



# PSY 254

## Precept 5:

# Cognitive Development

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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

# 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.”

girl striking various poses, and the basement playroom is chock-full of toys, golden-haired dolls and a squadron of ride-on toys lined up like a Toyota showroom.

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



## Foundation literacy acquisition in European orthographies

Philip H. K. Seymour<sup>1\*</sup>, Mikko Aro<sup>2</sup> and Jane M. Erskine<sup>1,2</sup>  
in collaboration with COST Action A8 network<sup>2</sup>  
<sup>1</sup>University of Dundee, Scotland, UK  
<sup>2</sup>University 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

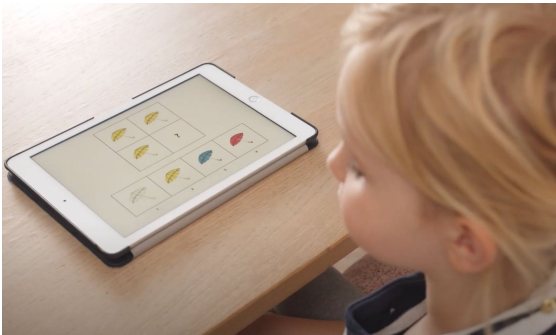
- ~~What does poor science writing look like (ex. Rush, Little Baby)?~~
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# Thoughts to Consider

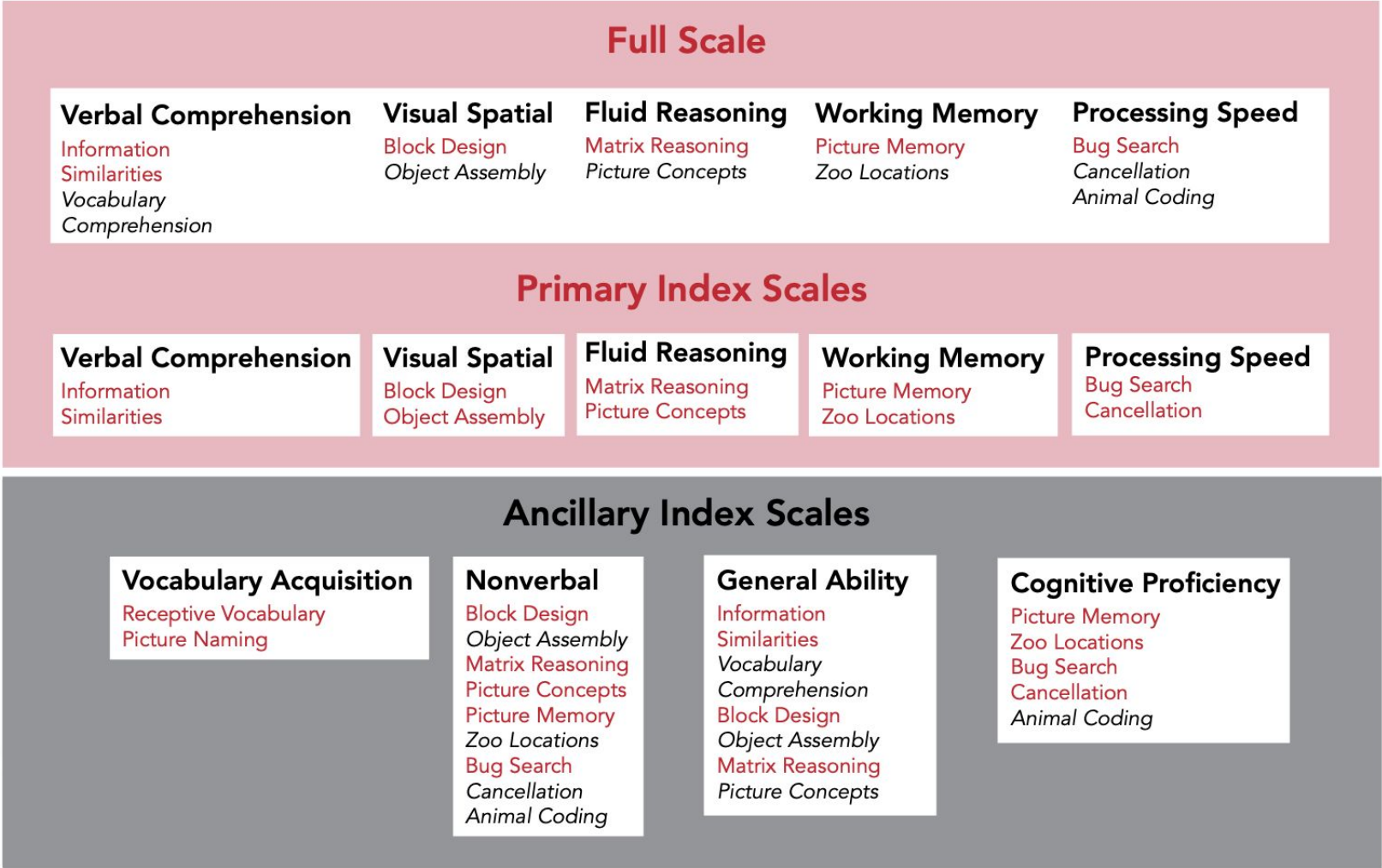
1. There is inequity in access to high-quality, enriching cognitive environments (see [Rindermann & Baumeister, 2015](#))
2. There's a window for normal development, and differences between children within this window are normal (see [Steinberg, 2011](#))
3. Be careful when reading

# Failing at Four

## WPPSI - Wechsler Preschool and Primary Scale of Intelligence



4:0-7:7 Test Structure



[Test score report](#)

[Interpretative Report](#)

# 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?





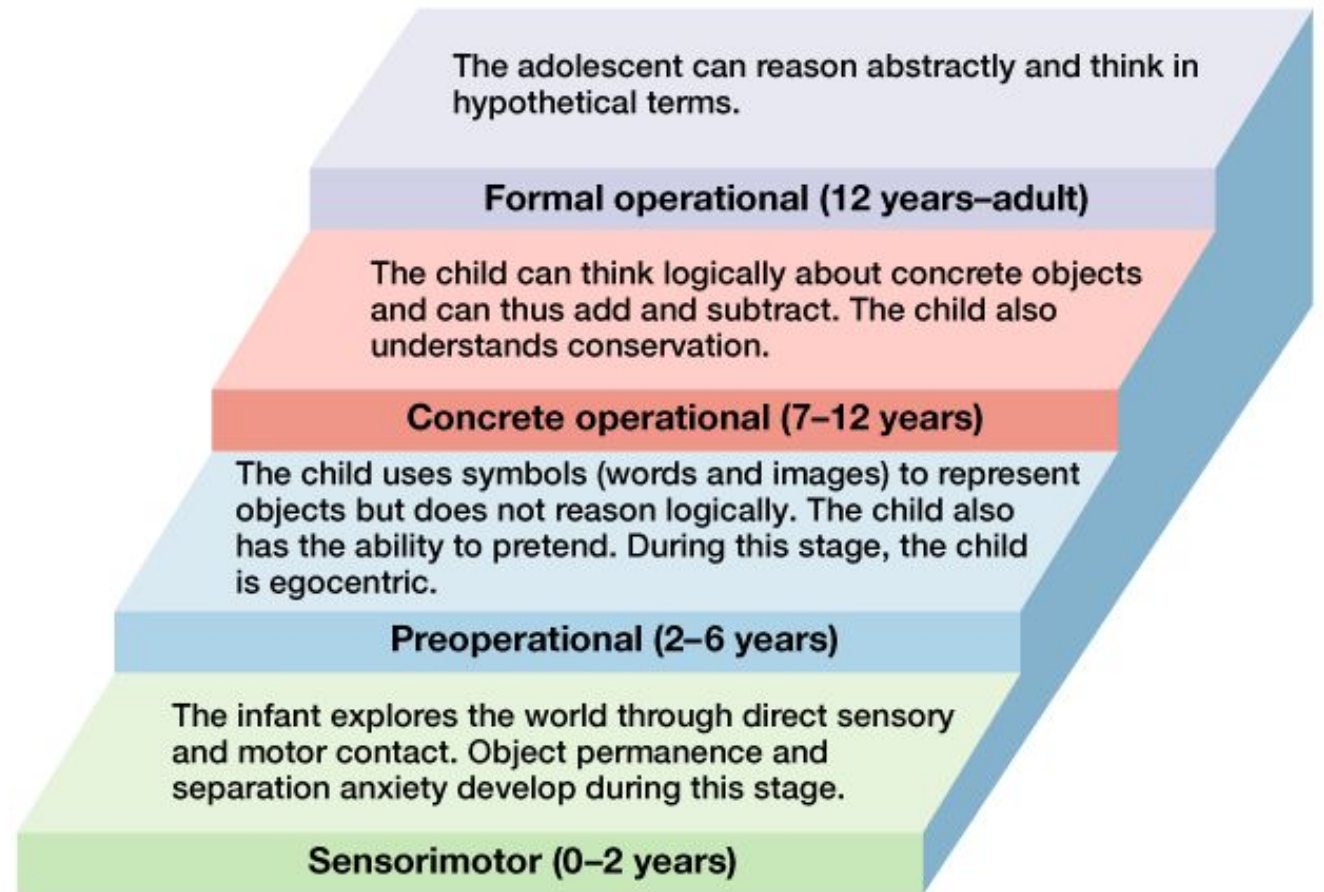
*Can we intervene meaningfully to improve cognitive development of children?*

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

# 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

- ~~What does poor science writing look like (ex. Rush, Little Baby)?~~
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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+)<br>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



# PSY 254

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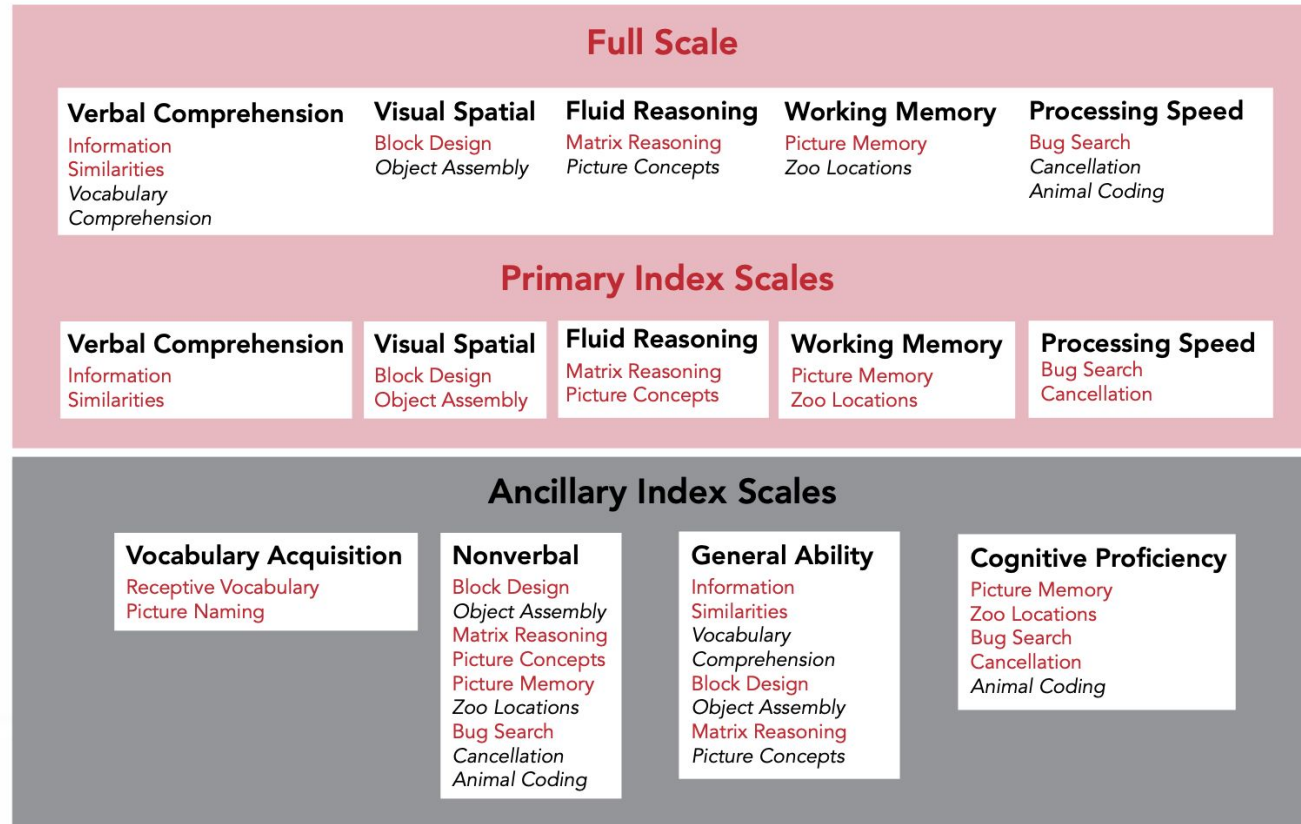
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# Failing at Four

## 4:0-7:7 Test Structure



How good / useful is the concept of intelligence?

Do you think these skills are meaningful and why?

Is it a good idea to test these skills?

How much does it matter what preschool/kindergarten children attend?