Course Outline

Part I

Programme Title : Doctor of Education

Programme QF Level : 7

Course Title : Developmental Psychology

Course Code : EPC7176

Department : Psychology

Credit Points : 3

Contact Hours : 39

Pre-requisite(s) : Nil

Medium of Instruction : EMI

Course Level : 7

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"):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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:

$CILO_1$ Develop an understanding of major influences on development;
$CILO_2$ Critique the strength and weakness of research on development;
$CILO_3$ 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	$CILO_{1-2}$	Directed study: • blogging and online discussion forum • questions & answers • peer sharing • guided research activities
Major influences on development	$CILO_{1-2}$	
Lifespan approach	$CILO_{1-2}$	
Language, cognition, reading and spelling	$CILO_{2-3}$	
Psychosocial development	$CILO_{2-3}$	
Learning and conduct problems	$CILO_{2-3}$	

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%	$CILO_{1-2}$
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%	$CILO_{1-3}$

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.

Bauer, P. J. (2007). Recall in infancy a neurodevelopmental account. *Current Directions in Psychological Science, 16*(3), 142-146.

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.

Bjorklund, D. F., & Green, B. L. (1991). The adaptive nature of cognitive immaturity. *American Psychologist, 47*(1), 46-54.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist, 32*(7), 513-531.

Brown, L., & Iyengar, S. (2008). Parenting styles: The impact on student achievement. *Marriage & Family Review, 43*(1-2), 14-38.

Cameron, L., Erkal, N., Gangadharan, L., & Meng, X. (2013). Little emperors: Behavioral impacts of China's One-Child Policy. *Science, 339*(6122), 953-957.

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.

Hall, J. (2005). Neuroscience and education: A review of the contribution of brain science to teaching and learning. *SCRE Research Report No 121*. https://dspace.gla.ac.uk/bitstream/1905/623/1/121[1].pdf

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.

Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist, 60*(6), 581-592.

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.

Hughes, C., McHarg, G., & White, N. (2018). Sibling influences on prosocial behavior. *Current Opinion in Psychology, 20*, 96-101.

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.

Kohlberg, L. (2008). The development of children's orientations toward a moral order. *Human Development, 51*(1), 8-20.

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.

Mischel, W., Shoda, Y., & Rodriguez, M. I. (1989). Delay of gratification in children. *Science, 244*(4907), 933-938.

Paulus, M. (2014). The emergence of prosocial behavior: Why do infants and toddlers help, comfort, and share?. *Child Development Perspectives, 8*(2), 77-81.

Piaget, J. (1964). Development and learning. In R. E. Ripple & V. N. Rockcastle (Eds.),

Piaget rediscovered (pp. 7-20). Ithaca, NY: Cornell University Press. http://www.psy.cmu.edu/~siegler/35piaget64.pdf

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.

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.

Rutter, M. (2002). Nature, nurture, and development: From evangelism through science toward policy and practice. *Child Development, 73*(1), 1-21.

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.* http://onlinelibrary.wiley.com/doi/10.1111/cdev.12372/abstract

Spelke, E. S., & Kinzler, K. D. (2007). Core knowledge. *Developmental Science, 10*(1), 89-96.

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
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