

PSY3016: Developmental Psychology

Welcome!

Acknowledgement of Country

I would like to acknowledge the Traditional Owners of Australia and recognise their continuing connection to land, water and culture.

I am currently on the land of the Gadigal people of the Eora Nation and pay my respects to their Elders, past and present.

PSY3016: Developmental Psychology

Introduction

Lecturers



Associate Professor
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Associate Professor
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Tutors

Torunn Briers: torunn.briers@sydney.edu.au
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Micah Goldwater (Course co-ordinator)
Caroline Moul

PSY3016: Developmental Psychology

Introduction

Lectures: 1 x 2 hours/week x 13 weeks

Tuesdays (1-3) Old Geology Lecture Theatre

Face to face

Tutorials: 1 x 2 hours/week x 10 weeks

(note 1 tutorial schedule difference between 3016 and 3916)

Face-to-face: Monday (8-10, 10-12, 1-3, 3-5);

Tuesday (3-5);

Wednesday (12-2)

Thursday (2-4, 4-6)

Friday (9-11, 1-3)

LECTURE AND TUTORIAL SCHEDULE 2025

Wk	Lecture	Lecture	Lecturer	Tutorials
1	L1. 5 Aug	Introduction What is developmental psychology?	Moul	NO TUTORIAL THIS WEEK
	L2. 5 Aug	Nature vs. Nurture		
2	L3. 12 Aug	Behaviour Genetics 1 The data is in!	Moul	T1. The early care giving environment
	L4. 12 Aug	Behaviour Genetics 2 What does the data mean?		
3	L5. 19 Aug	Social cognition 1 A comparative approach	Moul	T2. It's in the genes! (Or is it?)
	L6. 19 Aug	Social cognition 2 Knowledge versus misinformation		
4	L7. 26 Aug	Social cognition 3 Theory of mind	Moul	T3. Arrested or Accelerated Development
	L8. 26 Aug	Moral Development 1 The cognitive component		
5	L9. 02 Sep	Moral Development 2 Emotions and integration	Moul	T4. Child Abuse
	L10. 02 Sep	Affect and conduct disorders		
6	L11. 09 Sep	Adolescence	Moul	T5. Research methods (3916 only)
	L12. 09 Sep	Working with children: research and practice		
7	L13. 16 Sep	Juvenile Criminal Law and Detention Theories of Cognitive Development	Guest	T6. Piaget: Cognitive or Social Development
	L14. 16 Sep	Theories of Cognitive Development	Goldwater	
8	L15. 23 Sep	Infant Cognition	Goldwater	T7. Development gone wrong
	L16. 23 Sep	Object Knowledge in Infancy		
MID SEMESTER BREAK				
9	L17. 07 Oct	Emergence in Infancy	Goldwater	NO TUTORIAL THIS WEEK
	L18. 07 Oct	Abstract Cognition in Infancy		
10	L19. 14 Oct	Development of Abstract Thought	Goldwater	T8. Cognitive development: conceptual change
	L20. 14 Oct	Play and Exploration		
11	L21. 21 Oct	Development of Executive Function	Goldwater	T9. ADHD on trial: Is there really a disorder?
	L22. 21 Oct	Language Development 1		
12	L23. 28 Oct	Language development 2	Goldwater	T10. Development of gender identity
	L24. 28 Oct	Language development 3		
13	L25. 04 Nov	Cross-Cultural Differences	Goldwater	T11. Exam Revision (3016 only)
	L26. 04 Nov	Development in Aboriginal Culture		
	10-16 Nov	STUVAC		
		1 st Week of Exams		
		2 nd Week of Exams		

PSY3016: Developmental Psychology Assessment

Assessment Title	Hurdle?	Assessment Category	Assessment Type	Description	Individual/ Group	Length / Duration	Weight	Due Date & Time
Tutorial quizzes	YES	Submitted work	Quiz	Short quiz testing knowledge of readings	Individual	9 x 20 minutes	20%	Pre-tutorial
Lecture participation	No	In lecture participation	Multiple choice question	Self-assessment	Individual	13 x 2 minutes	5%	In lecture
Essay	No	Submitted work	Assignment	2000 word essay	Individual	2000 words	30%	Week 12
Final Exam	YES	Exam	Final Exam	Exam assessing content from all of the lectures and tutorials	Exam conditions – in person, individual	2 hours	45%	Central Main exam period
							100%	

Assessment Table

- NB 3916 students complete 5% research participation. The final exam is worth 40%

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Hurdle tasks

Q. What is a hurdle task?

A. A task that must pass with a certain criteria in order to pass the unit.

E.g. if you get 90% across all aspects of the course but you fail a hurdle task, you will fail the unit.

But... don't be scared...

Hurdle tasks are as follows:

- Exam: 30% overall score in the exam
Pass exam question related to your essay
- Tutorials: Attend at least 7 (out of 10) tutorials
(Special consideration excepted)

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Learning Outcomes

- LO1.** demonstrate a deep understanding of the patterns of child development, and the mechanisms that explain these patterns. This will entail a consideration of a broad literature focusing on both how the social environment shapes development, how genetic factors shape development, and how the action of children themselves shape their own environment and then further development. You should be able to explain both the latest theories and findings, and traditional philosophical approaches that founded this discipline early last century.
- LO2.** consider how experimental design and analysis licenses certain conclusions and examine the tight connections between method and interpretation in relation to scientific critical thinking.
- LO3.** explain complex patterns of data clearly and relate them to experimental hypotheses and methods in written assignments. You should be able to effectively communicate ideas and engage in open discussion and debate.
- LO4.** understand how basic research in child development informs applications outside the laboratory, such as in interventions to the family environment, the design of educational curricula and school structure, and to clinical practice, as well as consider the maintenance of ethical research practices.

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- Tutorial quizzes (20%)

When?

- starting in week 1 for the first tutorial in week 2
- check the schedule in the unit outline in canvas

How?

- Readings for each tutorial made available the Monday of the week before via canvas (readings for next week are already available)
- On Friday of that week the quiz question will be released
- You will have until Monday 8am of the following week (the week of the tutorial) to write a response and upload it to the assignment box in canvas
- No strict word limit (approx. 200 words)

Why?

- to be engaging, readings need to be done ahead of time
- better learning outcomes

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- Tutorial quizzes (20%)

Grades?

- Each quiz can gain a maximum of 2 points.
- (0 = do NOT provide a response / response suggests you did not read the material; 1 = response reflects you read the material and generally understood it; 2 = thoughtfully considered the reading and reflected on it).
- If you do the reading every week and thoughtfully reflect on it, then you should be able to get a perfect score for the semester, which adds up to a total of 20% of the unit's marks. So, your score for that 20% of the unit is X out of 18 possible points on the 9 quizzes.
- Special consideration = if you were not available to complete the quiz one week, and applied and were granted special consideration, your final score for the quizzes will be based on the average of the quizzes you did take (e.g., if you missed one quiz and get spec-con approved, your 20% quiz mark is based out of a total of 16 points. If you miss two and get spec-con approved for both, your 20% quiz mark is based out of 14 points, etc)
- NB - if special consideration is granted for at least 5 out of the 9 quizzes your 20% quiz mark will instead be based on an essay question that will ask you to integrate across many weeks' readings. Details of that will be released to you if necessary. It will be less work if you just take the quizzes.
- NB – no tutorial presentation, tutorials will be aimed at 90 minute duration to take account for time spent doing quizzes.

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In-person lecture attendance and self-assessment (5%)

When? - starting in week 1 (Lecture 2)

Why? - to help with self-assessment throughout the course

How?

- Each lecture block (2 lectures) will include a multiple-choice question based on the content being covered in the lecture.
- During the lecture, log into canvas to upload your response
- Marks are awarded for participation – it's ok if you get it wrong!

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- **Research essay (30%)**

Released:	Essay topic released in week 3
Feedback:	(Optional) Submit an outline of the essay for feedback by Friday 26 th Sep (week 8)
Due:	Week 12 (exact date and time to be confirmed) Submitted online
Late penalties:	5% of maximum value for each calendar day or part thereof
What is it?	2000 words max (within 5%) Lecture/tutorial material should be used and can be supplemented with additional references
Why?	Write effectively and concisely Communicate ideas Critical thinking and discussion Learning outcomes – LO1, LO2, LO3, LO4

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The University's Academic Integrity policy states, "we do not generally permit use of artificial intelligence content generators and tools to create or modify your assessable work. You can only use these tools if your unit of study coordinator has expressly permitted your whole class to do so. This means that the unapproved use of AI tools in the completion of assignments is considered to be a breach of academic integrity."

Generative AI is a new technology and I am happy for you to learn how to use it as it is widely available. Use it to write early drafts. It's a powerful tool that can help you research a topic. It's basically Google on steroids. However, please be careful of generative AI - it is designed to write prose in various styles, including academic styles, and it is very good at it. However, it is not designed to assess the accuracy of what is written or its sources. Because it produces wonderful prose written in the style of an expert, it can be confidently wrong. Moreover, it has been shown to not only misrepresent its sources but to also make up sources completely (i.e., it generates fake citations in the style of real citations).

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- Two-Hour Examination (45% 3016, 40% 3019)
- Compulsory assessment
- MCQ and short answer
- In person
- 2 hours
- Hurdle task (30% and pass essay-related question)
- Based on: integration of lecture content
set readings
(material from tutorial classes may supplement answers but does not have to be restudied for the exam)

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TIPS

READ: quality
widely
recommended

THINK: critically
broadly
creatively

EXPLAIN: don't be a bad food critic
be a good Pilates instructor!
(particularly in the exam)



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What is developmental psychology?

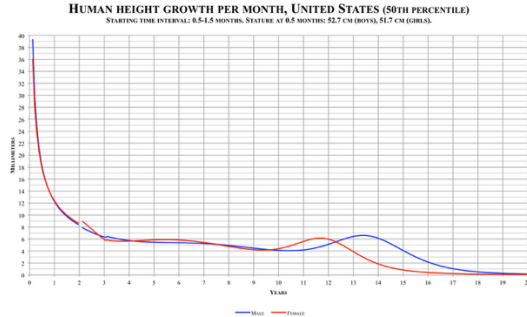


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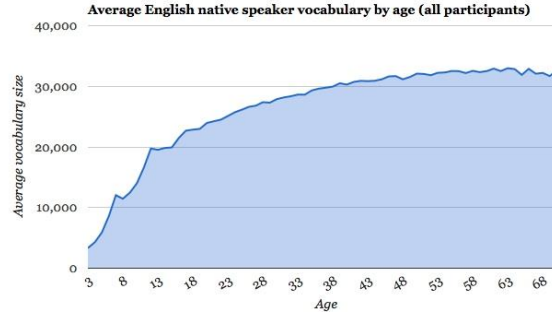
What is developmental psychology?

Rate of change:

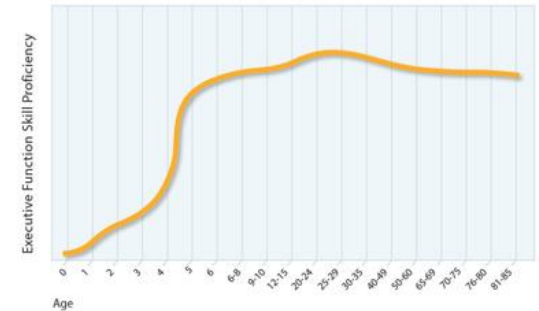
Height



Vocabulary

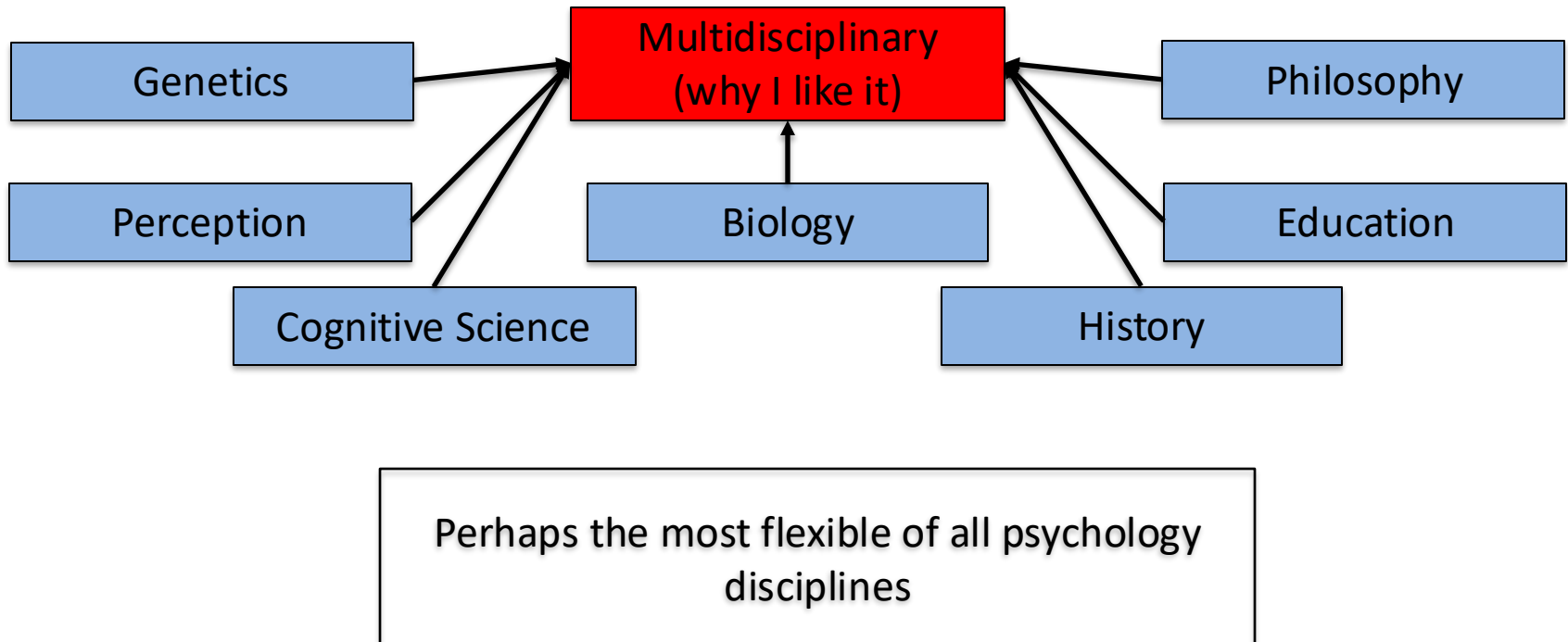


Executive function



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What is developmental psychology?



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Major theme throughout course

Empiricism vs Rationalism

Nurture vs Nature

Language? Intelligence? Personality?

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**"WE SEE HOW EARLY CHILDHOOD EXPERIENCES ARE SO IMPORTANT TO LIFELONG OUTCOMES, HOW THE EARLY ENVIRONMENT LITERALLY BECOMES EMBEDDED IN THE BRAIN AND CHANGES ITS ARCHITECTURE."
-- Andrew S. Garner**

"The first five years have so much to do with how the next 80 turn out."

Brought to you by
the **Ounce**
ounceofprevention.org

- Bill Gates Sr., Co-Chair
of the Bill and Melinda
Gates Foundation

Children have real understanding only of that which they invent themselves.

Jean Piaget



AbundantLifeChildren.com

A little child is immoral, he has no internal inhibitions against pleasures

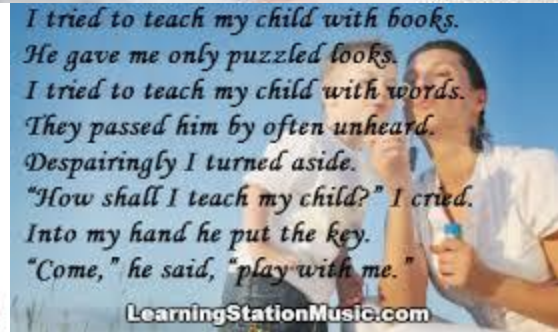
— Sigmund Freud —



www.StatusMind.com

*I tried to teach my child with books.
He gave me only puzzled looks.
I tried to teach my child with words.
They passed him by often unheard.
Despairingly I turned aside.
"How shall I teach my child?" I cried.
Into my hand he put the key.
"Come," he said, "play with me."*

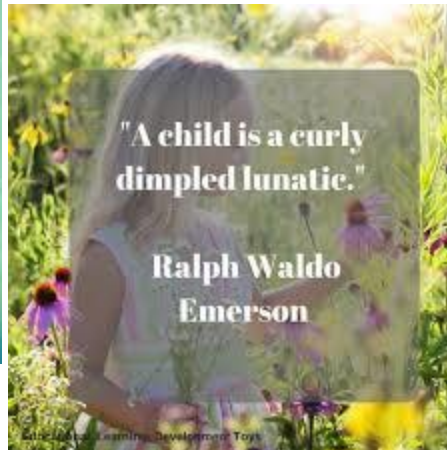
LearningStationMusic.com



"The attention & environment you provide shapes your child's brain development for life."

"A child is a curly dimpled lunatic."

Ralph Waldo Emerson



Educational, Learning, Development Toys

"Children are great imitators. So give them something great to imitate."

Anonymous

Educational, Learning, Development Toys



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What is developmental psychology?

- A method
- A theoretical commitment
- A window
- A tool

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My lectures - points to consider

- To make you think
 - To help with revision
 - To put the topic in a wider context
- ❖ PTC: Is developmental psychology simply the study of change?

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Where are you going?

- Honours?
- Clinical psychology practice?
- Social work/education?
- Parent?

Emergency procedures (on campus)

- In the unlikely event of an emergency, we may need to evacuate the building.
- If we need to evacuate, we will ask you to take your belongings and follow the green exit signs.
- We will move a safe distance from the building and maintain physical distancing whilst waiting until the emergency is over.
- In some circumstances, we might be asked to remain inside the building for our own safety. We call this a lockdown or shelter-in-place.
- More information is available at www.sydney.edu.au/emergency.

Keeping our campus COVID-safe

- The University is following NSW Government and NSW Health guidance to prevent the spread of COVID-19, respiratory-type illnesses and other illnesses.
- All staff, students and visitors are required to follow our [health and safety advice](#). This includes staying at home if unwell, isolating and testing, and to not return unless recovered or as advised by your health professional.
- Visit [our website](#) for more information about our COVID-19 response.

Essential information sources for students

There are two main places you need to know to set yourself up for success on your Sydney Uni journey – Getting Started is the starting point for all commencing students and the Student life, wellbeing and support page is there as your ongoing reference.

Getting Started Canvas page



Student life, wellbeing and support page



Welcome Hub

If you have a question or need help, head to the Wentworth Welcome Hub. You'll be able to connect with peer support, student advising and wellbeing support, as well as seek navigation tips, meet fellow students and register for Peer Support Advisor-led platforms and events.



Pop-Up Advising Hub July 3 – August 31

Discuss your academic and personal goals and challenges one-to-one with an advisor, in-person or online.

Book here
<https://tinyurl.com/58t4924b>

Peer Support Advising (PSA)

PSAs are multilingual current students trained as an initial point of student support, information and referral.

They facilitate a sense of community and social connection via chat options & events.

Where: Level 3 Wentworth Building (G01), opposite Laneway café
When: Monday to Friday, 10.00am – 5.00pm, July 3rd – August 31st
Who: Peer Support Advisors, Student Advisors, Student Wellbeing support

Be mindful of scams and scammers

Scammers



May contact you via phone, email, text message or even in person



May pretend to be from an official organisation such as the government or university



May pretend to know about your family, that your visa or studies may be at risk or that you are in trouble with the police

*For more information, or
to contact Student Wellbeing for support,
follow the QR code:*



What to do



Discontinue contact, do not panic, do not hand over any money or personal information.



If you are experiencing distress or need support due to a scam, you can contact Student Wellbeing by completing a registration form.



Contact the SRC or SUPRA for advice (domestic and international students).



Get 24/7 support through Sonder (international students).



Common scams are listed on the Scamwatch website:
www.scamwatch.gov.au

Safer Communities Office



- Support and case management for people who have experienced sexual misconduct, domestic/family violence, bullying/harassment or issues relating to modern slavery.
- Contact the team
 - 8:30 am to 5:30 pm Monday to Friday, Sydney local time
 - phone: +61 2 8627 6808
 - email: safer-communities.officer@sydney.edu.au.
 - campus: Level 5, Jane Foss Russell building, City Road, Darlington Campus
- Make a report
 - [Visit the website](#) to make a complaint or disclosure of sexual misconduct to the University.

Academic integrity

- Academic integrity refers to behaving honestly, ethically and responsibly in relation to all elements of your study at the university, including assessments.
- Always submit your own work, sit your own tests, and take your own examinations.
- Acknowledge any contributions in your assignment which are not your original thoughts, ideas or words.
- Writing technologies (e.g. ChatGPT, Grammarly, etc) cannot be used to create or modify work for submission, unless expressly permitted by your unit coordinator.
- Academic Honesty Education Module – all commencing students must complete by census date. Continuing students can self-enrol at any time.

Strategies for maintaining academic integrity



Planning and time management



Use citations and referencing



Know your strengths and what you need to develop



Know when and where to ask for help