesch T, Rochat P, Olah K, Broesch J, Henrich J: Similarities and differences in maternal responsiveness in three societies: evidence from Fiji, Kenya, and the United States. *Child Dev* 2016, 87:700-711.
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10. Pluess M: Individual differences in environmental sensitivity. *Child Dev Perspect* 2015, 9:138-143.
11. Halberstadt AG, Langley HA, Hussong AM, Coffman JL, Rothenberg WA, Mokrova I, Costanzo PR: Parents' understanding of gratitude in young children: a thematic analysis. *Early Child Res Q* 2016, 36:439-451.
12. Hussong AM, Langley HA, Coffman JL, Halberstadt AG, Costanzo PR: Parent socialization of children's gratitude. In *Developing Gratitude*. Edited by Tudge J, Freitas L. Cambridge, London: Cambridge University Press; 2017.
13. Shimoni E, Asbe M, Eyal T, Berger A: Too proud to regulate: the differential effect of pride versus joy on children's ability to delay gratification. *J Exp Child Psychol* 2016, 141:275-282.
14. Galla BM: Within-person changes in mindfulness and selfcompassion predict enhance emotional well-being in healthy, but stressed adolescents. *J Adolesc* 2016, 49:204-217.
15. Katz L, Maliken AC, Stettler NM: Parental meta-emotion philosophy: a review of research and theoretical framework. *Child Dev Perspect* 2012, 6:417-422.
16. Lambie JA, Lindberg A: The role of maternal emotional validation and invalidation on children's emotional awareness. *Merrill-Palmer Q* 2016, 62:129-157.

17. Lewis M: The emergence of human emotions. In Handbook of Emotions, 4th ed.. Edited by Lewis M, Haviland-Jones JM, Barrett LF. New York, NY: Guilford Publishing; 2016:272-292.
18. Saarni C, Campos JJ, Camras LA, Witherton D: Emotional development. In Handbook of Child Psychology: Social, Emotional, and Personality Development, vol. 3. Edited by Eisenberg N, Damon W, Lerner RM . Hoboken, NJ: Wiley; 2006: 226-299.
19. Thompson RA: Emotion regulation: a theme in search of definition. Monogr Soc Res Child Dev 1994, 59:25-52.
20. Penela EC, Walker OL, Degnan KA, Fox NA, Henderson HA: Early behavioral inhibition and emotion regulation: pathways toward social competence in middle childhood. Child Dev 2015, 86:1227-1240.
21. Castro VL, Cheng Y, Halberstadt AG, Grunhn D: EUREKA! A conceptual model of emotion understanding. Emot Rev 2016, 8:258-268.