



PS 350 VIENNA PROJECT ON CHILD DEVELOPMENT: CULTURE & DEVELOPMENTAL PSYCHOLOGY
IES Abroad Vienna

DESCRIPTION:

Studying in Vienna is a perfect opportunity to get to know another culture and at the same time become more aware of your own culture. Therefore the course emphasizes the cultural influence on human development. Particular attention is given to language acquisition, cognitive and moral development. The course includes a project that is comprised of learning activities related to research methods in the field.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:

- Lectures
- Class discussions
- Learning activities

REQUIRED WORK AND FORM OF ASSESSMENT:

Students will have to complete a midterm test and a final exam that include questions on reading assignments, class discussions and learning activities. It's important to go through the reading assignments in order to make sure you are provided with the necessary knowledge for being able to participate in class discussions and learning activities. The required readings can be retrieved from the e-learning platform Moodle. The project is comprised of several learning activities and assignments, most of them to be presented in class.

- Class participation – 30%
- Project– 20%
- Mid-term test – 20%
- Final exam - 30%

LEARNING OUTCOMES

By the end of the course students will be able to:

- Identify the defining features of developmental psychology
- Demonstrate the effect of the cultural context on psychological development
- Discuss the cultural influence on attachment theory
- Evaluate classic studies on cognitive development
- Compare different views on psycholinguistic development
- evaluate the history of intelligence testing
- explain developmental disorders
- contrast first and second language development
- discuss moral development across cultures
- understand the acculturation process
- apply developmental theories to educational topics



Class Participation Grading Rubric

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others' ideas.

Project

"Tell me and I will forget, show me and I may remember; involve me and I will understand". By applying this proverb associated with Confuzius, in this course students should experience research methods in the field of developmental psychology with learning activities within the classroom, e.g. by replicating experiments in the field, conducting an observational study, designing an experiment or formulating research questions. The results of these learning activities are presented in class. Together these activities build up the project of this course.

Midterm test

The mid-term exam will be held in the classroom. It's a written exam that is based on questions covering the first part of the term. Students can choose around 10 half a page to one page-questions from a list of questions being developed throughout the term. Their answers should be coherent, comprehensive, fulfilling the operators and connected to class content and readings on "moodle".

Final Exam

The final exam will be held in the classroom. It's a written exam that is based on questions covering the second part of the term. Students can choose around 10 half a page to one page-questions from a list of questions being developed throughout the term. Their answers should be coherent, comprehensive, fulfilling the operators and connected to class content and readings on "moodle".

ATTENDANCE POLICY:

IES Vienna requires attendance at all class sessions, including field study excursions, internship meetings, scheduled rehearsals, and all tests and exams. Attendance will be taken for every class. If a student misses more than the equivalent of a week of classes



without an excuse, the final grade will be reduced by one-third of a letter grade (for example, A- to B+) for every additional unexcused absence.

Excused absences are permitted only when:

- 1) a student is ill (health issues),
- 2) when class is held on a recognized religious holiday traditionally observed by the particular student, or
- 3) in the case of a grave incident affecting family members;
- 4) exceptions may be made for conflicting academic commitments, but only in writing and only well in advance of missed class time.

Any other absences are unexcused.

CONTENT:

Week	Topic	Required readings & assignments
1	Developmental psychology Notion of time - life span development - stages of development- unity of stability and change - phenomenology - methods	<ul style="list-style-type: none"> • Valsiner, "Culture and Human Development", pp. 49 – 60 • Crain, "Conclusion: Humanistic psychology and developmental theory", 2005, pp. 369-380
2	Culture and development Culture - the power of the cultural context - cultural psychology - nurture vs. nature - culture and development	<ul style="list-style-type: none"> • Crain, "Early theories: preformationism, Locke and Rousseau", 2005, pp. 1-19 • Henrich, "The weirdest people in the world?", 2010
3	Socioemotional development Attachment - ethology - notion of attachment - life span perspective of attachment - evaluating attachment theory	<ul style="list-style-type: none"> • Crain, "Ethological theories", 2005, pp. 33-64 • Reese, "Maternal coherence in the Adult Attachment Interview is linked to maternal reminiscing and to children's self concept", 2008
4	Cognitive development Re-evaluating Piaget's stage theory of cognitive development - Domain specific vs. domain general - Vygotsky's zone of proximal development - effects of internet use on cognitive development	<ul style="list-style-type: none"> • Crain, "Piaget's cognitive-developmental theory", 2005, pp. 112-150 • Crain, "Vygotsky's social- historical theory of cognitive development", 2005, pp. 217-247 • Mills, "Possible Effects of Internet Use on Cognitive Development in Adolescence", 2016
5	Psycholinguistic development Milestones - phonological development - 3 perspectives on the innateness debate: behaviorism - innatism - developmentalism	<ul style="list-style-type: none"> • Gervain, J. & Mehler, J. "Speech perception and language acquisition in the first year of life", 2010
6	Midterm A story of intelligence testing	<ul style="list-style-type: none"> • Gould, "A nation of morons", 1982
7	Developmental disorders: specific reading disorder Reading development - case study of dyslexia - diagnosing SRD - reading disorders across languages - core deficits at the cognitive level - subtypes	<ul style="list-style-type: none"> • Thompson, "Developmental dyslexia: predicting individual risk", 2015 • Werfel, "A preliminary comparison of reading subtypes in a clinical sample of children with specific language impairment", 2017

8	Second language development Comparing first and second language development	<ul style="list-style-type: none"> Ipek, "Comparing and contrasting first and second language acquisition: implications for language teachers", 2009
9	Moral development Comparing theories of morality - development of morality - evaluating Kohlberg's stage theory – moral principles of justice and care - moral development across cultures	<ul style="list-style-type: none"> Crain, "Kohlberg's stages of moral development", 2005 Ryan, "Who cares? The effect of gender and context on the self and moral reasoning", 2004
10	Acculturation as a developmental process The acculturation process - unaccompanied minor refugees - models of acculturation - the host culture's influence on the acculturation process	<ul style="list-style-type: none"> Berry, „Acculturation: Living succesfully in two cultures“, 2005 Christ et. al, "Intergroup contacts effects via ingroup distancing among majority and minority", 2014
11	Applying developmental theories: education as a cultural universal Comparing parameters of education in different cultures - can we teach moral values? - evaluating the standards movement - an experiment in second language teaching	<ul style="list-style-type: none"> Crain, "A developmental perspective on the standards movement", 2005 Lightbown, P. "Second language learning in the classroom", 2013
12	Final exam	

COURSE-RELATED TRIPS:

TBA

REQUIRED READINGS:

- Berry, „Acculturation: Living succesfully in two cultures“, in International Journal of Intercultural Relations 29 (2005), pp. 697-712.
- Crain, W. Theories of development. Concepts and applications. New York: Pearson, 2005.
- Gervain, J. & Mehler, J. "Speech perception and language acquisition in the first year of life", in Annaul Review of Psychology 61 (2010), pp. 191-218.
- Gould, S. J. "A Nation of morons", in New Scientist (6 May 1982), pp. 349-352
- Henrich, J. "The weirdest people in the World?" in Behavioral and Brain Sciences, 33(2010), pp. 61-135.
- Ipek, H. "Comparing and contrasting first and second language acquisition: implications for language teachers", in English Language Teaching, 2(2) (2009), pp. 155-163.
- Kauff M. et.al. "Intergroup Contact Effects via Ingroup Distancing among Majority and Minority Groups: Moderation by Social Dominance Orientation." In PLoS ONE 11(1) (2016), pp. 1-28
- Lightbown, P. "Second language learning in the classroom", in Lightbown, P. & Spada, N. How Languages are learned, Oxford: University Press, 2013, pp. 153-200.
- Mills, K. "Possible Effects of Internet Use on Cognitive Development in Adolescence", in Media and Communication, 4(3) (20016), pp. 4-12
- Reese, E. "Maternal coherence in the Adult Attachment Interview is linked to maternal reminiscing and to children's self concept", in Attachment & Human Development, 10(4) (2008), pp. 451-464.
- Ryan, M. "Who cares? The effect of gender and context on the self and moral reasoning", in Psychology of Woman Quarterly 28 (2004), pp. 246-255.
- Thompson, P. et. al. "Developmental dyslexia: predicting individual risk", in Journal of Child Psychology and psychiatry 56(9) 2015, pp. 976-987.



- Werfel, K. & Krimm, H. "A preliminary comparison of reading subtypes in a clinical sample of children with specific language impairment", in *Journal of Speech, Language and Hearing Research*, 60 (2017), pp. 2680-2686.
- Valsiner, J. *Culture and Human Development*, London: Sage, 2000.

RECOMMENDED READINGS:

- Are announced on the e-learning platform Moodle.