

# University of the West of England

## MODULE SPECIFICATION

**Code:** USPJLC-30-2                      **Title:** Cognitive and Developmental Psychology 2                      **Version:** 3

**Level:** 2                      **UWE credit rating:** 30                      **ECTS credit rating:** 15

**Module type:** Standard

**Owning Faculty:** Health and Life Sciences                      **Field:** Psychology

**Valid from:** September 2011                      **Discontinued from:** USPJDB-20-2 Social & Developmental Psychology 2: USPJDD-20-2 Cognitive Psychology

**Pre-requisites:** USPJL8-30-1 Cognitive and Developmental Psychology 1

**Co-requisites:** USPJLA-30-2 Research Design and Analysis 2 (unless this module has already been passed)

**Excluded combinations:** None

### **Learning outcomes:**

Upon completing this module, students will be able to:

Critically evaluate methods, theories, and findings relating to perception, attention, and higher cognitive processes such as memory, attention, language, and thinking.

Critically evaluate modern theories of development (constructivist, social constructivist, information processing and transactional accounts) and research on cognitive and social development.

Demonstrate an understanding of a developmental perspective on cognitive processes.

Critically evaluate different methods of research used in cognitive and developmental psychology.

### **Syllabus outline:**

#### Developmental Psychology

Theoretical perspectives in developmental psychology: review of classical perspectives in cognitive development in relation to current theoretical approaches

Early childhood: cognitive development; theories of language development, ways of studying language acquisition. Development of social understanding (e.g., theory of mind). Social development: attachment, measuring attachment.

Later childhood and adolescence: cognitive development in the school years, and development of literacy; social and emotional development: peers and friendship in childhood and adolescence, partner choice. Development of self and identity: development of non-traditional identities

#### Cognitive Psychology

Human perception: sensory processes, particularly visual and auditory, for receiving information. Visual illusion & constancy (depth, size, shape, colour); perceptual learning & pattern recognition (low level, high level).

Human attention: focused and divided attention, and its role in human information processing. Automatic processing (human errors, slips of action).

Human memory: fundamentals of human memory; retention, storage, and retrieval. Memory - historical tradition. Memory and forgetting (theories of forgetting). Dual process & working memory. Long-term memory & organisation.

Higher cognitive functions: speech and language processing. Reading and word recognition (top-down versus bottom-up theory, and the effects of context). Problem solving and thinking. Knowledge, representation and cognitive maps.

Trends/developments in cognitive psychology: computer simulation & artificial intelligence. Human factors. Cognitive neuropsychology.

### **Teaching and learning methods:**

A variety of pedagogical approaches will be used with the aim of maximising the active engagement of students.

The course will be presented in fortnightly sessions of 2 hours. This format will facilitate an interactive and multi-media teaching and learning experience.

As with other content modules, students will also enjoy small group sessions based on their facilitated learning groups. These will enable further exploration of issues raised by lectures and guided study activities. These groups will simultaneously use the academic materials of cognitive and developmental psychology, as the medium through which students' personal development and the acquisition of study skills will be fostered.

Assessments have been planned so as to include, incorporate and directly test academic and generic skills first presented to students in the related Study Skills seminar and further developed in the facilitated learning groups. For this particular module students will be assessed on cognitive and developmental psychology portfolios and on 1 hour examinations in each of these areas.

### **Reading Strategy:**

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

### **Indicative sources:**

Current editions of:

#### Developmental Psychology:

Slater, A. & Bremner, G. (2003) *An Introduction to Developmental Psychology*. Blackwell, Oxford.

Slater, A. & Muir, D. (1999) *The Blackwell Reader in Developmental Psychology*. Oxford: Blackwell.

Smith, K. P., Cowie, H. & Blades, M. (2003) *Understanding Children's Development*. Blackwell: Oxford.

#### Journals

British Journal of Developmental Psychology

Child Development

Cognitive Development

Developmental Psychology

Developmental Neuroscience

Developmental Review

Journal of Child Psychology and Psychiatry

Cognitive Psychology

Balota, D. & Marsh, E. (2004) *Cognitive Psychology: Key Readings*. Hove: Psychology Press.

Braisby, N. & Gellatly, A. (2004) *Cognitive Psychology*. Oxford: Oxford University Press.

Eysenck, M. W. & Keane, M. (2005) *Cognitive Psychology*. Hove: Psychology Press.

Journals

Brain and Cognition

Cognitive Psychology

Cognitive Science

Cognition

Memory and Cognition

Journal of Experimental Psychology: Learning, memory and cognition

Visual Cognition

**Assessment**

**Weighting between components A and B (standard modules only) A: 50% B: 50%**

**ATTEMPT 1**

**First Assessment Opportunity**

<b>Component A</b>			<b>Element weighting</b>
EX1	Developmental Psychology Examination (1 Hour)	Assessment Period 1	1
EX2	Cognitive Psychology Examination (1 Hour)	Assessment Period 2	1
<b>Final Assessment</b>			

**Component B**

<b>Description of each element</b>		<b>Element weighting</b>
CW1	Portfolio of Developmental coursework (Equivalent to 1500 words)	1
CW2	Portfolio of Cognitive coursework (Equivalent to 1500 words)	1

**Second Assessment Opportunity (further attendance at taught classes): No**

**Component A**

<b>Description of each element</b>		<b>Element weighting</b>
EX3	Cognitive/Developmental Psychology Examination (2 Hours)	1
<b>Final Assessment</b>		

**Component B**

<b>Description of each element</b>		<b>Element weighting</b>
CW3	Developmental Essay (1500 words)	1
CW4	Cognitive Essay (1500 words)	1

**SECOND (OR SUBSEQUENT) ATTEMPT Attendance at taught classes. Yes**

**Specification confirmed by .....**Date .....

**(Associate Dean/Programme Director)**