PSYC20008 Developmental Psychology

Lecture 4: Cognitive Theories - An application of Theory to Practice

Lecture 5: Intelligence and Academic Abilities

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Lecture 9: Language 3

Lecture 10: infant Capabilities

Lecture 11: Core knowledge theories

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Lecture 14: Social & Emotional Development 2

Lecture 15: Social & Emotional Development 3

Lecture 16: Social & Emotional Development 4

Lecture 17: Introduction to Human Genetics

Lecture 18: Prenatal development

Lecture 19: Brain development

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lecture 4

1. Outline two key characteristics of Piaget's Theory of Cognitive Development.
   Piaget's Theory of Cognitive Development describes a 1) _____ process in cognitive development that suggests the stages that children go through is in _____ sequence, which is similar to a caterpillar turning into a cocoon then a butterfly, and you can't go _____; 2) Piaget also believes that 2) there are _____ changes in each stage, and children go through transition from one to the next.

2. Name in order, Piaget's stages of cognitive development.
   1) Between 0-2 years: _____
   2)Between 2-6,7 years: _____
   3) Between 7,8-11,12 years: _____
   4) After 12 years: _____

3. How old (~) are children in the 'sensorimotor' development stage? Elaborate on key characteristics.
   In the sensorimotor stages children are between _____ years old. During this stage, they shift from _____ process to understanding the world based on their _____ and _____ abilities. There are 3 sub-stages: between _____ month old, children have _____ where they perform repeat pleasurable action. During 4-8 months, children have secondary circular reaction where they intentionally repeat action to _____. After 9 months, children will develop a sense of _____ (1st index symbol of thought) in which they understand that object still exist even they can't see them. Between 12-18 months, children form _____ circular reaction where they do _____ experimentation, for example they begin to drop things repeatedly and really see how their action elicit response from another person.

4. How old (~) are children in the 'pre-operational' development stage? Elaborate on key characteristics.
   In the pre-operational stage children are between _____ years old and they begin to develop _____.There are 2 sub-stages. The _____(2-4 years) is where children start to have _____ representation (though _____ speech), they are using speech to symbolically represent their minds. The _____ stage (4-7) is where speech gets more social and less egocentric.

5. How old (~) are children in 'concrete operational' development stage? Elaborate on key characteristics.
   In the concrete operational stage children are between _____ years old and they are able to manipulate mental _____ representations to understand _____. Children can turn experience into a general principle, for example, they will avoid cat if they sneezes when they are around a cat. They also get to understand the _____ concept, so they can tell the amount water is the same when the water is poured into different beaker sizes. However, they are still relying on concrete materials (counting their fingers).

6. How old (~) are children in 'formal operational' development stage? Elaborate on key characteristics.
   In the formal operational stage children are older than 12 and they can understand _____ concepts. They realise there's multiple ways to solve problems and also their thoughts becomes more _____.

7. Outline some limitations of Piaget's theory of development.
   1) It focuses on _____ rather than abilities.
   2) It ignored the _____ context. For example, how the interaction with other people influences development.
   3) It focused on decontextualised rather than everyday problems.
   4) If says little about _____ development and its impact on cognitive development.
   5) It suggests that intellectual development is largely completed by age of 12.

lecture 4

8. How do information processing accounts conceptualise cognitive development?
It focused on factors, such as _____ and _____ that supports thinking and give us an idea how they influences development in a _____ process. It also focus on _____ changes with age. As people grow older, the strategies that we use to workout problems increases and we get _____ in processing information. We encode our sensory memory to turn it into _____ memory, and by repeating it, it gets into our _____ memory where knowledge stores. So at the working memory where you mentally manipulate something and then produce an outcome, you got to both attend the problem and retrieve the strategies you've been taught in your long-term memory. This _____ process is in the _____ cortex, it monitors attention, planning, organising etc.

9. How does Vygotsky's theory conceptualise cognitive development? What is emphasised in particular?
He emphasises role of _____ in children's intellectual development. It focuses on the _____ bases and he believes that cognitive abilities are socially guided and constructed. A task that is too difficult for children to master independently is in the Zone of _____ development. Children can learn from a more knowledgable adult through _____ learning where they can offer help or demonstrate the way to do it. In order for scaffolding to be successful, it also requires _____, where the child and the adult is focusing on the same subject, or the _____ attention.

10. What does the 'Zone of Proximal Development' (ZPD) refer to within Vygotsky's theory?
It refers to the difference in which the learner can do independently and what they can do with help. It suggests that there is a relationship between ____ and ____, and it is also important to take _____ practices and cognition in to account.

Play and Draw development

1. Describe different play types in age stages.
(0-2) _____ play: Consist of simple and _____ movements, it develops _____ and _____ skills. Children start to understand _____, it is very experimental. ex. Push a toy.
(3-8) _____ play: Imaginary play and take on roles. It start with talking on the phone (simulation of action), then talking to banana as if it is a phone (_____). Later they develop less egocentric simulation, ex. Talking to a toy. Later on they start to talk with their peers (Role playing). Lastly, there will be Socio-dramatic play, ex. Pretend to be at work and talk on phone with peers. _____ attention is important when doing pretend play with others.
(3-15) _____ play: _____ things, building blocks, problem solving skills, spatial cognition.
(6-15) _____: More formal and have fixed rules. There are socialisation and competition/ collaboration. ex. Hide and Seek.

2. What is Autism Spectrum Disorder (ASD)?
Hard to initiate and give response when engaging. children with ASD have impaired _____ compared to typically developing children. This shows how it plays role in development of _____ play.

3. How drawing is an index for cognitive ability.
Drawing skills develop over time.
2 years: Don't have the cognitive skills to represent clearly their mind.
3 years: Can see different body parts.
4 years: Add more details, ex. hair, facial expression.
6 years: Draw more symbolically.
8 years: Doing _____ in drawing.

Answer Key

Lecture 4:
Discontinuous, invariant, backwards, qualitative, sensorimotor, pre-operational, concrete operational, formal operational, 0-2, reflexive, senses, motor, 1-4, primary circular reaction, trigger response, object permanence, tertiary, trial & error, (2-6,7), mental representation, pre-operational stage, verbal, egocentric intuitive, (7,8 - 11,12), logical reasoning, conservation, abstract, flexible, inability, social, language, memory, attention, continuous, quantitative, faster, short-term, long-term, executive control, prefrontal, socialization, socio-cultural, proximal, scaffolding, intersubjectivity, joint, self, other, cultural, functional, repetitive, motor, sensory, cause and effect, pretend, substitution, joint, constructive, construct, Games with rules, joint attention, spontaneous, depth.

Lecture 5:
Three-stratum, correlation, crystalised, fluid, disability, giftedness, specific learning disabilities, predicts, cognitive performance, multidimensional, receive, store, process, retrieve, communicate, unexpected, 6, spelling, chronological, school, achievement, FSIQ, 100, 10, educational, strength, weakness, specific, unexpected, reading, decoding, encoding, Broca, Parietotemporal, Occipitotemporal, high intelligence, high potential to excel, outstanding accomplishments, positive self-concept, resiliency, perfectionism

Lecture 6:
Broca, grammatical, aphasia, contentful, Wernicke, meaning, access, auditory, sense, vocabulary, grammar, age, units of sound, categorical perception, 3, habituation, environment, often.

Lecture 7:
Phonotactic, sound, prosodic, patterns, transition, non-word, phonemes, arbitrary, reference, spoken, 14, 24, shape bias, mutual exclusivity, size principle, social reasoning.

Lecture 9:
arguments, 2, construct, implicit, morphemes, meaning, regular, irregular, U, generalize, long-distance dependency, phrase, parse tree, working, parse tree.

Lecture 10:
Innate knowledge, experience, head, sit, stand, culture, individual, survival, grasping, Moro, sight, poor, colour, social, touch, temperature, pain, sound, taste, odour.

Lecture 11:
Engaged, innate, domain, innate, domain, task, objects, number, spatial, social, core knowledge, habituated, fall apart, 3, expectation, native, domain, task, encapsulated, independence

Lecture 12:
Domain specific, core knowledge, domain general, Piaget's, constructivist, piaget's, core knowledge, nativist, core knowledge, active, motor action, physical, cultural, social, domain, interactive, pre-opperational, intersubjectivity, solve problems, psychological

Lecture 13:
Self, material, social, spiritual, toddlerhood, social, theory of mind, pleasure, morality, self-concept, social, observe, awareness, egocentric, subjective, information, self-reflective, motivations, mutual, third, societal, generalized

Lecture 14:
emotional, mistrust, security, survival, co-regulation, expectations, behaviours, pre-attachment, innate, attachment in the making, trust, clear-cut attachment, secure, reciprocal relationships, feelings, mutual, upset, survival, insecure, can't find comfort in parents, insecure, disorganised, income-to-needs ratio, mother, child care, quality, quantity, sensitivity, education, income-to-needs ratio, sensitivity, resolution, society, 4, micro, meso, exo, macro, chrono, relationships, changes, family belief, organisation, communication, information

Lecture 15:
physiological, neural, cognitions, emotional, subjective, discrete, physical, cognitive, functionalist, purpose, cognitive, dynamic, primary, secondary, action, sequence, communicate, co-occur,

Lecture 4:
Piaget's theory of Cognitive development, sensorimotor, pre-operational, concrete operational, formal operational, circular reaction, object permanence, first index symbol of thought, mental representation, perceptual stage, egocentric, intuitive stage, conservation concept, limitation of Piaget's theory, information processing, memory, executive control, Vygotsky's theory, zone of proximal development (ZPD), scaffolding, intersubjectivity, joint attention, functional play, pretend play, constructive play, Autism spectrum disorder (ASD), spontaneous play, drawing, experience,

Lecture 5:
Carroll's theory of intelligence, three-stratum theory, crystalised ability, fluid ability, IQ test, specific learning disabilities (SLD), Ability-achievement discrepancy (AAD), pattern of strengths and weaknesses (PSW), dyslexia, Broca's area, parietotemporal, occipitotemporal, tripartite model of giftedness,

Lecture 6:
Language processing, Broca's area, Wernicke's area, feral children, deaf, phoneme, categorical perception, habituation, statistical learning.

Lecture 7:
Word segmentation, phonotactic constraints, prosodic constraints, statistical learning, transition probabilities, vocabulary spurt, shape bias, mutual exclusivity, size principle, social reasoning.

Lecture 9:
verb, negative evidence, morphological rule, morpheme, verb morphology, bigram, long-distance dependency, phrase structure, parse tree, arguments, working memory, syntactic ambiguity, garden path sentence.

Lecture 10:
Plato, Aristotole, Nature and nurture, infancy, motor milestone, newborn reflex, sensory ability, sight, touch, sound, taste, odour, cognitive development.

Lecture 11:
The active child, Core-knowledge theories, 5 core knowledge domains, Piaget, object permanence theory, habituation, limitation of core knowledge system.