**Title of the course:** Guided Method-Specific research in Cognitive Psychology 1. (behavioral measurements)

**Course code:** PSYM21-CD-108

**Head of the course:** Király Ildikó

**Academic degree:** PhD

**Position**: Professor

**MAB Status:** A (T)

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| **AZ oktatás célja angolul** |

**Aim of the course:**

The main focus of the course is to introduce the specifics of the approach of Developmental Science, through an elaborate discussion and illustration of the utilization of unique methods in a specific research field.

**Learning outcome, competences**

knowledge:

* Knowledge of the most important models of development
* Current methods and main objectives in Developmental research

attitude:

* Utilisation of knowledge of scientific communication, presentation

skills:

* Applying main methods
* Identifying adequate methods for developmental problems

autonomy, responsibility:

* Students are able to apply the acquired knowledge and skills on their own and adapt them to new situations and paradigms.
* They should act in accordance with the ethical standards of research.

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| **Az oktatás tartalma angolul** |

**Topic of the course**

* Principles of experimental research

• Guiding models in cognitive research

• How to approach a theoretical question in several different ways

• Method of comparative research

• Research with specific populations

• Applied research

• Longitudinal studies

* Electrophysiology, NIRS and other tools of neuroscience in research

**Learning activities, learning methods**

* Lectures and interactive discussions

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| **A számonkérés és értékelés rendszere angolul** |

**Learning requirements, mode of evaluation and criteria of evaluation:**

Mode of evaluation: exam mark

* Oral exam

Criteria of evaluation:

* Reliable basic knowledge of the domain of neuroscience and neuroanatomy

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| **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:** |

**Compulsory reading list**

* Teti, D.M (Ed.) (2006) Handbook of Research Methods in Developmental Science, Wiley- Blackwell.

**Recommended reading list**

* G Csibra, G Davis, MW Spratling, MH Johnson: Gamma oscillations and object processing in the infant brain- Science, 2000 - sciencemag.org
* S Hoehl, VM Reid, E Parise, et al. Looking at eye gaze processing and its neural correlates in infancy—Implications for social development and autism spectrum disorder. Child Developmet 2009 - Wiley Online Library
* J Gervain, J Mehler, JF Werker, CA Nelson et al: Near-infrared spectroscopy: a report from the McDonnell infant methodology consortium - Developmental Cognitive Neuroscience, 2011 - Elsevier
* Bruck, M. Ceci, S.J. (1999): The suggestibility of children’s memory. Annual Reviews of Psychology 50, 419—439.
* Ghetti, S. (2008): Rejection of false events in childhood: A metamemory account. Current Directions in Psychological Science, 17, 16—20
* Kovács, Á., Téglás, E., & Endress, A. D. (2010). The Social Sense: Susceptibility to Others' Beliefs in Human Infants and Adults. Science, 330, 1830-1834.
* Luo, Y. (2011). Do 10-month-old infants understand others’ false beliefs? Cognition, 121(3), 289-298.
* Onishi, K. H., & Baillargeon, R. (2005). Do 15-Month-Old Infants Understand False Beliefs? Science, 308, 255-258.
* Southgate, V., Johnson, M. H., & Csibra, G. (2008). Infants attribute goals even to biomechanically impossible actions. Cognition, 107, 1059-1069.
* Senju, A. (2012). Spontaneous theory of mind and its absence in autism spectrum disorders. Neuroscientist, 18, 108-113.
* Senju, A., Southgate, V., White, S., & Frith, U. (2009). Mindblind eyes: An absence of spontaneous theory of mind in Asperger syndrome. Science, 325, 883-885.

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |



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| **Further specific information (eg. requirements) (if relevant)** |