

COGNITIVE DEVELOPMENT– Code 800156

Academic Year 2018-19

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: Dr. Cristina Casado Lumbreras

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Office number: 2025. Building II (Logopedia). Ground floor.

Office hours: Mondays and Thursdays: 11:00 to 12:00; Wednesdays: 13:00 to 14:00.

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 (70% of final grade):

The theoretical part represent the 70% of the final grade. The theory classes will be organized following the content of the lessons, stimulating significant learning and fostering students' participation. In the theory lessons will be used different materials (documentaries, videos, conferences...) to explain and illustrate the theoretical contents.

Practices (30% of final grade):

The practical part represent the 30% of the final grade. The practical part consist of a wide pool of practices. Every practice represent an applied version of the different theory lessons.

The practical part consist of:

-Practices (Around seven or eight practices, depends on available weeks). The practices are mainly research activities based on documentaries, readings, articles, cases...

-Presentations at class.

-Active and quality participation at class.

-Practices procedure:

First week: Practice proposal by instructor.

Following week: Practice presentation by students.

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. Introduction to Developmental Psychology.
Lesson 2. Main models and concepts in developmental psychology.
Lesson 3. Perceptual development and sensorimotor period (0-2 years).
Lesson 4. Preoperational period (2-7 years).
Lesson 5. Concrete operational period (7-11 years).
Lesson 6: Formal thinking (older than 12-15 years).
Lesson 7. Development of attention and memory.
Lesson 8. Language development.
Lesson 9. Intelligence and development.
Lesson 10. 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) (70% of final grade).
- Practices (30% of final grade).

-It is necessary to pass both the theoretical and the practical parts to pass the subject. Besides, it is mandatory to obtain at least 5 points to pass the exam and to pass the practical part. Finally, it is also mandatory to do all the practices to pass the practical part.

RESOURCES

Textbooks.

- Feldman, R. (2009). *Development across the lifespan*. New Jersey: Pearson, Prentice Hall.
- Shaffer, D. R., & Kipp, K. (2013). *Developmental psychology: Childhood and adolescence*. Cengage Learning.

Bibliography.

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- 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).
- Beard, R. M. (2013). *An outline of Piaget's developmental psychology*. Routledge.
- Bjorklund, D. F. (2013). *Children's strategies: Contemporary views of cognitive development*. Psychology Press.
- Bjorklund, D. F., & Causey, K. B. (2017). *Children's thinking: Cognitive development and individual differences*. Sage Publications.
- 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.
- Burman, E. (2016). *Deconstructing developmental psychology*. Routledge.
- 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.
- Craik, F. I., & Salthouse, T. A. (Eds.). (2011). *The handbook of aging and cognition*. Psychology press.
- 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. (Ed.). (2008). *Blackwell handbook of childhood cognitive development*. John Wiley & Sons.

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.

Morss, J. R. (2013). *Growing critical: Alternatives to developmental psychology*. Routledge.

Morss, J. R. (2017). *The biologising of childhood: Developmental psychology and the Darwinian myth*. Routledge.

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, J. (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.

Shahaeian, A., Peterson, C. C., Slaughter, V., & Wellman, H. M. (2011). Culture and the sequence of steps in theory of mind development. *Developmental psychology*, 47(5), 1239.

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.

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/>