



PSY 254

Precept 5:

Cognitive Development

AI/Preceptor: Alexander Ku

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He/him/his

Today's agenda

- *What does poor science writing look like (ex. Rush, Little Baby)?*
- *How do we evaluate children (Failing at Four)?*
- Journal Article Assignment Rubric

John Oliver - segment on media (mis)representations of scientific articles



Critique Your Articles!

Tampa Bay Times

ARCHIVE


RUSH, LITTLE BABY

It's a bad idea to think of early education as a race to read. Here's why.

“A cross-cultural study of European children published in 2003 in the British Journal of Psychology found those taught to read at age 5 had more reading problems than those who were taught at age 7.”

By [redacted]
Published [redacted]
The [redacted]
home consists of framed photographs of a girl striking various poses, and the basement playroom is chock-full of dolls, golden-haired dolls and a squadron of ride-on toys lined up like a Toyota showroom.

British Journal of Psychology (2003), 94, 143–174
© 2003 The British Psychological Society
www.bps.org.uk



Foundation literacy acquisition in European orthographies

Philip H. K. Seymour^{1*}, Mikko Aro² and Jane M. Erskine^{1,2}
in collaboration with COST Action A8 network²
¹University of Dundee, Scotland, UK
²University of Jyväskylä, Finland

end of the first school year. There are some exceptions, notably in French, Portuguese, Danish, and, particularly, in English. The effects appear not to be attributable to differences in age of starting or letter knowledge. It is argued that fundamental linguistic differences in syllabic complexity and orthographic depth are responsible. Syllabic

Critique Your Articles

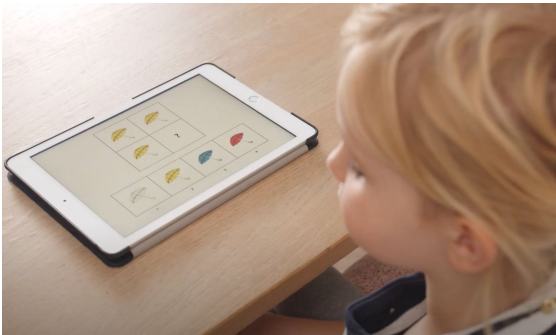
1. In groups of 3, briefly share the main points of your article.
2. Pick one of the articles (make sure it cites a finding or paper!).
3. Fact check one or two cited findings of the paper.
4. Discuss based on whether the claims hold up.

Today's agenda

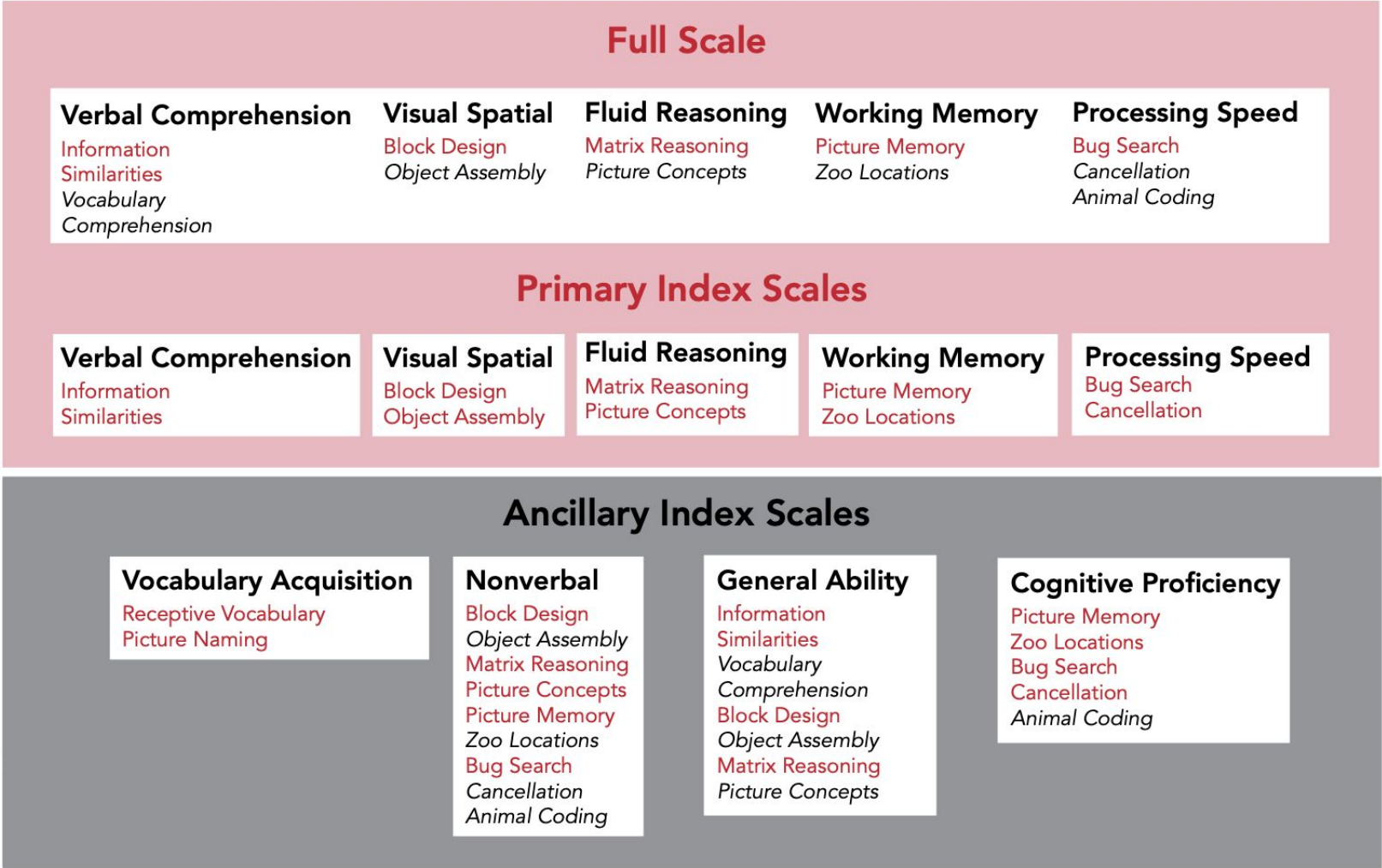
- ~~What does poor science writing look like (ex. Rush, Little Baby)?~~
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- Journal Article Assignment Rubric

Failing at Four

WPPSI - Wechsler Preschool and Primary Scale of Intelligence



4:0-7:7 Test Structure



[Test score report](#)

[Interpretative Report](#)

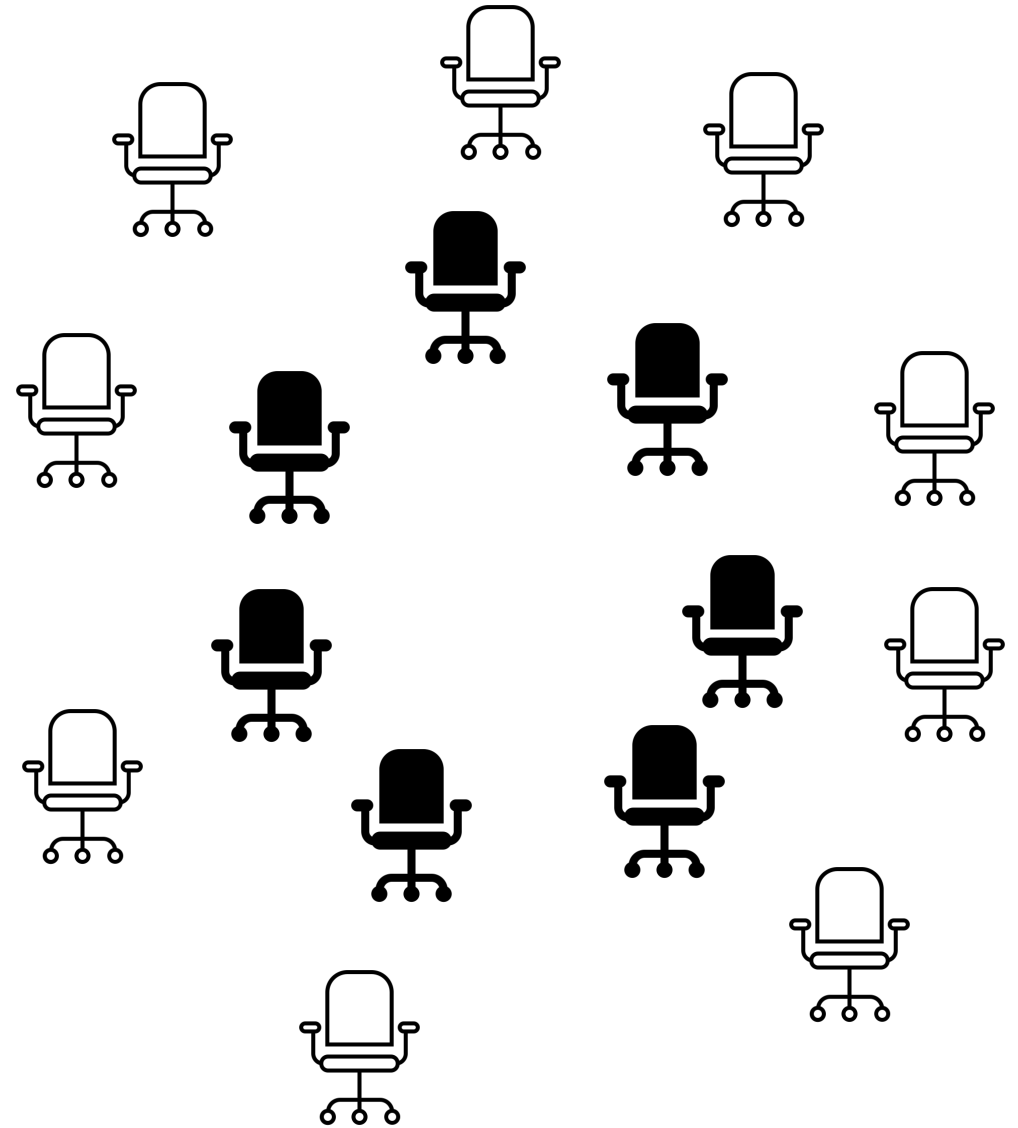
Can we intervene meaningfully to improve cognitive development of children?

Is it possible to make these interventions in a way that doesn't exacerbate existing inequalities?

Thoughts to Consider

1. There is inequity in access to high-quality, enriching cognitive environments (see [Rindermann & Baumeister, 2015](#))
2. There's a window for normal development, and differences between children within this window are normal (see [Steinberg, 2011](#))

*Failing at
Four*



Failing at Four

Take a moment to reflect on a person/time that shaped your experience as a learner. Share it with the class!

What did you think about the article?

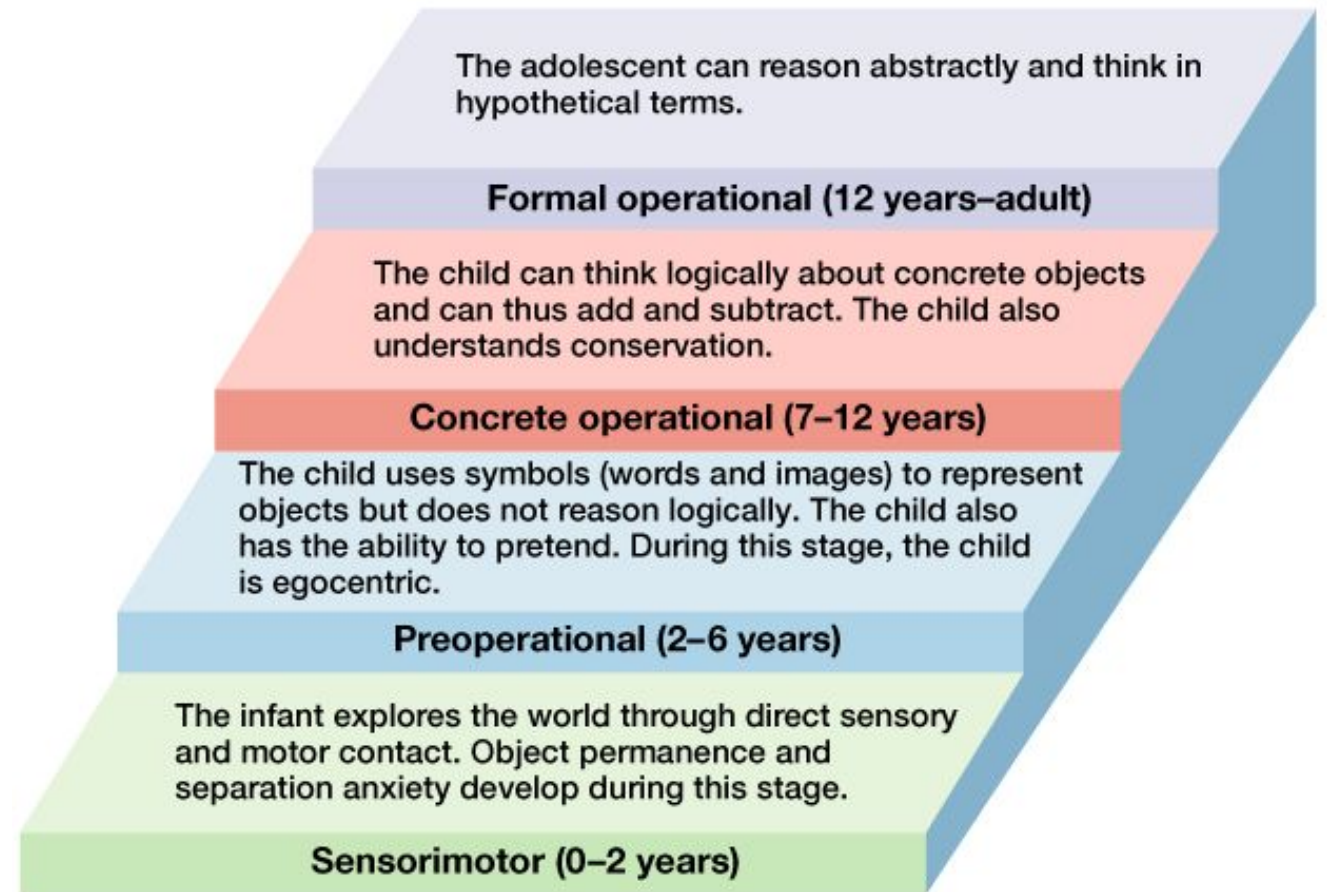
How *should* we evaluate children?



What would Piaget say?



"The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done"



Today's agenda

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- Journal Article Assignment Rubric

You make the journal article rubric

Assignment:

- 1. Provide an overview of the critical issues, report on relevant research findings, and state a clear hypothesis (~2 pages)
- 2. Describe the methods of your hypothetical research study (~2 pages)
- 3. Interpret what the predicted results would mean(~2 pages).

Overall quality of the paper (10 points max)

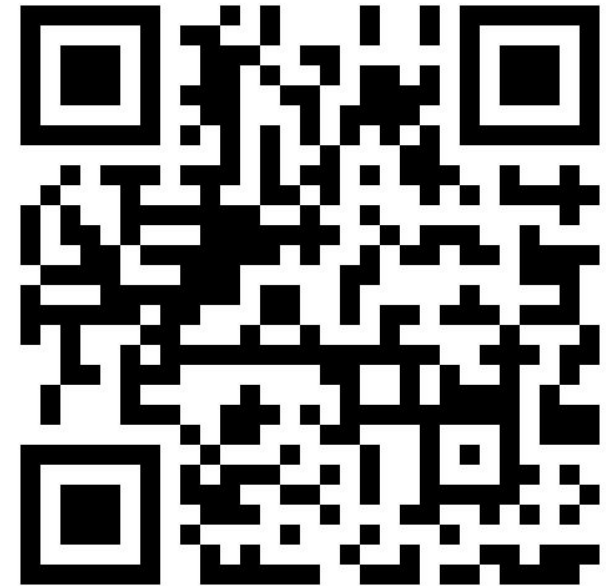
Scientific tone	2 points	1 point	0 point
	Professional: Sounds like a journal article we read	Beginner: Sounds like a school report written by a student	Unprofessional: Uses first-person pronouns and opinions
Typos & grammer errors	2 points	1 point	0 point
	No obvious typos/errors	1-3 obvious typos/errors	4+ obvious typos/errors
Length of the paper	4 points	2 points	0 point
	5.5 to 6 pages (including figures)	A little too long (6.1 to 6.5 pages)	Too long (6.5 pages+) Or too short (less than 5.5 pages)
Structure	2 points	1 points	0 points
	Great structure. Brings up three or more pieces of relevant literature - shows clear intent of use for each piece. Moves through information logically.	Okay structure. Brings up one or two pieces of relevant literature - shows intent to use each piece well. Moves through information somewhat logically.	Bad structure. Brings up one piece of relevant literature (or more than one irelavant pieces) - no intent to use each piece. Moves through information illogically.



Rubric

For next class:

- **NO** READING ASSIGNMENT or MCQ due next week.
 - This week's MCQ is still due
- **REMINDER: Midterm next Thursday**
 - Will review in precept on Tuesday
- **Precept website:** alexyku.github.io/psy254
 - Anonymous feedback





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