1. **Title of the module**

PSYC8510 (SP851): Advanced Topics in Cognitive Development

1. **School or partner institution which will be responsible for management of the module**

Psychology

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 Credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The courses of study to which the module contributes**

Compulsory to : DEVPSY:MSC-T Developmental Psychology, MSc

Optional to : SOCPSY:MSC-T Social & Applied Psychology, MSc

RMPSY:MSC-T Research Methods in Psychology, MSc

GRPPRO:MSC-T Group Processes and Intergroup Relations, MSc

FOPSY:MSC-T Forensic Psychology, MSc

COGNEURO:MSC-T Cognitive Psychology/Neuropsychology MSc

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Understand alternative theoretical, empirical, and methodological perspectives in the study of developmental psychology
   2. Critically appraise research in cognitive development
   3. Present and defend complex arguments and develop their own view on the most appropriate theoretical or methodological approach to each topic.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Appraise developmental psychology theories and methods used in the study of cognitive development through an understanding of statistical material
   2. Ability to communicate critically evaluations of developmental psychology methods and theories in terms of cognitive development.
   3. Work and collaborate with others in reviewing research and disseminate or communicate work to an audience (i.e. via a poster, presentation)
   4. Demonstrate the ability to solve problems through independent learning and use of IT.
3. **A synopsis of the curriculum**

This module explores the typical development of key cognitive functions and the psychological methods employed to study these developments. The aim of the module is to explore these topics at an advanced level, allowing students to evaluate critically pieces of research in terms of their findings, conceptual underpinnings, and/or methodological approaches. Lecture topics may include: Research methods in developmental psychology; Critical periods and plasticity; Introduction to theories of word learning; The critical period for language learning; Social learning and imitation; Thinking about the minds of others; Understanding knowledge; Metacognition

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

* Birch, S. A. J., & Bloom, P. (2007). The curse of knowledge in reasoning about false beliefs. *Psychological Science*, 18, 382-386. doi:10.1111/j.1467-9280.2007.01909.x
* Bishop, D. (2010) Overlaps between autism and language impairment: phenomimicry or shared etiology. *Behavior Genetics*, 40(5): 618-629.
* Chan, C., Tardif, T., Chen, J., Pulverman, R., Zhu, L., & Meng, X. (2011). English- and Chinese-learning infants map novel labels to objects and actions differently. *Developmental Psychology*, 47(5):1459-1471.
* Gergely, G., Bekkering, H., & Kiraly, I. (2002). Rational imitation in preverbal infants. *Nature*, 415, 755-755. doi:10.1038/415755a
* Mayberry, R., Chen, J-K., Witcher, P. & Klein, D. (2011). Age of acquisition effects on the functional organisation of language in the adult brain. *Brain and Language*
* Onishi, K. H., & Baillargeon, R. (2005). Do 15-month-old infants understand false beliefs? *Science*, 308, 255-258. doi:10.1126/science.1107621
* Stevens, C., Sanders, L. & Neville, H. (2006). Neurophysiological evidence for selective auditory attention deficits in children with specific language impairment. *Brain research*, 1111: 143-152 doi:10.1016/j.brainres.2006.06.114

1. **Learning and Teaching methods**

Total contact hours: 22

Private study hours: 78

Total study hours: 200

1. **Assessment methods**
   1. Main assessment methods

2 Seminar Reports 1000 words each 30% (2 x 15%)

Research Proposal 2,500 words 70%

13.2 Reassessment methods

100% coursework

1. ***Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | ***8.1*** | ***8.2*** | ***8.3*** | ***9.1*** | | ***9.2*** | | ***9.3*** | | ***9.4*** |
| **Learning / teaching method** |  |  |  |  | |  | |  | |  |
| Lecture / seminar | **x** |  |  | **x** | |  | |  | |  |
| Private study | **X** | **X** | **X** | **X** | | **X** | | **X** | | **x** |
| **Assessment method** | | | | | | | | | | |
| 2 Seminar Reports (1000 words each) | **X** | **X** | **x** | **X** | **X** | | **X** | | **x** | |
| Research Proposal (2,500 words) | **X** | **X** | **X** | **X** | **X** | | **X** | | **x** | |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
| 24/03/2016 | Minor | September 2016 | 10, 12, 13, 14 |  |
| 04/02/2021 | Minor | September 2020 | 13,14 | No |

Revised FSO Jan 2018