

C8305 Development

20 credits



Module/Class Leader:	Dr Kirsten Russell Kirsten.Russell@strath.ac.uk
Lecturers:	Dr Kellyanne Findlay Dr Louise Brown Nicholls Dr Clare Daly Dr Dwight Tse Dr Joshua March
Academic Level:	Year 3

Module Format and Delivery (hours):

Lecture	Tutorials	Private study	Total
25	0	175	200

Educational Aim(s):

This core class is required for Graduate Basis for Registration by the British Psychological Society. Developmental psychology is the understanding of the ways in which people change across infancy, childhood, and across the lifespan. It seeks to describe how people understand and interact with the world, and to explain what processes underpin development and change.

The aims of the class are:

- to describe and explain key aspects of development across the lifespan.
- to consider the perceptual, intellectual, and social development of children and adults.
- to begin to appreciate how psychologists carry out research with children and young people.

Place in course:

This class falls within the 'Developmental' area for purposes of BPS recognition. The class elaborates some of the concepts introduced in C8105 Psychology 1A, and provides a strong foundation for the Level 4 topics dealing with child and lifespan development. More generally, the class prepares students for subsequent careers in the educational and child psychology fields.

Learning Objectives:

Knowledge and Understanding:

1. Students will demonstrate knowledge of competing accounts of key developmental processes.
2. Students will learn about the application of theories used in developmental research to our understanding of a 'real world' problem.

Practical Skills:

3. Students will develop the ability to present information in a concise and clear way.

Generic/Transferable Skills:

4. Students will develop a critical approach to psychological theory and research findings in developmental psychology – appreciating that knowledge is contested rather than agreed upon.
5. Students will develop the ability to evaluate scientific papers in the area of development.
6. On completing the class, students should have experience of communicating balanced arguments on a range of psychological research questions – within a developmental context - by employing evidence from a variety of sources, including their own research experience.

Teaching, Learning and Assessment Methods:

Methods of Teaching and Learning:

The course is taught by means of lectures and coursework.

Assessment and Feedback: Your final class mark will be structured in the following way:

- Essay (40%). Upper word limit is 2500 words (excluding reference list).
- Final examination (60%). This is an on-campus exam in which students are required to answer two questions.

The University expects students to attend timetabled sessions, and to perform satisfactorily in the associated work.

Students will receive detailed, written feedback on their essay. Drop-in sessions also provide an opportunity to get feedback and to have questions answered in the weeks preceding important deadlines.

Assessment	Weighting	Marking criteria	Alignment with LO	Feedback	Due
Essay	40%	Level 3 Marking Criteria	1, 2, 3, 4, 5, 6	Individual written feedback. Mark.	Week 5
Final examination	60%	Level 3 Marking Criteria	1, 3, 4, 5, 6	General written feedback. Mark.	Formal assessment period

Other sources of feedback:

Feedback comes in many forms and at various points, such as a response to a discussion post or an email, or a response to a question in support sessions. If any feedback is unclear, staff will be happy to clarify it.

Recommended Reading:

There is no core class textbook for this class as we will be recommending reading on a topic but topic basis. If you would like to consult a general developmental psychology textbook, the following books might be helpful:

Mitchell, P., & Ziegler, F. (2013). *Fundamentals of developmental psychology* (2nd ed.). Psychology Press.

Slater, A., & Bremner, G. (2017). *An introduction to developmental psychology* (3rd ed.). BPS Blackwell.

Schaffer, H.R. (2006). *Key concepts in developmental psychology*. Sage

We do not require students to purchase a textbook for this class. Check the electronic availability of these textbooks on the library website.

Electronic Resources (if applicable):

Links to relevant electronic resources will be provided under topic headings on the MyPlace site.