

COGNITIVE DEVELOPMENT- Code 800156

Academic Year 2016-17

COURSE INFORMATION

Undergraduate Studies: 0812 – Degree in Psychology (Studies Plan 2009-10)

Type: Basic

ECTS: 6.0

Module: Basic Psychological training

Area: Life-span and educational psychology

Year: Second

Semester: 1

INSTRUCTOR INFORMATION

Name: Javier Martín Babarro

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Office number: 2313 C - BUILDING II (Logopedia)- 3rd floor

Office hours: Monday from 11:30 to 14:30

SYNOPSIS

COMPETENCIES

CG3: To know and to understand the processes and main stages of developmental psychology throughout the life cycle.

CG15 Know and comply with the requirements of professional ethics in Clinical and Educational.

Transversal competencies

CT1: Analysis and synthesis

CT2: Preparation and defence of properly reasoned arguments.

CT5: Looking for information and data interpretation on social, scientific and ethical topics related to the field of Psychology.

CT7: Critical thinking and self- analysis.

CT9: Communication skills, learning how to communicate ideas to both, professional and non-professional audiences.

Specific competencies

CE5: Be able to identify differences, problems and needs.

TEACHING ACTIVITIES

Lessons Contents (60% of final grade):

Readings

By shonkoff et al. (2011) from center on the developing child, harvard-university):

1- Building the brain's " air traffic control" system: how early experiences shape the development of executive function

2.- Enhancing and practicing executive function skills with children from infancy to adolescence

3.- Five numbers to remember about early childhood development

4.- Persistent fear and anxiety can affect young children's learning and development

PPT files and readings will be available on the campus site

Oral presentation (10% of final grade)

- Those presentations will be carried out by groups of 3-4 members. Each group will be given a reading to present.
- All presentations will be scheduled in January.

Practices (30% of final grade)

Ph.d. Cristina Casado will give all the specific guidelines about the practical work.

BRIEF DESCRIPTION:

Cognitive contexts. Mechanisms and stages of cognitive development. Development of different cognitive aspects in childhood, adolescence and adulthood

PRE-REQUISITES

Basic knowledge in psychology

OBJECTIVES

Understand approaches and most relevant models and research methods of developmental psychology.

Know different cognitive aspects of childhood and adolescence.

TOPICS

- Lesson 1. Main models and concepts in developmental psychology.
- Lesson 2. Perceptual development and sensorimotor period (0-2 years).
- Lesson 3. Preoperational period (2-7 years).
- Lesson 4. Concrete operational period (7-11 years) and formal thinking (older than 12-15 years).
- Lesson 5. Development of attention and memory.
- Lesson 6. Language development.
- Lesson 7. Intelligence and development.
- Lesson 8. Development in early, middle and late adulthood.

ASSESSMENT

The evaluation will be conducted continuously throughout the semester by:

- Objective evidence on the subject contents (multiple choice exam) (60% of final grade).
- Oral presentation of papers by groups (10% of final grade).
- Practices (30% of final grade)

To calculate an average final grade (multiple choice exam + oral presentation + practical work) is needed to obtain a grade higher than 4.5 in the multiple choice exam.

The results obtained by the student will be graded according to the following numerical scale of 0-10, with one decimal:

- 0 to 4.9: Insufficient or failed (F)
- 5.0 to 6.9: Sufficient or pass (D)
- 7.0 to 8.9: Notable or remarkable (B)
- 9.0 to 10: Outstanding (A)

RESOURCES

Textbooks

Schaffer R. & Kipp K. (2010) Developmental Psychology: Childhood and Adolescence.

Wadsworth Cengage Editions.

Feldman, R. (2009). Development across the lifespan. New Jersey: Pearson, Prentice Hall.

Bibliography

- Bauer, P. J., Larkina, M., & Deocampo, J. (2011). Early memory development. In Goswami (Ed.), *The wiley-blackwell handbook of childhood cognitive development* (Vol. 2, pp. 153-179).
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Bryant, P., & Nunez, T. (2002). Children's Understanding of Mathematics. In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development* (pp. 412-440). Malden, MA: Blackwell.
- Bunge, S. A., Dudukovic, N. M., Thomason, M. E., Vaidya, C. J., & Gabrieli, J. D. E. (2002). Immature frontal lobe contributions to cognitive control in children: Evidence from fMRI. *Neuron*, 33(2), 301-311.
- Chomsky, N. (1968). *Language and mind*. San Diego, CA. Harcourt Brace Jovanovich.
- Coll, C., Marchesi, A., & Palacios, J. (1990). *Desarrollo psicológico y educación*. Alianza Editorial.
- DeLoache, J. S. (2004). Becoming symbol-minded. *Trends in Cognitive Sciences*, 8(2), 66- 70.
- Friedman, W. J. (2000). The development of children's knowledge of the times of future events. *Child Development*, 71(4), 913-932.
- Enesco, I. (2003). *El desarrollo del bebé : cognición, emoción y afectividad*. Madrid: Alianza Editorial.
- Fernández-Ballesteros, R. (1999). *Qué es la psicología de la vejez*. Madrid: Biblioteca Nueva.
- García Madruga, J. A. & Lacasa Díaz, P.(1990). *Psicología evolutiva: historia, teorías, métodos y desarrollo infantil*. Vol.1. Madrid: UNED.
- García Madruga, J. A. Lacasa Díaz, P. (1990). *Psicología Evolutiva*. Vol. 2. *Desarrollo cognitivo y social*. Madrid: UNED.
- Gopnik, Alison. (1993). How we know our Minds: The Illusion of First-person Knowledge of Intentionality. *Behavioral and Brain Sciences* 16(1), 1-14.
- Goswami, U. (2004). *Blackwell Handbook of Childhood Cognitive Development*. Oxford: Blackwell.
- Lane, H. (1979). *El niño salvaje de Aveyron*. Madrid: Alianza, 1984.
- Mix, K. S. (2002). The construction of number concepts. *Cognitive Development*, 17(3-4), 1345-1363.
- Pascual-Leone, J. (1970). A mathematical model for the transition rule in Piaget's developmental stages. *Acta psychologica*, 32, 301-345.
- Piaget, J. (1953). *The origin of intelligence in the child*. Routledge & Paul.
- Piaget, J. (1972). Intellectual evolution from adolescence to adulthood. *Human development*, 15(1), 1-12
- Piaget, Jean. (2000). Piaget's Theory. In *Childhood Cognitive Development: The Essential*

Readings. Edited by Kang Lee. Wiley-Blackwell, pp. 31–47.

Piaget, J. (1990). The child's conception of the world. New York: Littlefield Adams.

Pinker, S. (1994). How language works. In *The language instinct: The new science of language and mind* (pp. 83-125). Penguin.

Vasta, R., Haith, M.M., & Miller, A.S.. (1992) *Child psychology: The modern science*. Ed:John Wiley & Sons.

Wellman, Henry M., David Cross, et al.(2001). Meta-analysis of Theory of Mind Development: The Truth about False Belief. *Child Development* 72(3), 655–84.

Yoshikawa, H., Shonkoff, J., Duncan, G., Magnuson, K., Phillips, D., & Raikes, H. (2007). A science-based framework for early childhood policy. Cambridge, MA: Harvard University Center on the Developing Child.

Zelazo D. (2013). *The Oxford Handbook of Developmental Psychology, Vol 2: Self and Other*. New York: Oxford University Press.

VIDEOS (Series)

A Child's world

Baby human

Child of our time

El mundo en pañales

Three Core Concepts in Early Development

WEBSITES

Center on the developing child - <http://developingchild.harvard.edu/>

Encyclopedia on the early child development - <http://www.child-encyclopedia.com/>

Edutopia - <http://www.edutopia.org/>

Center for Disease Control and Prevention - <https://www.cdc.gov/ncbddd/childdevelopment/>