

Liverpool John Moores University

Title: DEVELOPMENTAL PSYCHOLOGY
Status: Definitive
Code: **4002PSYSCI** (113627)
Version Start Date: 01-08-2011

Owning School/Faculty: Natural Sciences & Psychology
Teaching School/Faculty: Natural Sciences & Psychology

Team	Leader
Anne-Marie Adams	Y

Academic Level: FHEQ4
Credit Value: 12.00
Total Delivered Hours: 26.00
Total Learning Hours: 120
Private Study: 94

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	18.000
Seminar	6.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Exam	AS1	Examination	100.0	2.00

Aims

- 1. To introduce students to some of the fundamental issues in the study of developmental psychology.*
- 2. To describe the perceptual and cognitive skills of the neonate and consider the implications of these for their interactions with others.*
- 3. To present Piaget's influential theory of cognitive development and compare it to those of Vygotsky and Bruner.*
- 4. To consider the development of attachment, children's relationships and the methods used to study these.*

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate an appreciation of some of the fundamental issues in the study of developmental psychology
- 2 Show an understanding of the relevance of the perceptual and cognitive capabilities of neonates for their relationships with others
- 3 Critically evaluate Piaget's theory of cognitive development including comparison with the theories of Vygotsky and Bruner
- 4 Describe the methodologies used to investigate attachment and children's relationships and demonstrate an understanding of the nature of these friendships including the implications for future development.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

EXAM	1	2	3	4
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Outline Syllabus

Introduction to the course and presentation of fundamental issues in developmental psychology. Neonatal abilities in both perception and cognition, protosocial behaviours and early attachment. Piaget's theory of cognitive development (sensori-motor, pre-operational, concrete and formal operational stages). Criticisms of Piaget's theory and the contrasting theories of Vygotsky and Bruner. Children's early relationships and later friendships.

Learning Activities

Lecture attendance supported by directed independent reading and contribution to seminars

References

Course Material	Book
Author	Butterworth, G. & Harris, M
Publishing Year	1994
Title	Principles of Developmental Psychology
Subtitle	
Edition	
Publisher	Hove: Erlbaum
ISBN	

Course Material	Book
Author	Cole, M. & Cole, S.
Publishing Year	1996
Title	The Development of Children
Subtitle	
Edition	3rd
Publisher	New York: W. H. Freeman & Co
ISBN	

Course Material	Book
Author	Smith, P. K. & Cowie, H.
Publishing Year	2003
Title	Understanding Children's Development
Subtitle	
Edition	4th
Publisher	Oxford: Blackwell
ISBN	

Notes

In this module students are introduced to a range of areas of current debate in developmental psychology. First, over-riding issues concerning difficulties in explaining developmental change are introduced. The aspects of developmental change examined in the module include social development (including the earliest propensities to social inclusion, friendships. Piaget's influential theory of the way in which children acquire knowledge is presented followed by discussion of the contrasting views of Vygotsky and Bruner.