



## UNSW Course Outline

# PSYC5113 Child Development - 2024

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## General Course Information

Course Code : PSYC5113

Year : 2024

Term : Hexamester 4

Teaching Period : KN

Is a multi-term course? : No

Faculty : Faculty of Science

Academic Unit : School of Psychology

Delivery Mode : Online

Delivery Format : Standard

Delivery Location : Distance Education

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course forms part of the Graduate Certificate in Child Development (7419). This course will address topics relating to the development and interaction of biological, cognitive, emotional, and social processes across the stages of early life, including prenatal, infancy, childhood, and

adolescence. Course content will review the research methodology, findings, and contemporary theories relating to the normal development of perception, cognition, social interaction, and emotion. Students will gain experience in the design and evaluation of empirical research in the area of developmental psychology, and the application of this research in broader societal contexts. This course is taught entirely online via lectures, tutorials (synchronous and asynchronous options), self-paced learning modules, readings and revision exercises.

## **Course Aims**

This course aims to provide students with knowledge about the developmental processes that occur throughout early life and how these impact thought and behaviour. Topic areas include perception, cognition, and social and emotional development. In addition, this course aims to explore the contemporary research and theories pertaining to these developmental processes with an emphasis on critical evaluation and evidence-based application of the findings.

## **Relationship to Other Courses**

This course forms part of the Graduate Certificate in Child Development. Prerequisites for this course include PSYC5111 Evaluating Evidence and PSYC5112 Introduction to Psychology

# Course Learning Outcomes

Course Learning Outcomes
CL01 : Analyse and discuss current theoretical and empirical evidence relating to the biological, cognitive, emotional and social mechanisms that underpin normal developmental change.
CL02 : Evaluate the research design, methodology, and findings of empirical studies of human developmental psychology.
CL03 : Critically engage with problems and construct arguments relating to the development of human behaviour and mental processes using the scientific method.
CL04 : Identify and describe the research and professional ethics and values pertaining specifically to developmental psychology, with the ability to promote evidence-based approaches to understanding and explaining changes in human thought and behaviour across early life.
CL05 : Apply interpersonal skills to collaborate effectively with peers in a group setting and provide constructive feedback in order to complete projects in a timely, sensitive, and ethical manner.
CL06 : Solve everyday problems by applying knowledge of human development and relevant psychological concepts, theories, and research findings to real-world applications.

Course Learning Outcomes	Assessment Item
CLO1 : Analyse and discuss current theoretical and empirical evidence relating to the biological, cognitive, emotional and social mechanisms that underpin normal developmental change.	<ul style="list-style-type: none"> <li>• Research Summary</li> <li>• Essay</li> <li>• Weekly Quizzes</li> </ul>
CLO2 : Evaluate the research design, methodology, and findings of empirical studies of human developmental psychology.	<ul style="list-style-type: none"> <li>• Research Summary</li> <li>• Essay</li> <li>• Weekly Quizzes</li> </ul>
CLO3 : Critically engage with problems and construct arguments relating to the development of human behaviour and mental processes using the scientific method.	<ul style="list-style-type: none"> <li>• Peer Review and Rejoinder</li> <li>• Research Summary</li> <li>• Essay</li> </ul>
CLO4 : Identify and describe the research and professional ethics and values pertaining specifically to developmental psychology, with the ability to promote evidence-based approaches to understanding and explaining changes in human thought and behaviour across early life.	<ul style="list-style-type: none"> <li>• Peer Review and Rejoinder</li> <li>• Weekly Quizzes</li> <li>• Essay</li> </ul>
CLO5 : Apply interpersonal skills to collaborate effectively with peers in a group setting and provide constructive feedback in order to complete projects in a timely, sensitive, and ethical manner.	<ul style="list-style-type: none"> <li>• Peer Review and Rejoinder</li> <li>• Research Summary</li> </ul>
CLO6 : Solve everyday problems by applying knowledge of human development and relevant psychological concepts, theories, and research findings to real-world applications.	<ul style="list-style-type: none"> <li>• Weekly Quizzes</li> <li>• Research Summary</li> <li>• Essay</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

## Learning and Teaching in this course

This is a fully online course; all materials, lectures and tutorials are delivered through Moodle.

The course will be delivered over six weeks, covering six major topic areas. The major topics will be delivered in Weeks 1 to 6, with a new topic presented each week. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is 18-19 hours per week, including preparation for the “secured” quizzes and written assessments.

Each week students can expect the following:

**Lectures** will be digitally recorded. Links to the lecture recordings will be available on the course

web page. Lecture slides will be also available on the Moodle course page. There will be 6 x 20-minute lectures covering the main concepts for each topic presented each week.

**Online Tutorials** will be held in weeks 1-6. There are six (6), two (2) hour tutorials delivered through Blackboard Collaborate on the Moodle course page each week. All tutorials will be live streamed for synchronous participation and recorded for asynchronous participation, should a student be unable to join the synchronous tutorial at the designated time. Students will be able access the recorded tutorials for the remainder of the course. Tutorial discussions are based on lecture content and readings. In order to participate in class discussions, you will need to prepare for tutorials by reviewing the available materials.

**Online activities:** Each week there will be a range of online activities, including revision quizzes and interactive learning modules using a range of adaptive learning platforms (e.g. H5P, textbook resources). These activities will allow students to explore the topics of the week in greater depth and engage informative assessment and revision opportunities.

The formative topic revision quizzes available for students provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a clear understanding of each topic so that this knowledge can be built on in future content. **NB: These formative quizzes do not contribute to the student's final grade and are not to be confused with the "secured weekly quizzes".**

**Readings:** Each week there will be assigned readings that cover the major topic of the week. Students will need to complete the readings in order to prepare for the online tutorials. In addition, as part of this preparation students are encouraged to post one comment/discussion point on the Discussion Forum and reply to the comment of at least two other students in the course (4.5 hours).

**The Discussion Forum** connects students in the course and provides a platform for students to discuss of weekly content, revision, or topics of interest with each other. Regular engagement in the Discussion Forum will help students gain an understanding of the material, critique the contributions of fellow students, and help develop written communication skills.

**The Q and A Discussion Forum** provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other students' posts to enhance understanding of the content, critical thinking, and written

communication skills.

## Additional Course Information

### Expectations of Students

The [Program Guide](#) contains School policies and procedures relevant for all students enrolled in the Graduate Certificate in Child Development, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Equitable Learning Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

The course Moodle page contains lectures, tutorials, content topic materials, assessment materials, and any updated information. You are expected to check Moodle regularly. You are also expected to regularly check your UNSW email. All news and announcements will be made on the “Announcements” forum on the Moodle page and/or by email. It is the student’s responsibility to check Moodle and their student emails regularly to keep up to date.

Given that the course content and all assessable components are delivered online, it is the responsibility of the student to ensure that they have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content. There will be no special consideration granted due to internet connection or computer issues arising from personal technical issues. If an internet disconnection takes place during an assessment/exam, there will be no way of changing a mark and these will be allocated according to the progress that was saved. To help students establish whether or not their computer/internet access is suitable for the online exam/s, a test quiz is available. This quiz will not contribute to final marks and will be able to be completed multiple times in order to test computer/internet connection prior to assessments/exams.

The Moodle forum should be the first line of contact with the Course Convenor (meeting requests, personal or Equitable Learning Support matters can be sent by email in the first instance). Due to the online nature of the course, under no circumstances are specific exam/quiz

questions/answers to be discussed online or via email. Such matters can only be discussed during in person appointments with the Course Convenor.

**NOTE: THIS COURSE REQUIRES SIGNIFICANT WEEKLY ASSESSABLE ENGAGEMENT THROUGH MOODLE.** Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is on average 18-19 hours per week (in the 6-week term). Average engagement levels are as follows: (a) 2 hours of engagement with the lecture content (6 x 20-minute lectures per week); (b) Tutorial attendance, 3 hours per week including preparation for the tutorial discussion. Note we recommend that you complete the synchronous tutorial, however completion of the recorded asynchronous tutorial will also be accepted; (c) 4.5 hours to complete the assigned activities, including revision modules; (d) 4.5 hours to complete the assigned weekly readings that accompany the content for each lecture topic; (e) 4-5 hours to complete the weekly assessments (secured quizzes) and prepare for the major assessments.

Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation or assessments. Remember, the term times are very short, so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

**Tutorial Attendance:** Attendance and participation in tutorials is compulsory. All tutorials will be delivered in an online mode, through Blackboard Collaborate. Given that this is a fully online course, it is understood that some students may be unavailable at the designated live tutorial time. Therefore, students will be required to participate in the tutorial in either a synchronous (as the tutorial is streamed live) or asynchronous (via a recorded version of the tutorial) format.

**NB:** Engagement with online tutorials and timely completion of asynchronous online tutorials is essential in accordance with UNSW Assessment Implementation Procedure.

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration within the framework of the Graduate Certificate special consideration policies and procedures if they are unable to complete an assignment/exam due to illness and/or misadventure.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Research Summary Assessment Format: Group	20%	Due Date: Sunday Week 3
Peer Review and Rejoinder Assessment Format: Individual	10%	Due Date: Week 4 Peer Review; Week 5 Response
Essay Assessment Format: Individual	20%	Due Date: Sunday Week 6
Weekly Quizzes Assessment Format: Individual	50%	Due Date: Sunday each week

## Assessment Details

### Research Summary

#### Assessment Overview

You will be allocated into groups in Week 1 tutorials and assigned one area of developmental change in early life. Outside of class time, each group will be required to research and discuss current evidence regarding one issue in this area. The group will need to provide a written summary of the research in order to share the information with the rest of the cohort. This summary should include a discussion of the strength of the evidence and the potential application of the findings in broader contexts. This assessment will be due at the end of Week 3, and there can be no extensions – please be aware of the needs of your group members and work in a timely manner. You will each complete an evaluation of the contribution of other group members (also due in Week 3), and the average score awarded by the group will contribute to students' individual mark component of the assessment. You will receive both a group (out of 15) and individual (out of 5) mark for this assessment, for a total of 20% towards your final grade. Feedback will be provided in the form of a marked rubric and comments from your tutor and peers.

#### Course Learning Outcomes

- CL01 : Analyse and discuss current theoretical and empirical evidence relating to the biological, cognitive, emotional and social mechanisms that underpin normal developmental change.
- CL02 : Evaluate the research design, methodology, and findings of empirical studies of human developmental psychology.
- CL03 : Critically engage with problems and construct arguments relating to the development of human behaviour and mental processes using the scientific method.



- CLO5 : Apply interpersonal skills to collaborate effectively with peers in a group setting and provide constructive feedback in order to complete projects in a timely, sensitive, and ethical manner.
- CLO6 : Solve everyday problems by applying knowledge of human development and relevant psychological concepts, theories, and research findings to real-world applications.

#### **Assessment Length**

1000 words

#### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### **Peer Review and Rejoinder**

#### **Assessment Overview**

You will be required to provide feedback on Assessment 2: Research Summary for one group in an area outside of your own assigned area (due Week 4). Once everyone has returned their feedback, you will be required to construct a written rejoinder to the feedback provided to you by your peer-reviewers (due Week 5). This will allow you to develop the skills of providing constructive feedback in a sensitive manner. Further, you will learn about the peer review process and develop skills for self-reflection and integrating feedback. You will receive marks and written comments from your tutor for the quality of your feedback (out of 5) and completion of your rejoinder (out of 5), for a total of 10% towards your final grade.

#### **Course Learning Outcomes**

- CLO3 : Critically engage with problems and construct arguments relating to the development of human behaviour and mental processes using the scientific method.
- CLO4 : Identify and describe the research and professional ethics and values pertaining specifically to developmental psychology, with the ability to promote evidence-based approaches to understanding and explaining changes in human thought and behaviour across early life.
- CLO5 : Apply interpersonal skills to collaborate effectively with peers in a group setting and provide constructive feedback in order to complete projects in a timely, sensitive, and ethical manner.

#### **Assessment Length**

500 words

#### **Assignment submission Turnitin type**

This is not a Turnitin assignment

# Essay

## Assessment Overview

You will be required to choose one area of development across early life that is of particular interest to you to research (Week 4). The assessment will require you to submit an essay discussing one particular issue in your chosen area of early-life development. This essay should include a critical analysis of the different factors relating to this issue based on the current research, as well as discussion of potential solutions and/or implications. This assessment will be due in Week 6, and you will receive feedback in the form of a marked rubric and written comments from your tutor.

## Course Learning Outcomes

- CL01 : Analyse and discuss current theoretical and empirical evidence relating to the biological, cognitive, emotional and social mechanisms that underpin normal developmental change.
- CL02 : Evaluate the research design, methodology, and findings of empirical studies of human developmental psychology.
- CL03 : Critically engage with problems and construct arguments relating to the development of human behaviour and mental processes using the scientific method.
- CL04 : Identify and describe the research and professional ethics and values pertaining specifically to developmental psychology, with the ability to promote evidence-based approaches to understanding and explaining changes in human thought and behaviour across early life.
- CL06 : Solve everyday problems by applying knowledge of human development and relevant psychological concepts, theories, and research findings to real-world applications.

## Assessment Length

1500 words

## Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

# Weekly Quizzes

## Assessment Overview

You will be required to complete 6 timed quizzes designed to be taken as closed-book exams. These quizzes will assess your knowledge of the content of the lectures and readings. The quizzes will be held in weeks 1-6 and will cover content presented in the week they are released. The quizzes form part of a cumulative assessment; of the 6 quizzes completed, the best 5

scores will contribute towards the 50% total weighting (10% each quiz). Each quiz will comprise 20 multiple choice questions. You will receive automated online feedback in the form of marks and question answers once each quiz is closed.

### Course Learning Outcomes

- CL01 : Analyse and discuss current theoretical and empirical evidence relating to the biological, cognitive, emotional and social mechanisms that underpin normal developmental change.
- CL02 : Evaluate the research design, methodology, and findings of empirical studies of human developmental psychology.
- CL04 : Identify and describe the research and professional ethics and values pertaining specifically to developmental psychology, with the ability to promote evidence-based approaches to understanding and explaining changes in human thought and behaviour across early life.
- CL06 : Solve everyday problems by applying knowledge of human development and relevant psychological concepts, theories, and research findings to real-world applications.

### Assessment Length

20 Multiple Choice Questions

### Assignment submission Turnitin type

Not Applicable

## General Assessment Information

**Special Consideration:** Students who experience circumstances outside of their control that prevent them from completing an assessment task by the assigned due date due can apply for Special Consideration. Special Consideration applications should include a medical certificate or other documentation and be submitted via myUNSW within 3 days of the sitting/ due date.

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Once your application has been assessed, you will be contacted via your student email address and advised of the official outcome. If the special consideration application is approved, you may

be given an extended due date. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>.

**Alternative assessments:** there will be no alternative assessments due to the intensive nature of the course. Please refer to the Graduate Certificate in Child Development (7419) Program Guide for policies and procedures relating to misadventure.

**Supplementary examinations:** Students may apply for a supplementary exam, providing that this is not an ongoing issue. If students are unable to engage in all aspects of the course for two weeks or longer, the student will be required to submit an application to withdraw from the course without penalty. Please refer to the Graduate Certificate in Child Development (7419) Program Guide for policies and procedures relating to misadventure.

All course assessments have been designed and implemented in accordance with [UNSW Assessment Policy](#).

The APA (7<sup>th</sup> edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately: [APA 7th edition](#).

### **Grading Basis**

Standard

### **Requirements to pass course**

Students must attain a final grade of at least 50/100 to pass this course.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 1 July - 7 July	Lecture	Topic: Early Life
	Tutorial	Online discussion of Week 1 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 1
	Assessment	Week 1 Quiz: Due Sunday 11:59pm
Week 2 : 8 July - 14 July	Lecture	Topic: Childhood Cognitive Development
	Tutorial	Online discussion of Week 2 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 1
	Assessment	Week 2 Quiz: Due Sunday 11:59pm
Week 3 : 15 July - 21 July	Lecture	Topic: Childhood Social and Emotional Development
	Tutorial	Online discussion of Week 3 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 1
	Assessment	Week 3 Quiz: Due Sunday 11:59pm Assessment 1: Due Sunday 11:59pm
Week 4 : 22 July - 28 July	Lecture	Topic: Adolescence
	Tutorial	Online discussion of Week 4 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 2: Peer Review
	Assessment	Week 4 Quiz: Due Sunday 11:59pm Assessment 2 Peer Review: Due Sunday 11:59pm
Week 5 : 29 July - 4 August	Lecture	Topic: Language Development
	Tutorial	Online discussion of Week 5 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 2: Response Work on Assessment 3: Essay
	Assessment	Week 5 Quiz: Due Sunday 11:59pm Assessment 2 Response: Due Sunday 11:59pm
Week 6 : 5 August - 11 August	Lecture	Topic: Neural Development
	Tutorial	Online discussion of Week 6 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 3: Essay
	Assessment	Week 6 Quiz: Due Sunday 11:59pm Assessment 3: Due Sunday 11:59pm

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## General Schedule Information

Each week this course typically consists of 2 hours of online lecture material, 2 hours of online tutorial classes (synchronous and asynchronous options), and 1-2 hours of online activities.

Students are expected to spend additional time each week to complete self-determined study, and work on assessments, readings, and exam preparation.

# Course Resources

## Prescribed Resources

There is no prescribed textbook for this course. There are optional, supplementary readings and activities relating to each set of lectures and tutorials that will be made available on Moodle.

## Recommended Resources

[UNSW Library](#)

[Academic skills](#)

[ELISE](#)

[Turnitin](#)

[Student Code of Conduct](#)

[Academic integrity and plagiarism](#)

[Email policy](#)

[UNSW Anti-racism policy statement](#)

[UNSW Equity, Diversity and Inclusion Policy](#)

## Course Evaluation and Development

At the end of term students are strongly encouraged to complete the myExperience survey to provide feedback on the course and teaching. This feedback is used to improve the learning experience of future students.

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Program director	Stephanie Roughley				By appointment	Yes	Yes
Administrator	Deliana Freky				By appointment	No	No
Convenor	Kate Hutton-Bedbrook				By appointment	No	No

## Other Useful Information

### School Contact Information

For GD Psych courses (PSYC5001 - PSYC5010), please email: [gdpsychology@unsw.edu.au](mailto:gdpsychology@unsw.edu.au).

For GCChildDev courses (PSYC5111 - PSYC5116), please email: [gcchilddev@unsw.edu.au](mailto:gcchilddev@unsw.edu.au)