



MODULE SPECIFICATION

Code: USPJLX-20-2 **Title:** Developmental and Cognitive Psychology **Version:** 1

Level: 2 **UWE credit rating:** 20 **ECTS credit rating:** 10

Module type: Standard

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

Faculty Committee approval: Quality and Standards Committee **Date:** November 2010

Approved for Delivery by: N/A

Valid from: September 2012 **Discontinued from:**

Pre-requisites:
USPJLS-30-1; Introduction to Psychology

Co-requisites:
USPJLA-30-2; Research Design and Analysis 2

Entry Requirements:
N/A

Excluded Combinations:
USPJLC-30-2; Cognitive and Developmental Psychology 2

Learning Outcomes:

The student 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:

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.

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.

Teaching and Learning Methods:

A variety of pedagogical approaches will be used with the aim of maximising the active engagement of students. These will include lectures, workshops and seminars.

As with other content modules, students will also enjoy smaller 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 developmental and cognitive psychology, as the medium through which students' personal development and the acquisition of study and key transferable skills will be fostered.

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 Reading List:

Current editions of:

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

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

Journal of Autism and Developmental Disorders

Assessment:

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

FIRST ATTEMPT

First Assessment Opportunity

Component A (*controlled*)

Description of each element

EX1 1 Hour Examination (Developmental Psychology)
Assessment Period 1

EX2 1 Hour Examination (Cognitive Psychology)
Assessment Period 2

Element Wt (Ratio)
(*within Component*)

1

Final Assessment

1

Component B

Description of each element

CW1 Coursework Portfolio 1 (Developmental Psychology)

CW2 Coursework Portfolio 2 (Cognitive Psychology)

Element Wt (Ratio)
(*within Component*)

1

1

Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A (*controlled*)

Description of each element

EX3 2 Hour Resit Examination (Developmental and Cognitive Psychology) Assessment Period 3

Element Wt (Ratio)
(*within Component*)

Final Assessment

1

Component B

Description of each element

CW3 Resit Coursework Portfolio

Element Wt (Ratio)
(*within Component*)

1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is required.

Specification confirmed by**Date**
(Associate Dean/Programme Director)