

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Psychology/ Bachelor of Science (Honours) in Speech Pathology and Rehabilitation / All Undergraduate Programmes
Programme QF Level	:	5
Course Title	:	Human Development across the Lifespan
Course Code	:	PSY2020
Department	:	Psychology
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Basic Principles of Psychology (or equivalent)
Medium of Instruction	:	EMI
Course Level	:	2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills

3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Understanding the nature of human development across the lifespan is essential to professionals concerned with enhancing the life quality of individuals as they grow from infancy to maturity. This course is intended to help students explore the physical, emotional, cognitive and social development of individuals from infancy to adulthood through various theories and methodologies. Attention will be given to the appropriate and ethical application of developmental theories and research findings within the Hong Kong, China context and beyond.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Understand major principles and concepts in developmental psychology;
- CILO₂ Apply the findings of developmental psychology to enhance understanding of development in the Hong Kong, China context and beyond;
- CILO₃ Compare and contrast relevant theoretical explanations for developmental progress in different domains;
- CILO₄ Demonstrate an understanding of key methodologies in studying human development;
- CILO₅ Adapt/apply appropriate and ethical techniques to collect, analyze and interpret data in relation to development across the lifespan.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction Nature of the development process Principles and issues of development	CILO ₁₋₃	Lecture, group discussion, E-learning package
Study of human development Research design Methods of data collection Ethical principles	CILO _{4,5}	Lecture, group discussion, E-learning package

Physical and neural development Brain development Motor skills and development Puberty	CILO ₁₋₅	Lecture, video, group discussion, E-learning package
Cognitive development Piaget's theory of cognitive development Moral reasoning, Kohlberg's theory of moral development, and moral education Theory of mind Intelligence Cognitive flexibility and crystallized intelligence	CILO ₁₋₅	Lecture, video, group discussion, demonstrations, E-learning package
Language development Components of language Language development in early years Bilingualism	CILO ₁₋₅	Lecture, video, group discussion, demonstrations, E-learning package
Social development Development of autonomy Functions of play Parenting: styles, dimensions and cultural context Romantic relationships and marriage	CILO ₁₋₅	Lecture, video, group discussion, E-learning package
Identity formation Identity searching Self-concept and sense of competence Gender roles and stereotype Adolescent egocentrism	CILO ₁₋₅	Lecture, video, group discussion, E-learning package
Emotional development Attachment and the development of social bonds Stress and emotion regulation	CILO ₁₋₅	Lecture, video, group discussion, E-learning package

4. Assessment

Assessment Tasks	Weighting	CILO
a. Autobiographical analysis report Students are required to write an autobiographical analysis report of 1,200-word, demonstrating in-depth understanding of psychological theories and concepts relevant to personal development. This assessment aims to help students personalize their learning connecting to life experience.	40%	CILO ₁₋₅

b. Quizzes The assessment will consist of two multiple-choice quizzes: a midterm quiz (20%) covering the first half of the course content and a final quiz (20%) covering the second half. Both quizzes will evaluate students' understanding of key principles and concepts, as well as their higher-order application and critical thinking skills related to the learned content.	40%	CILO ₁₋₄
c. Group Presentation (15 minutes) Analyze a Movie Character's Development Using Developmental Theories (20%): Each group comprising 6 members will choose a character from a movie and analyze their development through the lens of developmental psychology. Using at least two developmental theories and updated research findings from last 10 years, discuss how the character evolves throughout the film. Focus on key moments that highlight their psychological growth, changes in behavior or thinking, and the influence of external factors such as family, relationships, or societal pressures. Your analysis should demonstrate an understanding of developmental theories and how they apply to the character's journey.	20%	CILO ₁₋₄

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Boyd, D. R., & Bee, H. (2021). *Lifespan development* (8th ed.). Pearson.

7. Recommended Readings

- Andrews, J. L., Ahmed, S. P., & Blakemore, S. J. (2021). Navigating the social environment in adolescence: The role of social brain development. *Biological psychiatry*, 89(2), 109-118.
- Arnett, J. J. (2023). *Adolescence and emerging adulthood: A cultural approach* (7th ed.). Pearson.
- Berger, K. S. (2022). *The developing person: Through the life span* (12th ed.). Worth Publishers.
- Bethlehem, R. A. I., Seidlitz, J., White, S. R., Vogel, J. W., Anderson, K. M., Adamson, C., Adler, S., Alexopoulos, G. S., Anagnostou, E., Areces-Gonzalez, A., Astle, D. E., Auyeung, B., Ayub, M., Bae, J., Ball, G., Baron-Cohen, S., Beare, R., Bedford, S. A., Benegal, V., ... Alexander-Bloch, A. F. (2022). Brain charts for the human lifespan. *Nature*, 604(7906), 525–533. <https://doi.org/10.1038/s41586-022-04554-y>
- Black, M. M., Walker, S. P., Fernald, L. C. H., Andersen, C. T., DiGirolamo, A. M., Lu, C., McCoy, D. C., Fink, G., Shawar, Y. R., Shiffman, J., Devercelli, A. E., Wodon, Q. T., Vargas-Barón, E., Grantham-McGregor, S., & Lancet Early Childhood Development Series Steering Committee. (2017). Early childhood development coming of age: science through the life course. *The Lancet*, 389(10064), 77–90. [https://doi.org/10.1016/S0140-6736\(16\)31389-7](https://doi.org/10.1016/S0140-6736(16)31389-7)
- de Haan, M. D. H., Dumontheil, I., & Johnson, M. H. (2023). *Developmental Cognitive Neuroscience: An Introduction* (5th ed.). Wiley Blackwell.
- Newman, B. M., & Newman, P. R. (2017). *Development through life: A psychosocial approach* (13th ed). Wadsworth Cengage Learning.
- Pressley, M., & McCormick, C. B. (2018). *Child and adolescent development for educators* (2nd ed). Guilford Press.
- Robinson, O. (2020). *Development through adulthood*. Bloomsbury Publishing.
- Sigelman, C. K. & Rider, E. A. (2021). *Life-span human development* (10th ed.). Wadsworth Cengage Learning.

8. Related Web Resources

American Psychological Association:

Division 7 (Developmental Psychology) <https://www.apa.org/about/division/div7>

Division 20 (Adult development and aging) <https://www.apa.org/about/division/div20>

The British Psychological Society (Division of Educational and Child Psychology)
<http://www.bps.org.uk/decp>

9. Related Journals (in order of relevance)

Developmental Psychology

Developmental Science

European Journal of Developmental Psychology

Developmental Review

International Journal of Behavioral Development
British Journal of Developmental Psychology
Journal of Applied Developmental Psychology
Journal of Adolescence
Developmental Cognitive Neuroscience

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil