**SYLLABUS**

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| COURSE TITLE | | Development of executive functions in children | |
| CREDITS | | 2 | |
| LANGUAGE OF INSTRUCTION | | English | |
| DEPARTMENT/FACULTY | | Department of Education and Psychology; Institute of Psychology | |
| LECTURER(S) | | Sara Filipiak, PhD | |
| COURSE OBJECTIVES | | | |
| Students who successfully complete this course will have a basic knowledge of and insight into:   * definition of executive functions and its connections with similar psychological constructs (e.g. self regulation, self-control etc.) * the main concepts of its nature and trajectory of its typical development in childhood * methods and experimental tasks which can be used to measure particular processes encompassed by EF | | | |
| PREREQUISITES |  | | |
| COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS | | | |
| 15 hours of lecture  Two lectures per week (3 hours) | | | |
| COURSE DESCRIPTION | | | |
| The aim of this class is the basic characteristic of Executive Function construct (EF), introduction to the main concepts of its nature and trajectory of its typical development in childhood (early, middle, late childhood and adolescence). Some of the tasks and experimental methods used to assessment of different components of EF will be presented. | | | |
| METHODS OF INSTRUCTION | | | Lecture, discussion, didactic film, reading assignments, demonstrations |
| REQUIREMENTS AND ASSESSMENTS | | | \* Attendance and active participation in classes  \* Final written exam (multiple choice; true- false statements; gapped sentences) |
| GRADING SYSTEM | | | Success in this course depends on attending class regularly, actively participating in class, and taking thorough notes.  **Tests:** There will be two extra mini tests during each term. Students will be informed about them at least 2 weeks in advance. They will be based on a recommended reading.  **Exam:** There will be an exam at the end (test: multiple choice, true/false, gapped sentences and open cloze)  The exam will cover the text and lecture material  0-50% - 2.0 50-59%-3.0 60-69% -3.5  70-79%-4.0 80-89% - 4.5 90-100%-5.0 |
| TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT POINTS | | | |  |  | | --- | --- | | **Activity** | **Hours:** | | Lecture | 15 | | Workshops |  | | Preparation for classes (Reading, homework etc.) | 25 | | Preparing a presentation |  | | Revising for the exam | 18 | | Exam | 2 | | Total | 60 | | ECTS | 2 | |
| STUDY MATERIALS | | | **PRIMARY OR REQUIRED BOOKS/READINGS:**  1. Bryson S.E., Smith I. (2008). Executive function in preschoolers: a review using an integrative framework. Psychological Bulletin, 134,1, pp:31-60.  2. Carlson, S.M. (2005). Developmentally sensitive measures of executive function in preschool children. Developmental Neuropsychology, 28, 2, pp: 595-616.  3. Gathercole S.E., Pickering S.J., Ambridge B., Wearing H. (2004). The Structure of Working Memory From 4 to 15 Years of Age. Developmental Psychology, 40, 2, pp. 177-190.  4. Henry L. (2012). The Development of Working Memory in Children. City University London, UK.  5. Ikeda Y., Okuzumi H., Kokobun M. (2014). Stroop-like interference in the real animal size test and the pictorial animal size test in 5- to 12-year-old children and young adults. Applied Neuropsychology of a Child,3, 2, pp: 115-125.  6. Martins Dias N., GotuzoSaebra A. (2012). Executive demands of the Tower of London task in Brazilian teenagers. Psychology & Neuroscience, 5, 1, pp:63-75  **SUPPLEMENTAL OR OPTIONAL BOOKS/READINGS:**   1. Filipiak S. (2016). The Blue Strawberry and a Giant Mouse? Stroop Effect in assessment of interference control in prereading children. Lûdinoznavčì studìï: Serìâ Pedagogìka, 4 (36), pp. 260-268. 2. Hawrot A., Filipiak S. (2022). Psychometric properties of the Comprehensive Executive Function Inventory - Self-Report in a sample of Polish adolescents. Journal of Education Sciences & Psychology, 12(1), 113-128. |