連続講義時間割表

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<td>Chinese children's social-emotional development: Taking migrant children as an example</td>
<td>履修届</td>
<td>1月29日 (水)</td>
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※ 受講希望者数により、講義室の変更があり得ますので、掲示に注意してください。
Chinese children's social-emotional development:  
Taking migrant children as an example

Prof. Chen Chen  
School of Psychology, Nanjing Normal University  
February 11-13, 2020, Graduate School of Education, Tohoku University

Session 1: Theoretical framework of the research project on Chinese migrant children’s social development

This section includes literature review on migrant children’s social adaptation and mental health and the theoretical framework of the bio-ecological model of human development, based on the current research gaps.

Session 2: Methodology of the research project on Chinese migrant children’s social development

This section introduces the longitudinal research design and the data analyses adopted by this project.

Session 3: The background of the research participants

This section presents the sample size of this project, participants’ demographic information and family background information, such as family SES.

Session 4: National policy on migrant children’s education

This section introduces some important regulations and laws issued by Chinese central government on migrant children’s education. A group discussion might be also organized on migrant children’s education and learning experience (Group discussion -1, based on prepared learning materials)

Session 5: The developmental trajectory of migrant children’s academic self-concept

This section presents developmental trajectories of migrant children’s academic self-concept, as well as the similarity and differences in the trajectories between migrant and urban children.

Session 6: The developmental trajectory of migrant children’s academic achievement

This section presents developmental trajectories of migrant children’s math and Chinese subject performance, as well as the similarity and differences in those trajectories between migrant and urban children.

Session 7: The impact of SES and parenting on migrant children’s academic performance

This section focuses on how family SES and parenting styles jointly influence the developmental trajectories of migrant children’s academic self-concept and academic achievement, in particular the meditational role parenting plays.

Session 8: The developmental trajectory of migrant children’s aggressive behavior

This section introduces developmental trajectories of migrant children’s aggressive behavior, as well as the similarity and differences in those trajectories between migrant and
urban children.

**Session 9: The impact of attachment on migrant children’s aggressive behavior**

This section targets how parent-child and peer attachment work together in predicting the membership of the trajectory of migrant children’s aggressive behavior, particularly the meditational role of peer attachment.

**Session 10: The developmental trajectory of migrant children’s prosocial behavior**

This section introduces developmental trajectories of migrant children’s prosocial behavior, as well as the similarity and differences in those trajectories between migrant and urban children.

**Session 11: The impact of temperament and parenting on migrant children’s prosocial behavior**

This section reveals how temperament and parenting styles interact with each other in predicting the membership of the trajectory of migrant children’s prosocial behavior.

**Session 12: The developmental trajectory of migrant children’s intergroup attitudes**

This section presents developmental trajectories of migrant children’s intergroup attitudes, as well as the similarity and differences in those trajectories between migrant and urban children.

**Session 13: How friendship quality is related to migrant children’s intergroup attitudes?**

This section demonstrates how in-group and out-group friendship qualities are related to migrant and urban children’s membership of their intergroup attitudes. A group discussion might be also organized on migrant children’s school experience (Group discussion -2, based on prepared learning materials)

**Session 14: Some other issues on migrant children’s mental health and school experience**

This section may discuss migrant children’s strengths and difficulties in their socialization, mental health, and/or the relation between perceived teacher support and learning motivation.

**Session 15: Course summary and group presentation**

This is a sum-up section on the lectures. Meanwhile, group presentations are invited and suggested on, but not limited by, the following topics: the protective and risk factors for migrant children’s social-emotional development; policy makers’ agenda, and/or students’ reflections on their learning experience.