

Basic information about the subject (independent of the cycle)

Module name	Development of executive function in children
Erasmus code	-
ISCED code	-
Language of instruction	English
Website	-
Prerequisites	-
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher): 15 hours Total number of hours with an academic teacher: 25 (including consultations once a week: altogether 10 hours of consultations) Number of ECTS points with an academic teacher: 1 Non-contact hours (students' own work): 30 (studying the literature, preparation presentations, preparing for credits) Total number of non-contact hours: 30 Number of ECTS points for non-contact hours: 1 Total number of ECTS points for the module: 2</p>
Educational outcomes verification methods	participation in discussion, final test
Description	The module covers the knowledge in the area of psychology of a child
Reading list	
Educational outcomes	<p>KNOWLEDGE</p> <ol style="list-style-type: none"> 1. knows basic concepts regarding executive function 2. knows the trajectory of development of executive function in childhood 3. knows methods/experimental tools for assessment of executive function <p>SKILLS</p> <ol style="list-style-type: none"> 1. distinguishes a typical from non-typical development of executive function 2. formulates the recommendations to the work with children and families (supporting the appropriate development of executive function) 3. indicates, on the base of literature review, the directions of future explorations in the field of higher mental processes <p>ATTITUDES</p> <ol style="list-style-type: none"> 1. understands the necessity of intervention in case of executive function perturbation
Practice	-

Information about classes in the cycle

Website	-
Educational outcomes verification methods	participation in discussion, final test
Comments	-
Reading list	<ul style="list-style-type: none"> • Okuzumi H., Ikeda Y., Otsuka N. et al. (2015). Stroop-Like Interference in the Fruit-Stroop Test in Typical Development. <i>Psychology</i>, 6, s. 643-649 • Martins Dias N., Menezes A., Gotuzo Seabra A. (2013). Age Differences in Executive Functions within a Sample of Brazilian Children and Adolescents. <i>Journal of Spanish Psychology</i>, 16, 1-14. • Ardila, A. (2008). On the evolutionary origins of executive functions. <i>Brain and Cognition</i>, 68, 92-99. • Carlson S.M. (2005). Developmentally Sensitive Measures of Executive Function in Preschool Children. <i>Developmental Neuropsychology</i>, 28,2, 595-616. • Garon N., Bryson S.E., Smith I.M. (2008). Executive function in preschoolers: A review using an integrative framework. <i>Psychological Bulletin</i>, 134,1, 31-60. • Gioia K.A., Tobin R.M. (2010). The role of sociodramatic play in promoting self-regulation. W: (red.), Schaefer Ch.E. <i>Play therapy for preschool children</i>, 181-198. Washington, DC, US: American Psychological Association. • Best, J. R., Miller, P. H., Jones, L. L. (2009). Executive functions after age 5: Changes and correlates. <i>Developmental Review</i>, 29, 180-200. • Henry, L. (2012). <i>The development of working memory in children</i>. Los Angeles, London, New Delhi, Singapore: Sage Publications. • Bernstein, J.H., Waber, D.P. (2007). Executive capacities from

	<p>developmental perspective. In: (Eds.), Meltzer, L. <i>Executive function in education. From theory to practice</i> (39-54). New York: The Guilford Press.</p> <ul style="list-style-type: none"> Senn, T.E., Espy, K.A., Kaufmann, P.M. (2004). Using path analysis to understand executive function organization in preschool children. <i>Developmental Neuropsychology</i>, 26, 445-464.
	<p>KNOWLEDGE</p> <ol style="list-style-type: none"> 1. knows basic concepts regarding executive function 2. knows the trajectory of development of executive function in childhood 3. knows methods/experimental tools for assessment of executive function <p>SKILLS</p> <ol style="list-style-type: none"> 4. distinguishes a typical from non-typical development of executive function 5. formulates the recommendations to the work with children and families (supporting the appropriate development of executive function) 6. indicates, on the base of literature review, the directions of future explorations in the field of higher mental processes <p>ATTITUDES</p> <ol style="list-style-type: none"> 7. understands the necessity of intervention in case of executive function perturbation
A list of topics	<ol style="list-style-type: none"> 1. Definitions and main concepts. Function or functions? Biological and social factors of EF's development 2. Components of EF 3. Trajectory of development of working memory, inhibitory control, set shifting, planning ability 4. Assessment of EF's components in childhood 5. Final test
Teaching methods	discussion, presentation, simulation, film
Assessment methods	final test