

COGNITIVE DEVELOPMENT– Code 800156

Academic Year 2022-23

COURSE INFORMATION

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

Type: Basic

ECTS: 6.0

Module: Basic Psychological training

Area: Developmental psychology

Year: Second

Semester: 1

INSTRUCTOR INFORMATION

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Office hours:

SYNOPSIS

COMPETENCIES

CG3: To know and to understand the processes and main stages of cognitive development 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):

The theoretical part represent the 60% 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 different materials (documentaries, videos, conferences...) to explain and illustrate the theoretical contents will be used.

Practices (40% of final grade):

The practical part represent the 40% of the final grade. The practical part consist of a wide pool of practices. Every practice represents 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:

What is cognitive development? Theories and basic principles. Contexts of development. Mechanisms and stages of cognitive development. Prenatal development. Cognitive development in infancy. Cognitive development in early childhood. Cognitive development in Primary school years. Cognitive development in adolescence.

PRE-REQUISITES

Basic knowledge in Psychology.

OBJECTIVES

- Understand approaches and most relevant models and research methods of developmental psychology and cognitive development.
- 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) (60% of final grade).
- Practices (40% 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.

- Bjorklund, D. F., & Causey, K. B. (2017). *Children's thinking: Cognitive development and individual differences*. Sage Publications.
- Shaffer, D. R., & Kipp, K. (2013). *Developmental psychology: Childhood and adolescence*. Cengage Learning.

Bibliography.

- Baltes, P. B., Reese, H. W., & Nesselroade, J. R. (2014). *Life-span developmental psychology: Introduction to research methods*. Psychology Press.
- 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.
- 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.
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- 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.
- 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/>