

Faculty of Science
School of Psychology

PSYC3341
Developmental Psychology
Semester 2, 2016

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	Science		
	Psychology		
	PSYC3341		
	Developmental Psychology		
	Semester 2		2016
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	3.9. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals. 3.10. Demonstrate creative and pragmatic problem solving.
4. Developed an advanced appreciation of values in Psychology, including the ability to:	4.1. Use information in an ethical manner. 4.2. Explain how prejudicial attitudes and discriminatory behaviours might exist in oneself and in others. 4.3. Exhibit a scientific attitude in critically thinking about, and learning about, behaviour, creative and pragmatic problem solving. 4.4. - 4.5. Promote evidence-based approaches to understanding and changing human behaviour
5. Developed effective communication skills in Psychology, including the ability to:	5.1. Write effectively in a variety of formats (short essays, research proposals) and for a variety of purposes (e.g., informing, arguing, evaluating). 5.2. Demonstrate effective oral communication skills in various formats (e.g., group discussion, oral presentation). 5.3. Demonstrate effective interpersonal communication skills including: listening accurately and actively; provide constructive feedback to others; adopt flexible techniques to communicate sensitively and effectively with diverse ethnic and cultural partners, including in the context of team-work. 5.4. Collaborate effectively, demonstrating an ability to work with groups and to complete projects within reasonable timeframes in an ethical manner.
6. Come to understand and apply psychological principles derived from an understanding of developmental psychology in a broader framework, including the ability to:	6.1. Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society including issues of atypical development and aging 6.2. Apply psychological concepts, theories, and research findings to the formulation of better public policy and practice including issues of system

*	0 = No focus 1 = Minimal 2 = Minor 3 = Major	3	Participation in lectures & tutorials assessed in two exams and research proposal. Learning is directed towards forming an advanced understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in multiple aspects of
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	3	Development of research proposal, and conduct of a supervised experiment with child participants employing a sound research design, data analysis and interpretation, and the appropriate use of technologies
	3	Critical analysis and interpretation of data from the in-class experiment. Development of research literature review for research proposal, showing use of critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to developmental change in behaviour and mental processes.
	3	Ongoing discussion of the ethical issues surrounding research with children, and the development of an experimental protocol to yield meaningful empirical evidence, showing a knowledge of the value of empirical evidence, tolerance of ambiguity during the search for greater understanding of behaviour and the ability to act ethically in the development of experiments in the field of human development
	3	Collaboration in group work for research proposals. Development of in-class presentations of research proposals encouraging you to communicate effectively in a variety of contexts, both as presenter and critical audience. Written communication in the form of a final research proposal that incorporates feedback on the oral presentation.
	3	Be able to apply psychological principles to broader issues derived from developmental psychology, including its role in understanding developmental disorders and the framing of policy and practice in educational and forensic domains

The lecture and laboratory topics have been selected because they provide a good sampling of issues of current scientific interest in the field of human development and because many of the findings in these areas have important practical implications for public policy, the clinical and forensic assessment of children, and the design of effective educational or instructional programs.

This course follows on, and assumes knowledge, from PSYC2061 Social and Developmental Psychology. This course is complementary to PSYC3211 Cognitive Science in the sense that both courses provide an advanced perspective on issues concerned with human cognition and memory. This course provides an excellent preparation for the study of human development at Honours level.

1. Large group lectures with an emphasis on active student participation
2. Small group laboratories for hand on training in relevant methods of data collection and analysis, data interpretation, and ethical / contextual issues in developmental research. Teaching strategies include tutorial demonstrations, critical thinking exercises, role plays, collaborative group tasks, computer simulations and oral presentations with detailed feedback





Week	Tutorial/Lab Content
1-2	<i>NO LABS</i>
3	Eliciting earliest memories Part 1
4	Eliciting earliest memories Part 2 Formation of groups for research proposals Return data for theory of mind lab to class
5	Discussion of data for theory of mind class experiment
6	Group work on research proposals Experimental design and analysis discussion Group work on research proposals
7	

Assessment								
Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
<p>Mid-semester quiz (covering lectures 1.1-5.1 inclusive and lab class experiment material from weeks 3- 5)</p> <p>This exam will test your factual knowledge of and critical reasoning skills related to lecture material, assigned readings, and lab content</p>	20%	1, 2, 3, 4, 6	1, 2, 3, 6	—	<p>Week 6 Lecture Thursday September 1</p> <p>(EE G25)</p>	Lecturers	Week 7	Marks via Moodle

Written Peer Review of Research Proposals

	Siegler, R. S., & Alibali, M. W. (2005). Upper Saddle River, NJ: Pearson
	Available via course website
	To be advised Please check the course website for regular updates
	https://moodle.telt.unsw.edu.au http://www.srcd.org/

#	used to improve them. Feedback is gathered
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Friday: 9am - 2.30pm

coflearningcentre@unsw.edu.au

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