

PSY 254: Precept 5

Cognitive development

AI/Preceptor: Kennedy (she/her)

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Today's Agenda



Baby photo presentations



Group MCQs



Evaluating scientific writing



Evaluating children



Journal article rubric



Preparation for next time



Baby photo presentations

This week

12:30 (Camille, Lora)

1:30 (Abigail, Adrian)

2:30 (Diya, Vatsal)

Next week

12:30 (Uma, Hannah, Jason)

1:30 (Matthew, Zoe, Ben)

2:30 (Aislynn, Vivian)

[Sign up sheet](#)



Group MCQs

*Using any information from lecture, precept, or the textbook, generate one multiple choice question you could envision on a future exam. Write the question, the 3-5 possible choices, and indicate the correct answer. Submit on Canvas **before precept** each week.*

Take turns with each person in the group being the leader once:

1. The leader shares their MCQ from this week
2. The rest of the group works together to answer and reach a consensus
3. The leader facilitates discussion:
 - If the group is unsure or incorrect, explain & answer any questions
 - If correct, discuss why you chose that question
 - Ask for feedback—was it clear, challenging, and/or interesting? What could be improved for next time?



Evaluating scientific writing

Tampa Bay Times

RUSH, LITTLE BABY

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



By NEIL SWIDEY

Published Nov. 25, 2007 | Updated Nov. 26, 2007

“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.”

[Let's fact-check this...](#)

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

“The results confirm that children from a majority of European countries become accurate and fluent in foundation level reading before the 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.”



Evaluating scientific writing

1. Briefly share the main points of your article
2. Pick one article (make sure it cites a scientific finding or paper!)
3. Fact check one or two cited findings
4. Discuss whether or not the claims hold up. Do you trust your article?



Evaluating children





Evaluating children

Reflection: What did you think about the article (*Failing at Four*)? Is it similar or different from your own educational experiences? Is it possible to create “baby geniuses”?

Evaluation: How and when *should* we evaluate children? Are standardized tests valid measures of children’s cognitive development?

Intervention: Can we intervene to improve children’s cognitive development? Is it possible to intervene in a way that doesn’t exacerbate existing inequalities?



Some takeaways

There is inequity in access to “high-quality”, enriching cognitive environments (see [Rindermann & Baumeister, 2015](#))

There's a window for typical development and differences between children within this window are expected (see [Steinberg, 2011](#))

Be careful/skeptical when reading!



Journal article rubric

Rough Outline: **October 30 at 5pm**

Final Paper: **December 9 at 5pm** (before Dean's Date)

Group 1 (**Introduction**): Provide an overview of the critical issues, report on relevant research findings, and state a clear hypothesis (~2 pages)

Group 2 (**Method**): Describe the methods of your proposed study (~2 pages)

Group 3 (**Discussion**): Do you expect your hypothesis to be supported?
Interpret your predicted results (~2 pages)

[Tuesday 12:30](#)

[Tuesday 1:30](#)

[Tuesday 2:30](#)



Preparation for next time

Homework:

No MCQ next week and no readings

Prep for the midterm exam (in class next Thursday)

- Course policy: No responses to emails within 24 hours of the exam, so plan ahead!
- All course material is fair game (lecture, precept, textbook)
- Review questions in precept next week

Email me your baby photos by 11am on Tuesday if you're presenting next week

Office hours:

Wednesdays 10:30-11:30am in PSH 217

Email me (kcasey@princeton.edu) with questions or to schedule alternate meeting time