

科目大綱

第一部分

課程名稱	: 教育博士
課程 QF 程度	: 7
科目名稱	: 發展心理學 (Developmental Psychology)
科目編號	: EPC7176
負責學系	: 心理學系
學分	: 3
教學課時	: 39
先修科目	: 無
授課語言	: 中文
程度	: 7

第二部分

香港教育大學(教大)的畢業生素質(Graduate Attributes)及七個通用學習成果(Seven Generic Intended Learning Outcomes, 7GILOs) 分別代表了教大畢業生應具備的素質及能力。學習成果分為大學層面(GILOs)、課程層面(PILOs)以及科目層面(CILOs)，三個層面的學習成果相輔相成，共同培育學生發展所需的重要畢業生素質。

本科生、修課式研究生以及研究式研究生的畢業生素質包含以下三個範疇「英文簡稱“PEER & I”」：

- 專業卓越 (Professional Excellence)
- 道德責任 (Ethical Responsibility)
- 創新精神 (Innovation)

就上述三個範疇，大學為本科生、修課式研究生以及研究式研究生訂立了不同的指標，以反映其素質水平。

七個通用學習成果(7GILOs)分別是：

1. 解決問題能力 (Problem Solving Skills)
2. 批判思考能力 (Critical Thinking Skills)
3. 創造性思維能力 (Creative Thinking Skills)
- 4a. 口頭溝通能力 (Oral Communication Skills)
- 4b. 書面溝通能力 (Written Communication Skills)
5. 社交能力 (Social Interaction Skills)
6. 倫理決策 (Ethical Decision Making)
7. 全球視野 (Global Perspectives)

1. 科目概要

本基礎課程旨在幫助學生熟悉發展心理學的現有知識和主要理論。本課程將探討發展中的連續性和不連續性問題，以及影響生理發展、認知發展和社會心理發展等各個領域中個體差異的機制。通過分析相關文獻和研究，引領學生批判地考察發展中的多重影響因素，包括個人特徵、家庭、學校和社區的影響，畢生發展問題，以及各個領域發展的整合。課程對發展的分析將涵蓋正常發展和異常發展兩方面。

2. 預期學習成果

成功完成本課程後，學生應能夠：

成果一：理解發展中的主要影響因素；

成果二：評價發展研究的優勢和劣勢；

成果三：運用理論和研究來解釋發展問題。

3. 內容、預期學習成果及教與學活動

教授內容	預期學習成果 (CILOs)	教與學活動
發展中的連續性和不連續性	成果一 成果二	指導研究： --博客和在線討論論壇 --問與答 --同伴分享 --指導性研究活動
發展中的主要影響因素	成果一 成果二	
畢生發展觀點	成果一 成果二	
語言、認知、閱讀和拼寫	成果二 成果三	
心理社會發展	成果二 成果三	
學習與行為問題	成果二 成果三	

4. 評核

評核課業	所佔比重	預期學習成果 (CILOs)
1. 文獻匯總表和批判性討論： 選取及運用十處研究來源，概述有關特定發展議題的文獻匯總表，並簡要討論匯總表關注的主題、方法、結果和研究意義,1500字。	30%	成果一 成果二
2. 基於文獻匯總表的 4800 字論文： 學生應根據相關文獻和研究，於文中對議題的主要影響因素進行批判性審閱。評核期望學生能夠從內容和方法論層面，批判性地理解相關文獻、研究、爭論及當前研究的局限性。	70%	成果一 成果二 成果三

5. 指定教科書

無

6. 推薦書目

- Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (2006). Life span theory in developmental psychology. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology vol 1 theoretical models of human development* (Vol. 1, pp. 569-664). John Wiley & Sons Inc.
- Beckett, C., Maughan, B., Rutter, M., Castle, J., Colvert, E., Groothues, C., ... & Sonuga-Barke, E. J. (2006). Do the effects of early severe deprivation on cognition persist into early adolescence? Findings from the English and Romanian adoptees study. *Child Development*, 77(3), 696-711. <https://doi.org/10.1111/j.1467-8624.2006.00898.x>
- Bjorklund, D. F., & Green, B. L. (1991). The adaptive nature of cognitive immaturity. *American Psychologist*, 47(1), 46-54. <https://doi.org/10.1037/0003-066X.47.1.46>
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), 513-531. <https://doi.org/10.1037/0003-066X.32.7.513>
- Cameron, L., Erkal, N., Gangadharan, L., & Meng, X. (2013). Little emperors: Behavioral impacts of China's One-Child Policy. *Science*, 339(6122), 953-957. <https://doi.org/10.1126/science.1230221>
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- Hall, J. (2005). Neuroscience and education: A review of the contribution of brain science to teaching and learning. *SCRE Research Report No 121*.
- Herrmann, E., Call, J., Hernández-Lloreda, M. V., Hare, B., & Tomasello, M. (2007). Humans have evolved specialized skills of social cognition: the cultural intelligence hypothesis. *Science*, 317(5843), 1360-1366.
- Hines, M. (2010). Sex-related variation in human behavior and the brain. *Trends in Cognitive Sciences*, 14(10), 448-456. <https://doi.org/10.1016/j.tics.2010.07.005>
- Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist*, 60(6), 581-592. <https://doi.org/10.1037/0003-066X.60.6.581>
- Hughes, C., Devine, R. T., & Wang, Z. (2018). Does parental mind-mindedness account for cross-cultural differences in preschoolers' theory of mind?. *Child Development*, 89(4), 1296-1310. <https://doi.org/10.1111/cdev.12746>
- Hughes, C., McHarg, G., & White, N. (2018). Sibling influences on prosocial behavior. *Current Opinion in Psychology*, 20, 96-101. <https://doi.org/10.1016/j.copsyc.2017.08.015>
- Imuta, K., Henry, J. D., Slaughter, V., Selcuk, B., & Ruffman, T. (2016). Theory of mind and prosocial behavior in childhood: A meta-analytic review. *Developmental Psychology*, 52(8), 1192-1205. <https://doi.org/10.1037/dev0000140>
- Kohlberg, L. (2008). The development of children's orientations toward a moral order. *Human Development*, 51(1), 8-20. <https://www.jstor.org/stable/26763964>
- Lobel, T. E., Bar-David, E., Gruber, R., Lau, S., & Bar-Tal, Y. (2000). Gender schema and social judgments: A developmental study of children from Hong Kong. *Sex Roles*, 43(1-2), 19-42. <https://doi.org/10.1023/A:1007035611440>
- Mischel, W., Shoda, Y., & Rodriguez, M. I. (1989). Delay of gratification in

- children. *Science*, 244(4907), 933-938. <https://doi.org/10.1126/science.2658056>
- Paulus, M. (2014). The emergence of prosocial behavior: Why do infants and toddlers help, comfort, and share?. *Child Development Perspectives*, 8(2), 77-81. <https://doi.org/10.1111/cdep.12066>
- Piaget, J. (1964). Development and learning. In R. E. Ripple & V. N. Rockcastle (Eds.), *Piaget rediscovered* (pp. 7-20). Cornell University Press.
- Pomerantz, E. M., Ng, F. F. Y., Cheung, C. S. S., & Qu, Y. (2014). Raising happy children who succeed in school: Lessons from China and the United States. *Child Development Perspectives*, 8(2), 71-76. <https://doi.org/10.1111/cdep.12063>
- Rhoades, K. A. (2008). Children's responses to interparental conflict: A meta-analysis of their associations with child adjustment. *Child Development*, 79(6), 1942-1956. <https://doi.org/10.1111/j.1467-8624.2008.01235.x>
- Rutter, M. (2002). Nature, nurture, and development: From evangelism through science toward policy and practice. *Child Development*, 73(1), 1-21. <https://doi.org/10.1111/1467-8624.00388>
- Saarni, C., Campos, J. J., Camras, L., & Witherington, D. C. (2006). Emotional development: Action, communication, and understanding. In W. Damon (series ed.) and N. Eisenberg (vol. ed.), *Handbook of child psychology*, Vol. 3; John Wiley & Sons, Inc.
- Slaughter, V., Imuta, K., Peterson, C. C., & Henry, J. D. (2015). Meta-analysis of theory of mind and peer popularity in the preschool and early school years. *Child Development*, 86(4), 1159-1174. <https://doi.org/10.1111/cdev.12372>
- Spelke, E. S., & Kinzler, K. D. (2007). Core knowledge. *Developmental Science*, 10(1), 89-96. <https://doi.org/10.1111/j.1467-7687.2007.00569.x>
- Spera, C. (2005). A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. *Educational psychology review*, 17(2), 125-146.
- Vygotsky, L. (1978). Interaction between learning and development. *Readings on the Development of Children*, 23(3), 34-41.

7. 相關網絡資源

1. The British Psychological Society
<http://thepsychologist.bps.org.uk/>
2. American Psychological Association Division 7: Developmental Psychology
<http://ecp.fiu.edu/APA/div7/>
3. Neuroscience information in Chinese
http://www.dls.ym.edu.tw/neuroscience/introb_c.html
4. Neuroscience information in English
<http://www.pbs.org/wnet/brain/>
5. Theory of mind
<http://www.theoryofmind.org/>
6. Open Yale Courses: Introduction to Psychology
<http://oyc.yale.edu/psychology/introduction-to-psychology/>

8. 相關期刊

Child Development
Developmental Psychology
Developmental Review
Developmental Science
Journal of Experimental Child Psychology

British Journal of Developmental Psychology
Cognitive Development
International Journal of Behavioral Development
Social Development
Journal of Cognition and Development
Human Development
Journal of Applied Developmental Psychology
Infant Behavior and Development
Early Development and Parenting
The Journal of Child Psychology and Psychiatry
Child Psychology and Psychiatry Review
Development and Pathology

9. 學術誠信

本校堅持所有學術作品均須遵守學術誠信的原則，詳情可參閱學生手冊 (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>)。同學應熟讀有關政策。

10. 其他資料

無

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學分 : 3

授課/學習模式：

- 以線上學習為主要授課模式

課堂面授課時 (0-15)	線上學習課時 (24-39)	教學課時總計
		39

- 指導學習模式

課堂面授課時 (4-15)	指導自習課時 (24-35)	教學課時總計
9	30	39