Course Code	HP4031
Course Title	Laboratory in Developmental Psychology
Pre-requisites	HP1000 Introduction to Psychology HP1100 Fundamentals of Social Science Research HP2300 Human Development
No of AUs	4

Course Aims

The broad aim of this course is to equip students with the facts, concepts, skills, and strategies to evaluate, report, and create scientific knowledge about human development. Students who are interested in learning about and conducting developmental psychology research and who want to gain research skills necessary to navigate their Final Year Project should take this laboratory course. Successful learning in this course will help you: i) academically – provide foundation in research and confidence in FYP; ii) in self-improvement – learn new and useful knowledge and skills; iii) in future career and graduate studies – learn academic writing, research skills, understand research with children.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) should be able to:

1) Demonstrate the basic principles of scientific research, measurement, and experimental design
2) Discuss the special methodological challenges and ethical issues
3) Analyze data and present results of statistical analysis
4) Communicate research findings effectively, both orally and in writing
5) Design and conduct a novel research project based on critical evaluation of empirical evidence

Course Content

The course is organized around two intertwined pedagogical approaches.

One strand consists of classroom instructional activities (lectures, discussions, readings, homework, etc.) that provide a general introduction to common research paradigms and methods used in Developmental Psychology for children and adults, including: basic conceptions about scientific method, measurement, reliability, validity, experimental design, settings for research, research integrity, and ethics.

The second strand involves actually doing research. In this strand you will apply the basic concepts to a series of three projects. Students will gain hands-on practical experience in taking part in experiments, working with actual data sets, transcribing and coding, analyzing the data using appropriate statistical techniques, writing up results, making a research presentation and writing a research proposal.

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related LO	Weight	Assessment
1. Lab 1	1, 2, 3, 4, 5	Competence, Critical Thinking, Teamwork, Written Communication	15%	Pairwork (80% Lab report, 20% pairwork report)
2. Lab 2	1, 3, 4	Competence, Critical Thinking, Teamwork, Written Communication	15%	Pairwork (80% Lab report, 20% pairwork report)
3. Lab 3A: Proposed Topic	1, 2, 3, 4, 5	Competence, Critical Thinking, Creativity, Written Communication	10%	Individual

4. Lab 3B: Peer Review	1, 2, 3, 4, 5	Competence, Critical Thinking, Creativity, Oral Communication	10%	Individual
5. Lab 3C: Presentation	1, 2, 3, 4, 5	Competence, Critical Thinking, Creativity, Oral Communication	20%	Individual
6. Lab 3D: Final Proposal	1, 2, 3, 4, 5	Competence, Critical Thinking, Creativity, Written Communication	30%	Individual
Total			100%	

Formative feedback

Feedback is central to this course. You will receive both written and verbal feedback from me for Lab 1, 2 and 3, and for your presentation. You will receive written feedback in response to Lab 1 and 2, as I will return each proposal individually. You will receive feedback on ideas for Lab 3 starting from 3A till 3C, as I work with you to refine the ideas for Lab 3D. You will gain skills in providing constructive feedback through sessions such as Lab 3B Peer Review.

Learning and Teaching approach

Approach	**How does this approach support you in achieving the learning outcomes?**
Instructional Activities	Instructional activities consist of lectures, discussions, readings, homework, etc. that provide a general introduction to common research paradigms and methods used in Developmental Psychology for children and adults. (LO 1, 2, 3, 4, 5)
Project Discovery	"Project Discovery" approach focuses on proactive individual and collaborative learning. You will conduct three research projects during this course. The sequence of the projects is designed to give you increasingly more responsibility as you learn the "tools of the trade". The first two projects are highly structured and done in groups of 2. The final project provides you with a lot of discretion in topic, research question, approach, suggested analysis, and discussion. For each project, you will produce a paper in APA format. In addition, for the final project, there will be a class presentation presenting your research to the class so you can receive feedback to refine the final proposal Lab 3D. (LO 1, 2, 3, 4, 5)

Reading and References

Reading: Readings for each class should be completed before class. Discussion in class will be based on the assumption that you have read the materials. There will be a variety of readings, and these readings are available in electronic form on Blackboard.

Other assigned work: Course assignments will include questionnaires, lab assignments, problem sets, and a final research proposal. Due dates for all assigned work are noted in this course outline. I will meet with you and your group discuss the 3 lab projects throughout the semester during class.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually, participate in all seminar discussions and activities, and take and submit scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements for seminar sessions you have missed. Constructive contributions derive from coming to class well-prepared, with questions

and suggestions based on the readings and the labs. Assignments may include drafting emails, ethics application, peer review, coding data, transcribing videos, etc.

(2) Late work
Grades for the assigned work will be reduced by ten percent, with an additional ten percent taken off for each additional day late (a day late is considered within 24 hrs after the due date/ time, not midnight the following day). *Extensions must be requested before work is due, and will be granted only on the grounds of serious problems on a case-by-case basis.* Requests for extensions based on unexpected circumstances (e.g., health problems) must be substantiated in writing (e.g., a note from Student Health Services that verifies the need for an extension). The principle here is about fairness to other students.

(3) Absenteeism
Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a seminar, you must inform the course instructor via email prior to the start of the class.

(4) Schedule for the Semester
Although I do not anticipate any major deviations from the schedule, all information is subject to change. There will also likely be a few additional readings and small homework exercises. I will give you plenty of notice when there are changes or additions to the schedule.

Academic Integrity

Cheating and Plagiarism: Cheating and plagiarism are defined as including: 1) submitted work that is not your own for papers, assignment; 2) copying ideas, words, or graphics from a published or unpublished source without appropriate citation; 3) submitting or using falsified data; and 4) submitting the same work for credit in two courses without prior consent of both instructors. Any student who is found cheating or plagiarizing on any work for this course will receive a failing grade for that work. Disciplinary actions against academic dishonesty range from receiving zero marks for the affected submission, failing a course to expulsion.

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Date	Topic	Readings	Handout	ILO	Due
1		- Introduction to Developmental Psychology - Good Research Questions, Literature Review	Gray & Wegner (2013)	Questions in developmental psychology	1, 2, 4, 5	

		<Lab 3 Activity –What interests you?> <Lab 2 Data collection @B1-04, Batch #1>				
2		- Naturalistic Observation - Introduction to CLAN <Lab 1 Activity – CLAN demonstration, Transcribing> <Lab 3 Discussion – Potential topics> <Lab 2 Data collection @B1-04, Batch #1>	Tamis-LeMonda et al. (2018)	Transcribing guide Bring CHAT + CLAN on laptop	1, 2, 3, 4, 5	
3		- Naturalistic Observation - Linguistic Analysis <Lab 1 Activity – CLAN demonstration, Transcribing> <Lab 3 Discussion – Potential topics> <Lab 2 Data collection @B1-04, Batch #2>	Tamis-LeMonda et al. (2018)	Transcribing guide Bring CHAT + CLAN on laptop	1, 2, 3, 4, 5	
4		- Experimental Research with Infants <Lab 1 Feedback –Methods & Results> <Lab 3 Feedback – Potential topics> <Lab 2 Data collection @B1-04, Batch #3>	Hamlin, Wynn & Bloom (2007)	Worksheet	1, 2, 3, 4, 5	**Lab 3A** (3 Jan on Blackboard)
5		- Eyetracking Workshop: Methods & Analysis <Lab 2 Data analysis – Results> <Lab 3 Feedback – Potential topics>	Southgate, Senju & Csibra (2007)	Early feedback session	1, 2, 3, 4, 5	**Lab 1**
6		- Experimental Research with Toddlers - Research Study Design <Lab 2 Feedback – Mtds, Results, Discussion>	Setoh et al. (2019)	Sarnecka's Hourglass of Empirical Article, APA Style	1, 2, 3, 4, 5	
7		**Lab 3C: Student Project Presentation**			4, 5	**Lab 2**
8		**Lab 3C: Student Project Presentation**			4, 5	
9		**Lab 3C: Student Project Presentation**			4, 5	
10		- Interview Method, Coding - Critical Review + Peer Review <Lab 3 – Peer review on proposal >	Shubert et al. (2017)	Try better writing	1, 2, 3, 4, 5	**Lab 3B**

11		- Research study design - Choosing the right statistics - Jamovi with Kristy	Wright (2003)	**Download Jamovi on laptop	3, 5	
12		- Choosing the right statistics - Jamovi with Kristy	Wright (2003)	**Download Jamovi on laptop	3, 5	
13		- Integrity of Research Data - Ethical issues in human research - The preregistration revolution	Nosek et al. (2017)	Ethics application form	1, 2	**Lab 3D**