| Course description |
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| This course will familiarise educators with the major theories, concepts and research findings of developmental psychology as well as some of the skills and techniques of gathering information on children and adolescents. The application of developmental research to educational practice and policy will also be considered. By the end of this course, students should gain an understanding of (1) major developmental theories, (2) the sequence of child and adolescent development and the processes that underlie them, (3) the interdependence of all aspects of development, i.e. physical, cognitive, emotional and social, and (4) the impact of context and culture on development. |

| Course learning outcomes (CLOs) | Aligned programme learning outcomes (PLOs) |
| --- | --- |
| 1. Demonstrate a general understanding of contemporary theories of developmental psychology | PLO 1 |
| 2. Demonstrate mastery of skills needed to understand and conduct research or inquiry in the fields of developmental and educational psychology | PLOs 2, 5 |
| 3. Show focused mastery of knowledge of the key concepts in developmental psychology | PLO 1 |
| 4. Explain how the multiple domains of development interact with contextual factors to influence developmental outcomes and individual differences | PLOs 1, 4 |
| 5. Apply knowledge of human development to account for children's and adolescents' behaviours | PLO 3 |
| 6. Know how to apply findings from developmental research to educational practice | PLO 3 |
| 7. Demonstrate oral and written communication skills in analysing content of development psychology | PLOs 1, 4 |

| Course assessment methods |
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| • Learning Log<br>• Group Presentation<br>• Multi-media presentation and written assignment |

| Course content and topics |
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| • Understanding Human Development: Approaches and Theories Developmental Foundations<br>• Physical Development<br>• Perspectives on Neuroscience and Education<br>• Social Development<br>• Family Influences<br>• Parenting in the digital world<br>• Peer influences<br>• Perspectives on Cognitive Development<br>• Perspectives on Language Development<br>• Schooling and other contextual influences<br>• 2-minute introduction to multi-media presentations |

| Required / recommended readings and online materials |
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| Text<br>Kuther, T. L. (2018). *Lifespan development in context*. Thousand Oaks, CA: SAGE Publications.<br><br>**Recommended Journals** |

British Journal of Developmental Psychology
British Journal of Educational Psychology
Child Development
Child Development Perspectives
Child: Care, Health and Development
Contemporary Educational Psychology
Developmental Psychology
Educational Psychology
Educational Psychology Review
Journal of Educational Psychology
Learning and Instruction

**Recommended Websites**
Society for Research in Child Development
https://www.srcd.org/
British Psychological Society
https://www.bps.org.uk/
American Psychological Society
https://www.psychologicalscience.org/
American Education Research Association
https://www.aera.net/
British Educational Research Association
https://www.bera.ac.uk/

**Reading for Presentations**
Readings marked with * are Compulsory Readings. The required readings can be accessed via this link:
https://julac-hku.alma.exlibrisgroup.com/leganto/public/852JULAC_HKU/lists/16436191790003414?auth=SAML

**Other additional course information**

Nil