



LONDON SOUTH BANK  
UNIVERSITY

# unit guide

Introduction to Developmental  
Cognition and Social Cognition

PSY-1-ISD

FAHS

2008-2009

**become what you want to be**

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## 1.0 UNIT DETAILS

<b>Unit Title:</b>	Introduction to Developmental Cognition and Social Cognition
<b>Unit Level:</b>	1
<b>Unit Reference Number:</b>	PSY-1-ISD
<b>Credit Value:</b>	15
<b>Student Study Hours:</b>	150 hours
<b>Contact Hours:</b>	36 hours
<b>Private Study Hours:</b>	114 hours
<b>Course(s):</b>	Psychology
<b>Year and Semester</b>	2008-2009 Semester 1
<b>Unit Coordinator:</b>	Dr Janice Brown
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<b>Teaching Team &amp; Contact Details (If applicable):</b>	Dr Janice Brown Room E339, Extension Block Tel extension: 5789 Email: <a href="mailto:janice.brown@lsbu.ac.uk">janice.brown@lsbu.ac.uk</a>
	Dr Asli Niazi Room E343a, Extension Block Tel extension: 5777 Email: <a href="mailto:niazia@lsbu.ac.uk">niazia@lsbu.ac.uk</a>
	Others to be announced
<b>Subject Area:</b>	Psychology
<b>Summary of Assessment Method:</b>	1500 word essay (40%) 2 hour unseen exam (60%)

## 2.0 SHORT DESCRIPTION

This unit provides students with a basic framework for understanding human cognition from 1) a developmental psychological perspective and 2) a social psychological perspective. The unit is based around the assumption that humans are information processors of internal and external perceptual information and that they process such input in predictable ways. Students will be presented with a number of contemporary issues and examples that are important for the study of developmental cognition and social cognition. Examples include the development of thinking and representation, early social behaviours, atypical development, whether we can predict others' social behaviour and how we explain others' behaviour. As such, relevant models and theories specific to either developmental or social cognition will be presented and critically appraised.

## 3.0 AIMS OF THE UNIT

- To provide students with an introduction to selected contemporary and classic issues in human cognition from a developmental cognition perspective and also a social cognition perspective.
- To consider and illustrate the development of selected cognitive processes (e.g. object permanence) in human children.
- To consider and illustrate the role of cognitive processes (e.g. beliefs, attributions etc) in social perception (e.g. impression formation, group decision making).

## 4.0 LEARNING OUTCOMES

### 4.1 LEARNING OUTCOMES

On completion of the unit the student will:

- Be able to discuss selected contemporary and classic issues relevant in the study of cognition and development in children through the efficient use of primary and secondary source material.
- Be able to discuss selected contemporary and classic issues relevant in the study of cognition in social settings through the efficient use of primary and secondary source material.
- Be able to describe the methods used in developmental and social psychology.
- Be able to critically evaluate selected topics in developmental and social psychology.
- Be able to explain with critical evaluation the rationale for the study of cognitive processes from both developmental and social perspectives.
- Be able to apply developmental and social cognitive findings to 'real world' issues (e.g. health-related decision making etc).

This unit provides students with tuition in a number of skills relevant to Personal Development Planning (PDP). The unit will also assist in the students' own development of skills, again relevant to PDP.

## 4.2 INTELLECTUAL SKILLS

This unit will provide students with the opportunity to:

- Develop critical evaluation skills
- Handle primary source material critically

## 4.3 PRACTICAL SKILLS

- Retrieve and/or organise information effectively e.g. from electronic sources.
- Incorporate information from a variety of sources

## 4.4 TRANSFERABLE SKILLS

- Retrieve and/or organise information effectively e.g. from electronic sources;
- Comprehend and use data effectively (includes reported data);
- Make critical judgements and evaluations about relevant research;
- Communicate effectively using written and spoken language.
- Self-management of own study time

# 5.0 ASSESSMENT OF THE UNIT

Assessment will be in two parts; a piece of coursework (worth 40% of the total mark) and a two hour unseen exam (worth 60% of the total mark). Note that BOTH assessments are compulsory - you cannot pass the unit if you only complete one.

Coursework: This will be an essay (1500 words), date to be announced. Students will be given the essay title early in the unit. Early seminars will be used to dissect and practice the components of essay writing, so that students are given a fair degree of support in the development of skills for what will be the first piece of assessed work after starting the course. Coursework must be submitted to B266 before the deadline. Note that it is your responsibility to check when the office closes, and it is a good idea to get into the habit of submitting coursework early.

Coursework should be submitted in the way specified. Students may be required to provide electronic copy of written work submitted. In such instances, the individual student will be written to requesting electronic submission. Failure to provide electronic copy within TWO WEEKS of a written request will result in the work being deemed an incomplete submission, and no mark will be given. The work will then have to be referred for a capped mark. When Extenuating Circumstances have already been accepted for a unit, this will not negate the proper investigation of any component of that unit for any allegation of academic misconduct, nor the subsequent imposition of any appropriate penalty for proven misconduct.

Exam: The exam will consist of 6 essay questions, 3 from the developmental section and three from the social section. Students will be required to answer one question from each section.

# 6.0 FEEDBACK

Feedback will normally be given to students 20 working days after the submission of an assignment.

## **7.0 INTRODUCTION TO STUDYING THE UNIT**

### **7.1 OVERVIEW OF THE MAIN CONTENT**

Introduction to Developmental Cognition and Social Cognition aims provide you with information about the way that psychologists have used cognitive theories and models to help in the understanding of developmentally based questions and also those derived for social psychological processes. For instance, developmental psychologists might be interested in the providing evidence to examine issues related to the way infants understand their physical world. An example here is the appearance-reality distinction. Social psychologists might be more concerned with how humans explain the cause of their own or others' behaviour or whether you can predict what a person will do by knowing their beliefs or attitudes. It is the empirical evidence in answer to these kinds of issues that will form the basis of the unit. Obviously we can not examine all aspects of cognition in developmental and social psychology. The aim of the unit is to give you an introductory flavour of some contemporary and classical issues that have been addressed utilising cognitive approaches.

### **7.2 OVERVIEW OF TYPES OF CLASSES**

This unit will comprise lectures, seminars and directed study. Students will be provided with a total of twelve lectures and ten seminars during the semester. These sessions will give students the opportunity to explore a number of contemporary and classical issues that have interested those interested in cognitive processes from either a developmental perspective or social perspective. After the introductory lecture, the next five lectures and seminars will be concerned with issues of interest from a developmental cognitive approach. Examples of some of these issues include the role of genetics and the environment in development, and how infants come to understand their physical world. The second set of lectures will be concerned with cognitive accounts of social psychological matters. These include how we make causal inferences about the beliefs and behaviours of others, how we form impressions of others and the relationship between what one believes and how one acts or behaves. For both lectures and seminars students will be expected to have undertaken relevant reading, made appropriate notes and be prepared to discuss their reading and appraisal of such literature.

### **7.3 IMPORTANCE OF STUDENT SELF-MANAGED LEARNING TIME**

It is expected that student will undertake relevant self-managed learning. In other words, it is expected that outside of formal teaching periods students will be required to prepare for the forthcoming seminar. This requires that relevant reading be undertaken, critical notes about the literature taken, critical thinking undertaken about this literature and also the preparation of key points, key questions and key observations for discussion in the seminar.

### **7.4 EMPLOYABILITY**

The main skills relating to employability that students should be able to develop during this unit are critical evaluation and communication. Students will develop the ability to read different types of material, identify the most relevant information, and evaluate this information. They will also develop both written and spoken communication skills.

## 8.0 THE PROGRAMME OF TEACHING & LEARNING

A summary of the content of the unit is given in the table below. Week 1 will act as a general introduction to studying on the unit. The Unit-Co-ordinator will take student through the unit guide and ensure that they have a clear understanding of the organisation of the unit, the aims and objectives set for the unit and also the learning outcomes attached for the successful completion of the unit. Weeks 2 to 6 will comprise the developmental cognition block, taught by Dr Janice Brown, and weeks 7 to 11 the social cognition block, taught by Dr Asli Niazi. Week 12 will be a revision lecture.

Week	Lecture	Seminar
1	Introduction and Key Issues in Developmental Psychology	Introduction and general skills
<b>Developmental Cognition Block</b>		
2	Infant Perception and Cognition I	Communication skills – essay structure and essay plan
3	Infant Perception and Cognition II	Communication skills – paraphrasing
4	Attachment	Communication skills – referencing
5	Emotional Development	Reviewing learning
6	Atypical Development	Data collection and analysis
<b>Social Cognition Block</b>		
7	Introduction to Social Cognition, and Attributions (1)	Discussion skills – Psychology of Big Brother
8	Introduction to Social Cognition, and Attributions (2)	Teamwork Skills – Attributions Exercise
9	Beliefs, Attitudes and Behaviour	Learning how to learn - Using Feedback
10	Forming Impressions of Others	Revision skills and techniques
11	Group Processes in Decision Making	Time management skills – Mock Exam
12	Revision Session	No seminar

### LECTURE PROGRAMME

#### **Week 1: Introduction and Key Issues in Developmental Cognition**

This initial session will act as a general overview of the unit, and will then focus on key issues in developmental cognition. One of the most important issues considered in developmental psychology is the relative roles that genetics and the environment play in development – the nature/nurture debate. This lecture will discuss the mechanisms

and effects of nature and nurture on psychological development, and consider other issues central to the study of development. The lecture will also consider methodologies used in the study of children, and discuss their strengths and limitations.

**Objectives:**

- To introduce students to key issues in developmental psychology
- To discuss findings about the effects of experience
- To discuss findings about the effects of inheritance

**Learning Outcomes:**

After the session and appropriate reading, students should be able to:

- Understand and be able to discuss the effects of nature and nurture on development
- Understand methods used in the study of developmental psychology, and be able to discuss their strengths and limitations

Core Reading:

- Slater, A. & Bremner, G. (2003). *An Introduction to Developmental Psychology*. Oxford: Blackwell. Chapters 1, 2, and 3.

Optional Reading

- Messer, D. *Developmental Psychology: An Introduction*. In Davey, G., Albery, I., Chandler, C., Jones, D., Messer, D., Moore, C. and Stirling, C. *Complete Psychology*. London: Arnold, 2004.
- Chapter 1 in Messer, D. & Millar, W.S. (1999) (Eds.) *Exploring Developmental Psychology*. London: Arnold.

**Weeks 2 and 3: Infant Perception and Cognition I and II**

The aim of these two lectures is to show the way that infants' responses to the physical world raise questions about the way they represent this world. Topics will include infant visual perception of objects and faces, as well as auditory perception.

**Objectives:**

- To introduce infant perception as a measure of infant understanding of the physical world.
- To evaluate Piaget's methods used to measure infant perception
- To outline recent research into children's understanding of the physical world.

**Learning Outcomes:**

After the session and appropriate reading, students should be able to:

- Understand and be able to evaluate the relationship between infant perception and their understanding of the physical world.
- Describe selected subsequent research about infants' understanding of the physical world.



### Core Reading:

- Slater, A. & Bremner, G. (2003). An Introduction to Developmental Psychology. Oxford: Blackwell. Chapter 5.

### Optional Reading:

- Messer, D. (2004) Cognitive Development: Thinking, Information and Representations. In Davey, G., Albery, I., Chandler, C., Jones, D., Messer, D., Moore, C. and Stirling, C. *Complete Psychology*. London: Arnold.
- Bremner, J. G. (1999) Knowledge of the physical world in infancy. In Messer, D. & Millar, W.S. (Eds.) *Exploring Developmental Psychology*. London: Arnold.
- Bremner, J.G. (1994) *Infancy*. Oxford: Blackwell. Especially chapter 4.
- Bremner, G.J., Slater, A. & Butterworth, G. (eds). (1997) *Infant Development Recent Advances*. Hove: Psychology Press.

## **Week 4: Attachment**

In this lecture, the focus is on social development, and covers the emergence of social behaviours such as attachment – the nature of the relationship between infant and primary caregiver.

### **Objectives:**

- To discuss emerging social behaviours such as attachment
- To outline key theories in attachment
- To evaluate evidence for and against these theories

### **Learning Objectives:**

After the session and appropriate reading, students should be able to:

- Understand the concept of attachment
- Describe key theories of attachment
- Evaluate these theories, using empirical evidence to support the argument

### Core Reading:

- Slater, A. & Bremner, G. (2003). An Introduction to Developmental Psychology. Oxford: Blackwell. Chapter 6.

### Optional Reading:

- Messer, D. (2004). The self, others and social relationships. In Davey, G., Albery, I., Chandler, C., Jones, D., Messer, D., Moore, C. and Stirling, C. *Complete Psychology*. London: Arnold.
- Bremner, J.G. (1994) *Infancy*. Oxford: Blackwell. Chapter 5.

## **Week 5: Emotional Development**

This lecture focuses on children's understanding of emotions, and includes expressions of emotion in infancy as well as infant discrimination of facial expressions. We will also look at the development of emotional expression and understanding.

**Objectives:**

- To introduce the concept of emotional expression and comprehension in children.
- To outline the development of emotional expression and comprehension in children.

**Learning Objectives:**

After the session and appropriate reading, students should be able to:

- Describe key studies of emotional expression and comprehension
- Evaluate these studies, using empirical evidence to support the argument

**Core Reading:**

- Slater, A. & Bremner, G. (2003). *An Introduction to Developmental Psychology*. Oxford: Blackwell. Chapter 6.

**Optional Reading:**

- Messer, D. (2004). The self, others and social relationships. In Davey, G., Albery, I., Chandler, C., Jones, D., Messer, D., Moore, C. and Stirling, C. *Complete Psychology*. London: Arnold.
- Bremner, J.G. (1994) *Infancy*. Oxford: Blackwell. Chapter 5.

**Week 6: Atypical Development**

Atypical development is a broad term used to describe disorders of development, or categories of children, where development is different in some way from that found in typically developing children. In the lecture we will discuss what is meant by atypical development, and examine different types of developmental disorders and their possible causes and effects.

**Objectives:**

- To outline what is meant by atypical development, and pose the question 'why study it?'
- To discuss different forms of atypical development, and possible causes and effects
- To evaluate the nature/nurture argument in relation to atypical development

**Learning Outcomes:**

After the session and appropriate reading, students should be able to:

- Explain different approaches to the study of atypical development.
- Describe different forms of atypical development.
- Discuss the roles of environmental and genetic factors in atypical development.

**Core Reading:**

- Slater, A. & Bremner, G. (2003). *An Introduction to Developmental Psychology*. Oxford: Blackwell. Chapter 19.

### Optional Reading:

Few textbooks provide a general overview of atypical development, as by its nature it is a huge topic. See the chapters below, or try doing your own search by specific disorders.

- Messer, D. Developmental Psychology: An Introduction. In Davey, G., Albery, I., Chandler, C., Jones, D., Messer, D., Moore, C. and Stirling, C. *Complete Psychology*. London: Arnold, 2004.
- Messer, D. (2004). The self, others and social relationships. In Davey, G., Albery, I., Chandler, C., Jones, D., Messer, D., Moore, C. and Stirling, C. *Complete Psychology*. London: Arnold.

### **Weeks 7 and 8: Introduction to Social Cognition and Attributions (1 & 2)**

In these two lectures of the social cognition block we will make an introduction to social cognition and will be exploring those cognitive processes that are important in people making attributions about events in their social world. The issues we are most interested in are why and how do people construct the explanations for events that happen to them and to other people? Are there predictable cognitively generated ways in which people attribute particular causes to observed events? We will also look at various errors and biases that result from the attribution process.

#### **Objectives:**

- To introduce social cognition
- To outline and evaluate selected theories on causal attribution for social events.
- Provide a cognitive based account of those mechanisms important for attributing cause to events.
- To understand a number of errors and biases in the attributional process.

#### **Learning Outcomes:**

After the session and appropriate reading, students should be able to:

- Have an understanding of what social cognition is.
- Demonstrate an understanding of several attribution theories.
- Considered cognitive accounts of how and why people explain events.
- Describe a number of errors and biases in the attributional process.

### Core Reading:

- Albery, I.P. (2008) Attribution. In Albery, I., Chandler, C., Field, A., Jones, D., Messer, D., Moore, C. and Stirling, C. *Complete Psychology* (pp. 333-344) London: Hodder.
- Pennington, D.C. (2000) *Social Cognition*. London: Routledge. Chapters 2 and 3, pp. 11-59.

### Optional Reading:

- Fiske, S.T. & Taylor, S.E. (1991) *Social Cognition (Second Edition)*. New York: McGraw-Hill.

### **Week 9: Beliefs, Attitudes and Behaviour**

This session is concerned with another area of social psychology that has been developed and understood primarily from a cognitive perspective. The session will begin with the presentation about what definitions of beliefs or attitudes have been proposed. We will then look at how attitudes develop. We will then move on to consider

the basic question posed in this session - by knowing another person's beliefs or attitudes about an event or social object can we predict their behaviour? Finally we will discuss whether it is possible to change existing attitudes or not.

**Objectives:**

- Outline basic definitions of beliefs and attitudes.
- Provide an introduction to the literature focused on the relationship between attitudes, beliefs and behaviour.
- Discuss whether it is possible to change existing attitudes and if so how.

**Learning Outcomes:**

After the session and appropriate reading, students should be able to:

- Demonstrate an understanding of how the belief/attitude-behaviour relationship has been conceptualised by social psychologists.
- Have an understanding of how attitudes develop.
- Appreciate the possibilities of changing attitudes via various theories.

Core Reading:

- Albery, I.P. (2008) Attitudes, persuasion and attitude change. In Albery, I., Chandler, C., Field, A., Jones, D., Messer, D., Moore, C. and Stirling, C. *Complete Psychology* (pp. 315-332) London: Hodder.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2003) *Social Psychology (Eleventh Edition)*. Chapter 5, pp 133-167.

Optional Reading:

- Fiske, S.T. & Taylor, S.E. (1991) *Social Cognition (Second Edition)*. New York: McGraw-Hill.

**Week 10: Impression Formation and Social Interaction**

In this session we are going to firstly explore various cognitive processes that have been proposed as important for impression formation. The questions we will ask are, how do we form impressions of others? What cognitive and motivational factors are important for the impressions we form of others? We will then discuss theories and evidence that try to explain why we are attracted to some people but not others. Also we will discuss prosocial behaviour (e.g. altruism) and theories of aggression and will try to understand the underlying reasons for both.

**Objectives:**

- Provide an introduction to the literature concerned with how we form impressions of others.
- Provide an introduction to the literature concerned with social behaviour, including attraction, aggression and helping.
- Understand some of the theories and evidence that studied impression formation and social interaction.

**Learning Outcomes:**

After the session and appropriate reading, students should be able to:

- Demonstrate an understanding of how social psychologists have utilised cognitive and motivational mechanisms to understand the impression formation process.
- Evaluate theories and evidence that have been used to understand social behaviour including attraction, aggression and helping.
- Discuss different ideas proposed to explain impression formation and social interaction.

### Core Reading:

- Albery, I.P. (2008) Impression formation and social interaction. In Albery, I., Chandler, C., Field, A., Jones, D., Messer, D., Moore, C. and Stirling, C. *Complete Psychology* (pp. 345-361). London: Hodder.
- Pennington, D.C. (2000) *Social Cognition*. London: Routledge. Chapter 4 and 5, pp. 61-125.

### Optional Reading:

- Fiske, S.T. & Taylor, S.E. (1991) *Social Cognition (Second Edition)*. New York: McGraw-Hill.

## **Week 11: Social Influence and Group Processes**

In this session we will be concerned with how decisions are made in groups. We will begin the session by identifying the basic features and structure of a group. We will then move on to examine how groups can influence people to change their attitudes, beliefs and behaviours (e.g. Asch and Sherif experiments). We will then examine group decision-making and group performance. You will have all heard of the adage “two heads are better than one”. This session will attempt to provide a basic answer to that question. Specifically, we will be asking whether the decisions made by group are better than those made by individuals. We will focus on some of the infamous evidence that has been presented to inform theories of group decision making such as that from the group polarisation and groupthink literature. We will also look at the evidence regarding obedience (Milgram’s experiment).

### **Objectives:**

- Provide evidence to detail how groups can influence people to change their beliefs, attitudes and behaviours (conformity and conversion effects).
- Provide a basic introduction to the literature concerned with those cognitive processes important in group decision-making.
- Detail social psychological theories for these decision-making processes focussing primarily on group polarisation and groupthink models of group decision making.
- Identify the conditions under which people obey authority (obedience).

### **Learning Outcomes:**

After the session and appropriate reading, students should be able to:

- Comprehend the basic defining structure of the group.
- Describe factors that are important in majority and minority influence.
- Understand how group decision-making differs from individual decision-making processes.
- Evaluate evidence and theory which show that people obey authority figures

### Core Reading:

- Albery, I.P. (2008) Social influence and group processes. In Albery, I., Chandler, C., Field, A., Jones, D., Messer, D., Moore, C. and Stirling, C. *Complete Psychology* (pp. 362-378) London: Hodder.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2003) *Social Psychology (Eleventh Edition)*. Chapter 10, pp 297-332.

### Optional Reading:

- Brown, R. (2000) *Group Processes (Second Edition)*. Oxford: Blackwell.

### **Week 12: Revision Issues**

A question and answer session will be used to pick up on topics not understood by students. Revision will be discussed and advice given about tackling exam questions. This will be combined with a question and answer session about revision for examinations.

#### **Objectives:**

- To assist students in their revision and exam skills

#### **Learning Outcomes:**

At the end of the session students should be able to:

- Understand revision techniques
- Understand assessment criteria
- Understand exam writing techniques

### **SEMINAR PROGRAMME**

Students will attend seminars weekly. The aim of the seminars is two-fold: 1) to discuss and evaluate topics covered in lectures in greater depth, and 2) to provide students with the opportunity to develop skills relevant to Personal Development Planning, and specifically relevant to their first assignment. Thus the seminar title reflects the academic topic, and the skills being covered.

### **Week 2: Perceptual and Cognitive Development/Communication skills – essay plans**

This session will focus on Infant Perception and Cognition, and will also be used to develop essay writing skills. Students will discuss essay structure, and practice writing an essay plan for the coursework.

#### **Objectives**

- To provide students with an opportunity to explore key ideas in Infant Perception and Cognition
- To provide students with an opportunity to develop essay writing skills

#### **Learning Outcomes**

At the end of the session students should be able to

- Discuss issues relating to Infant Perception and Cognition
- Formulate an essay plan for the assessment

### **Week 3: Perceptual and Cognitive Development /Communication skills – reading and paraphrasing**

This session will act as a forum for further discussion of infant perceptual skills, and will provide students with the opportunity to develop skills reading original research papers, and extracting and using information.

#### **Objectives:**

- To provide students with the opportunity to explore ideas about infant perception and cognition.

- To provide students with the opportunity to develop skills in reading and extracting information from original research papers.

### **Learning Outcomes**

At the end of the session students should be able to

- Discuss perspectives relating to key issues in Infant Perception and Cognition.
- Be familiar with research papers, and how to extract information from them.

### **Week 4: Attachment/Communications skills - referencing**

Students will be able to build on the communication skills covered in previous seminars, by considering attachment (covered in the lecture) in more depth. They will also be given the opportunity to develop referencing skills

#### **Objectives:**

- To expand on lecture material about attachment
- To provide students with the opportunity to further develop skills in reading and extracting information from original research papers, and referencing.

### **Learning Outcomes:**

At the end of the session students should be able to:

- Have a clearer understanding of attachment
- Format references correctly.

### **Week 5: Emotional development/Review learning**

This session will expand on the information on emotional development provided in the lecture, and will also act as a review session, to allow students to reflect on their learning to date.

#### **Objectives:**

- To expand on lecture material about emotional development
- To provide students with an opportunity to reflect on their learning to date.

### **Learning Outcomes:**

At the end of the session students should be able to:

- Discuss different approaches to emotional development
- Reflect on their learning to date

### **Week 6: Atypical Development/Data collection**

This session will allow for a more in-depth consideration of the atypical development. The session will also include a practical demonstration of data collection.

#### **Objectives:**

- To expand on lecture material about atypical development.
- To provide students with the opportunity to collect and analyse data relevant to atypical development.

**Learning Outcomes:**

At the end of the session students should be able to:

- Discuss different types of atypical development
- Analyse data collected within the session.

**Week 7: Discussion skills – Psychology of Big Brother**

During this session students will discuss possible effects of psychology in Channel 4's Big Brother house. The emphasis is on discussing possible social explanations of housemates' behaviour by learning to integrate various social cognition related theories.

**Objectives:**

- To introduce students to key concepts in social cognition areas.
- To discuss how we make sense of ourselves and others (focusing on attributions).
- To discuss how we explain our own and others' behaviour (focusing on impression formation and group processes)

**Learning Outcomes:**

At the end of the session students should be able to:

- Summarize some of the attribution theories.
- Demonstrate a basic understanding of social influence and group processes.

**Week 8: Attribution theory/Teamwork skills**

During this session students will discuss theories and models of attribution. The emphasis is on developing effective working relationships while working in small groups to evaluate theories.

**Objectives:**

- To expand on material covered in the lecture relating to theories and models of attribution
- To provide students with some insight into working in small groups

**Learning Outcomes:**

At the end of the session students should be able to:

- Develop a core knowledge base of work that details how people attribute cause to social events.
- Identify key theoretical approaches that have detailed the attribution process.
- Demonstrate an understanding of the dynamics of team work.

**Week 9: Beliefs, attitudes and Behaviours/Feedback**

This session will focus on beliefs, attitudes and behaviours, and will also introduce students to feedback, and the most effective way to use it.

**Objectives:**

- To expand on material covered in the lecture relating beliefs, attitudes and behaviours
- To introduce students to feedback



**Learning Outcomes:**

At the end of the session students should be able to:

- Develop a core knowledge base of beliefs, attitudes and behaviours
- Use feedback effectively

**Week 10: Forming impressions of others/Revision skills**

This session will focus on theories of impression formation, and will allow for an in-depth discussion of these theories. The session will also focus on revision skills.

**Objectives:**

- To improve students' understanding of impression formation theory
- To provide students with an opportunity to develop revision skills

**Learning Outcomes:**

At the end of the session students should be able to:

- Have a better understanding of impression formation theory.
- Format a systematic approach to revision.

**Week 11: Mock exam**

This session will provide the opportunity for students to sit a mock exam, and will also allow them the opportunity to ask questions about revision, exams, or any other topic related to the unit.

**Objectives**

- To provide students with the opportunity to sit a mock exam
- To provide an opportunity for students to raise any questions or issues.

**Learning Outcome:**

At the end of the session students should:

- Be familiar with the exam format
- Have had an opportunity to ask any remaining questions.

## 9.0 LEARNING RESOURCES

All teaching materials (lecture slides and seminar materials) will be available on the blackboard site for this unit. These can be found at the Blackboard web page

[www.lsbu.ac.uk/bb/](http://www.lsbu.ac.uk/bb/)

Below are listed a number of references that will of particular use during the Unit. These are available in the Perry library. The readings should be referred to in preparation for lectures and seminars in addition to those references identified specifically for individual lectures. The reading list has been divided into the developmental and social blocks to aid in your preparation during the unit.

## 9.1 CORE MATERIALS

### DEVELOPMENTAL COGNITION BLOCK

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

### SOCIAL COGNITION BLOCK

Davey, G., Albery, I.P., Chandler, C., Field, A., Messer, D., Moore, S. & Sterling, C. (2004) *Complete Psychology*. London: Hodder & Stoughton.

However, many of the Introductory Psychology texts or introduction to developmental psychology or introduction to social psychology texts in the library would also be ok – browse what's available and check contents against that covered in the lectures.

## 9.2 OPTIONAL MATERIALS

### DEVELOPMENTAL COGNITION BLOCK

#### OPTIONAL READING.

Bremner, J.G., Slater, A., & Butterworth, G. (1997) (Eds.) *Infant Development: Recent Advances*. Hove: Psychology Press.

Davey, G., Albery, I.P., Chandler, C., Field, A., Messer, D., Moore, S. & Sterling, C. (2004) *Complete Psychology*. London: Hodder & Stoughton.

Harris, M. & Butterworth, G. (2002). Psychology: A student's handbook. Hove: Psychology Press. \* This is the core text for the level 2 unit Developmental Psychology, so will be useful next year.

Messer, D., & Miller, W.S. (1999) (Eds.) *Exploring Developmental Psychology*. London: Arnold.

#### BACKGROUND READING

Bremner, J.G. (1994) *Infancy*. Oxford: Blackwell.

Messer, D., & Dockerell, J. (1998) (Eds.) *Developmental Psychology: A Reader*. London: Arnold.

### SOCIAL COGNITION BLOCK

#### OPTIONAL READING

Pennington, D.C. (2000). *Social Cognition*. London: Routledge.

Fisk, S.T. & Taylor, S.E. (1991) *Social Cognition*. New York: McGraw-Hill.

Eiser, J.R. & van der Pligt, J. (1993). *Attitudes and Decisions*. London: Routledge.

Forsterling, F. (2001) *Attribution: An Introduction to Theories, Research and Applications*. Hove: Psychology Press.

#### BACKGROUND READING

Franzoi, S.L. (2000) *Social Psychology (Second Edition)*. New York: McGraw-Hill.

Fraser, C. & Burchell, B. (2001) *Introducing Social Psychology*. Cambridge: Polity.

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2003) *Social Psychology (Eleventh Edition)*. New Jersey: Prentice Hall.

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