

Course Outline

Part I

Programme Title	:	Doctor of Education
Programme QF Level	:	7
Course Title	:	Developmental Psychology – A Specific Developmental Problem
Course Code	:	EPC8178
Department	:	Psychology
Credit Points	:	3
Contact Hours	:	39
Pre-requisite	:	Developmental Psychology (or equivalent)
Medium of Instruction	:	EMI
Course Level	:	8

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

The course is designed to strengthen candidates’ understanding and skills in applying theoretical knowledge acquired in developmental psychology to a specific developmental problem encountered in the educational setting. Candidates will develop competence in identifying, assessing and addressing issues connected to a specific developmental problem of the candidate’s choice through a comprehensive proposal for a research project.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Identify a specific developmental problem of their interest using developmental psychology theories;
- CILO₂ Assess the problem and issues connected with such problem;
- CILO₃ Evaluate and justify the choice of the intervention knowledge and strategies for further application.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Development and diversity	CILO ₁	Directed study: blogging and online discussion forum questions & answers peer sharing guided research activities
Development and teaching and learning	CILO ₁₋₂	
Developmental problems and interventions	CILO ₁₋₃	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<ul style="list-style-type: none"> • Oral presentation <p>As the class progresses, students will be required to individually present their proposed project and lead the discussion. The proposal should encompass a detailed critical literature review of an identified developmental problem and an investigative research design within an educational setting. Additionally, you are encouraged to do a small-scale project to link your topic to “the real world”.</p>	30%	CILO ₁₋₃

<p>• Written proposal You should write a proposal based on the one you presented and feedback from the class, or a related topic. The proposal should be 3000 words in maximum excluding appendix and references in length, double-spaced, and written in English.</p>	<p>70%</p>	<p>CILO₁₋₃</p>
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5. Required Text(s)

Nil

6. Recommended Readings

Feldman, M. (Ed.). (2004). *Early intervention: The essential readings*. Malden, Mass.: Blackwell Pub.

Iwaniec, D. (2004). *Children who fail to thrive: A practice guide*. Chicester, England; Hoboken, N.J.: John Wiley & Sons.

Kirk, S. A., Gallagher, J. J., Anastasiow, N. J., & Coleman, M. R. (2014). *Educating exceptional children* (14th ed.). Belmont, CA: Wadsworth Publishing.

Kroth, R. L., & Edge, D. (2007). *Communicating with parents and families of exceptional children*. Denver, Colorado: Love Pub. Co.

McGregor, E. (Ed.). (2008). *Autism: An integrated view from neurocognitive, clinical and intervention research*. Malden, Mass: Blackwell Pub.

Phillipson, S. N. (Ed.). (2007). *Learning diversity in the Chinese classroom: Challenges and practice*. Hong Kong: The Hong Kong University Press.

Rutherford, R. B. J., Quinn, M. M., & Mathur, S. R. (Eds.). (2004). *Handbook of research in emotional and behavioral disorders*. New York: Guilford Press.

Stringer, E. T. (2008). *Action research in education* (2nd ed.). Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.

Selected papers from international refereed journals will be recommended during the course.

7. Related Web Resources

1. American Psychological Association Division 7: Developmental Psychology
<http://ecp.fiu.edu/APA/div7/>
2. Open Yale Courses: Introduction to Psychology
<http://oyc.yale.edu/psychology/introduction-to-psychology/>
3. British Dyslexia Association: <http://www.bdadyslexia.org.uk/>
4. British National Institute of Mental Health on Autism:
<http://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-pervasive-developmental-disorders/index.shtml>

5. Hong Kong Commission on Poverty report on children and youth:
[http://www.povertyrelief.gov.hk/eng/pdf/ReportCh4\(e\).pdf](http://www.povertyrelief.gov.hk/eng/pdf/ReportCh4(e).pdf)

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