PSYC1030.2x

Introduction to Developmental Psychology

ABOUT THE COURSE

In this course, you will learn how we develop the ability to think about the world, speak to each other, and form social attachments across the lifespan..

INTENDED AUDIENCE

This course is designed with two audiences in mind.

- Undergraduate university students
- General audience seeking an introductory foundation in Developmental Psychology.

PREREQUISITES

There are no prerequisites for this course.

EXPECTED LEARNING OUTCOMES

- Understand how babies learn and develop during infancy.

- Describe the different attachment patterns that babies develop in relation to their primary caregiver.

- Understand how babies learn to speak.

- Understand how children develop during their adolescence.

- Understand how children learn to interact with others.

- Explain theories of how children develop their morals, and describe the stages of moral development that they progress through.

- Understand Piaget's theory of cognitive development and explain the stages of cognitive development that children progress through.

- Understand how we develop in later life and some of the unique aspects of ageing.

LEARNING PATHWAYS

It's a good idea to cover the topics in the course in the order in which they appear, especially because we will be quizzing you on previous topics as we go through.

This course is part of a series of courses that taken together are equivalent to the on campus subject PSYC1030 Introduction to Psychology, which is taught at The University of Queensland.

PSYC1030x XSeries - Introduction to Developmental, Social & Clinical Psychology
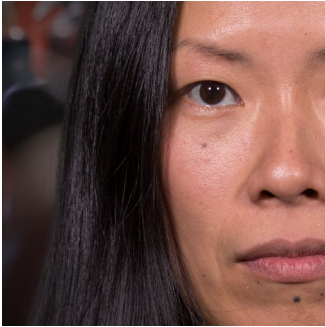
PSYC1030.1x
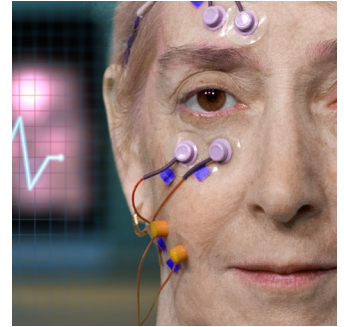Introduction to Social Psychology

PSYC1030.2x
Introduction to Developmental Psychology

PSYC1030.3x
Introduction to Clinical Psychology

PSYC1030.4x
Introduction to Psychological Research Methods

COURSE LENGTH

This course is roughly equivalent to a quarter of the on-campus course. There are eight sections, and each should take between 1 and 2 hours to complete.

COURSE CONTENT ORGANISATION

Each topic is divided into:

- Learning Goals
- Pre-quiz: ungraded pre-assessment
- Content: course content videos, interviews with other experts, polls, discussions, and activities

- Find out more: additional resources
- Quiz: graded assessment (questions cover the current section and previous section content)

COURSE CONTENT ORGANISATION - CONTINUED

In addition, there is an optional research participation. As a valuable adjunct to learning about research from the videos, activities, and additional resources, PSYC1030.2x learners have the opportunity to learn first-hand through participation in actual research studies. Participation in research is not only educationally beneficial to learners, but is also of enormous assistance to post-graduate students and staff in their conduct of cutting-edge research.

The table below provides a summary of the course sections and sub-sections.

SECTION	SUB-SECTIONS
Welcome to the course	Welcome to the course videos Pre-course surveys Learning goals, content and how to succeed
Research Participation	Information about research participation List of research studies (optional)
Infancy	Learning Goals Pre-quiz (Ungraded assessment) Introduction What are babies capable of? Testing infants Nature and nurture revisited Find out more Quiz (Graded assessment)
Attachment	Learning Goals Pre-quiz (Ungraded assessment) Introduction Theories of attachment Mary Ainsworth's contributions to attachment theory Find out more Quiz (Graded assessment)

COURSE CONTENT ORGANISATION - CONTINUED

SECTION	SUB-SECTIONS
Language development	Learning Goals Pre-quiz (Ungraded assessment) Introduction Origins of language in infancy Foundations of word learning How do children learn language? Find out more Quiz (Graded assessment)
Adolescence	Learning Goals Pre-quiz (Ungraded assessment) Introduction The changing physique Identity formation Survival Find out more Quiz (Graded assessment)
Social development	Learning Goals Pre-quiz (Ungraded assessment) Introduction Building blocks of social development Increasing social engagement and self-awareness Prosocial behaviours Theory of Mind Find out more Quiz (Graded assessment)
Moral development	Learning Goals Pre-quiz (Ungraded assessment) Introduction Social learning theory Cognitive theory Modern approaches to moral development Find out more Quiz (Graded assessment)

COURSE CONTENT ORGANISATION - CONTINUED

SECTION	SUB-SECTIONS
Cognitive development	Learning Goals Pre-quiz (Ungraded assessment) Introduction Piaget's first two stages of cognitive development Piaget's last two stages of cognitive development Critiquing Piaget's theory Find out more Quiz (Graded assessment)
Later life development	Learning Goals Pre-quiz (Ungraded assessment) What is old? How are we getting old? Later life development Find out more Quiz (Graded assessment)
Wrap-up	What do you know now? (Ungraded assessment) Course evaluation

ASSESSMENT AND COMPLETION REQUIREMENTS

This course is self-paced. All course content is released on the starting day of the course. We will notify learners of any updates to the course by posting an alert on the Home page. There are 8 graded quizzes. All questions are weighted equally. The questions are drawn randomly from quiz pools.

The pass mark is 50%.

The due-by-date for all assessment is the last day/ closing day of the course.

HONOR CODE AND ACADEMIC INTEGRITY POLICY

This course is offered online and we encourage collaboration and help between learners, but please avoid asking for and posting final answers. Violations of the honor policy undermine the purpose of education and the academic integrity of the course. We expect that all work submitted will be a reflection of one's own original work and thoughts. Additionally all learners are expected to follow the EdX Rules of Online Conduct.

DISCUSSION FORUM GUIDELINES

MODERATORS

PSYC1030x has a team of moderators that look after the discussion forum. We answer questions, pass on suggestions from learners about the course material, and contribute to discussions.

Sometimes we will edit or move posts to make them easier for other learners to understand and find, In the case of inappropriate material, we can edit or delete posts and close discussion threads.

We will regularly check the forum, but because of the large numbers of learners, we may not be able to answer every post. This is why it's important to use the built in 'vote' and 'search' functions to help us know which topics need more attention.

ETIQUETTE

Please keep your posts on-topic and constructive to the discussion at hand: this makes it much easier for other learners to know what's going on and to find answers to their questions.

Finally, We'd also like to remind you that everyone has an equal right to learn free of the fear of discrimination and bullying, so please keep all discussion polite and related to the course material so that everyone can benefit from the discussions here.

Whilst we strongly encourage you to share your experiences on the forum and engage with your fellow learners, it is not a course requirement that you post as part of the course activities.

We hope you find this an enlightening and interesting experience!