

## Course Outline

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### Part I

<b>Programme Title</b>	: Doctor of Education
<b>Programme QF Level</b>	: 7
<b>Course Title</b>	: Developmental Psychology
<b>Course Code</b>	: EPC7176
<b>Department</b>	: Psychology
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 7

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### 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 Undergraduate, Taught Postgraduate 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

This course of the foundational level is designed to familiarize students with current knowledge and major theories in developmental psychology. The course examines issues of continuity and discontinuity in development and the mechanisms involved in individual differences in development in various areas including biological, cognition, and psychosocial development. Through analysis of the relevant literature, and research, students will critically examine the multiple influences on development, including individual characteristics, family, school and community influences, lifespan developmental issues, and integration of development across all domains. Both normal and abnormal development will be analyzed.

### 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Develop an understanding of major influences on development;  
 CILO<sub>2</sub> Critique the strength and weakness of research on development;  
 CILO<sub>3</sub> Apply the theories and research to explain developmental issues.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Continuities and discontinuities in development	CILO <sub>1-2</sub>	Directed study: <ul style="list-style-type: none"> <li>• blogging and online discussion forum</li> <li>• questions &amp; answers</li> <li>• peer sharing</li> <li>• guided research activities</li> </ul>
Major influences on development	CILO <sub>1-2</sub>	
Lifespan approach	CILO <sub>1-2</sub>	
Language, cognition, reading and spelling	CILO <sub>2-3</sub>	
Psychosocial development	CILO <sub>2-3</sub>	
Learning and conduct problems	CILO <sub>2-3</sub>	

### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
1. Literature matrix and critical discussion: Outline a literature matrix within 1000 words on a particular developmental issue utilising ten sources of research, and briefly discuss the matrix focusing on topic, method, result, and implication for research.	30%	CILO <sub>1-2</sub>
2. A paper of 3,000 words based on literature matrix: In the paper, the major influences on the issue should be critically examined, in the light of literature and research. Students are expected to demonstrate a critical understanding of the relevant literature and research, the controversies, and the limitations of the current research both in terms of content and methodology.	70%	CILO <sub>1-3</sub>

### 5. Required Text(s)

Nil

## 6. Recommended Readings

- Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (2006). Life span theory in developmental psychology. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology vol 1 theoretical models of human development* (Vol. 1, pp. 569-664). John Wiley & Sons Inc.
- Beckett, C., Maughan, B., Rutter, M., Castle, J., Colvert, E., Groothues, C., ... & Sonuga-Barke, E. J. (2006). Do the effects of early severe deprivation on cognition persist into early adolescence? Findings from the English and Romanian adoptees study. *Child Development, 77*(3), 696-711. <https://doi.org/10.1111/j.1467-8624.2006.00898.x>
- Bjorklund, D. F., & Green, B. L. (1991). The adaptive nature of cognitive immaturity. *American Psychologist, 47*(1), 46-54. <https://doi.org/10.1037/0003-066X.47.1.46>
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist, 32*(7), 513-531. <https://doi.org/10.1037/0003-066X.32.7.513>
- Cameron, L., Erkal, N., Gangadharan, L., & Meng, X. (2013). Little emperors: Behavioral impacts of China's One-Child Policy. *Science, 339*(6122), 953-957. <https://doi.org/10.1126/science.1230221>
- Fraga, M. F., Ballestar, E., Paz, M. F., Ropero, S., Setien, F., Ballestar, M. L., ... & Esteller, M. (2005). Epigenetic differences arise during the lifetime of monozygotic twins. *Proceedings of the National Academy of Sciences of the United States of America, 102*(30), 10604-10609. <https://doi.org/10.1073/pnas.0500398102>
- Hall, J. (2005). Neuroscience and education: A review of the contribution of brain science to teaching and learning. *SCRE Research Report No 121*.
- Herrmann, E., Call, J., Hernández-Lloreda, M. V., Hare, B., & Tomasello, M. (2007). Humans have evolved specialized skills of social cognition: The cultural intelligence hypothesis. *Science, 317*(5843), 1360-1366.
- Hines, M. (2010). Sex-related variation in human behavior and the brain. *Trends in Cognitive Sciences, 14*(10), 448-456. <https://doi.org/10.1016/j.tics.2010.07.005>
- Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist, 60*(6), 581-592. <https://doi.org/10.1037/0003-066X.60.6.581>
- Hughes, C., Devine, R. T., & Wang, Z. (2018). Does parental mind-mindedness account for cross-cultural differences in preschoolers' theory of mind?. *Child Development, 89*(4), 1296-1310. <https://doi.org/10.1111/cdev.12746>
- Hughes, C., McHarg, G., & White, N. (2018). Sibling influences on prosocial behavior. *Current Opinion in Psychology, 20*, 96-101. <https://doi.org/10.1016/j.copsy.2017.08.015>
- Imuta, K., Henry, J. D., Slaughter, V., Selcuk, B., & Ruffman, T. (2016). Theory of mind and prosocial behavior in childhood: A meta-analytic review. *Developmental Psychology, 52*(8), 1192-1205. <https://doi.org/10.1037/dev0000140>
- Kohlberg, L. (2008). The development of children's orientations toward a moral order. *Human Development, 51*(1), 8-20. <https://www.jstor.org/stable/26763964>
- Lobel, T. E., Bar-David, E., Gruber, R., Lau, S., & Bar-Tal, Y. (2000). Gender schema and social judgments: A developmental study of children from Hong Kong. *Sex Roles, 43*(1-2), 19-42. <https://doi.org/10.1023/A:1007035611440>
- Mischel, W., Shoda, Y., & Rodriguez, M. I. (1989). Delay of gratification in children. *Science, 244*(4907), 933-938. <https://doi.org/10.1126/science.2658056>
- Paulus, M. (2014). The emergence of prosocial behavior: Why do infants and toddlers help, comfort, and share?. *Child Development Perspectives, 8*(2), 77-81. <https://doi.org/10.1111/cdep.12066>

- Piaget, J. (1964). Development and learning. In R. E. Ripple & V. N. Rockcastle (Eds.), *Piaget rediscovered* (pp. 7-20). Cornell University Press.
- Pomerantz, E. M., Ng, F. F. Y., Cheung, C. S. S., & Qu, Y. (2014). Raising happy children who succeed in school: Lessons from China and the United States. *Child Development Perspectives*, 8(2), 71-76. <https://doi.org/10.1111/cdep.12063>
- Rhoades, K. A. (2008). Children's responses to interparental conflict: A meta-analysis of their associations with child adjustment. *Child Development*, 79(6), 1942-1956. <https://doi.org/10.1111/j.1467-8624.2008.01235.x>
- Rutter, M. (2002). Nature, nurture, and development: From evangelism through science toward policy and practice. *Child Development*, 73(1), 1-21. <https://doi.org/10.1111/1467-8624.00388>
- Saarni, C., Campos, J. J., Camras, L., & Witherington, D. C. (2006). Emotional development: Action, communication, and understanding. In W. Damon (series ed.) and N. Eisenberg (vol. ed.), *Handbook of child psychology*, Vol. 3; John Wiley & Sons, Inc.
- Slaughter, V., Imuta, K., Peterson, C. C., & Henry, J. D. (2015). Meta-analysis of theory of mind and peer popularity in the preschool and early school years. *Child Development*, 86(4), 1159-1174. <https://doi.org/10.1111/cdev.12372>
- Spelke, E. S., & Kinzler, K. D. (2007). Core knowledge. *Developmental Science*, 10(1), 89-96. <https://doi.org/10.1111/j.1467-7687.2007.00569.x>
- Spera, C. (2005). A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. *Educational psychology review*, 17(2), 125-146.
- Vygotsky, L. (1978). Interaction between learning and development. *Readings on the Development of Children*, 23(3), 34-41.

## 7. Related Web Resources

1. The British Psychological Society  
<http://thepsychologist.bps.org.uk/>
2. American Psychological Association Division 7: Developmental Psychology  
<http://ecp.fiu.edu/APA/div7/>
3. Neuroscience information in Chinese  
[http://www.dls.ym.edu.tw/neuroscience/introb\\_c.html](http://www.dls.ym.edu.tw/neuroscience/introb_c.html)
4. Neuroscience information in English  
<http://www.pbs.org/wnet/brain/>
5. Theory of mind  
<http://www.theoryofmind.org/>
6. Open Yale Courses: Introduction to Psychology  
<http://oyc.yale.edu/psychology/introduction-to-psychology/>

## 8. Related Journals

*Child Development*  
*Developmental Psychology*  
*Developmental Review*  
*Developmental Science*  
*Journal of Experimental Child Psychology*  
*British Journal of Developmental Psychology*  
*Cognitive Development*  
*International Journal of Behavioral Development*  
*Social Development*

*Journal of Cognition and Development*  
*Human Development*  
*Journal of Applied Developmental Psychology*  
*Infant Behavior and Development*  
*Early Development and Parenting*  
*The Journal of Child Psychology and Psychiatry*  
*Child Psychology and Psychiatry Review*  
*Development and Pathology*

**9. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

**10. Others**

Nil

**TPg Courses with other Study Modes**

**Programme Title** : Doctor of Education  
**Course Title** : Developmental Psychology  
**Course Code** : EPC7176  
**Offering Unit** : Psychology  
**Credit Points** : 3

Delivery mode:

**Online learning as the primary delivery mode**

<b>Range of classroom-based contact hours (0-15)</b>	<b>Range of hours for online learning (24-39)</b>	<b>Total No. <u>of</u> Contact Hours</b>
		39

**Directed study mode**

<b>Range of classroom-based contact hours (4-15)</b>	<b>Range of guided independent learning hours (24-35)</b>	<b>Total No. <u>of</u> Contact Hours</b>
9	30	39