

Social Cognition and Cognitive Development

Social kognition och kognitiv utveckling

9 credits

Single subject and programme course

729G79

Valid from: 2022 Spring semester

Determined by	Main field of study	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Cognitive Science	
Date determined	Course level	Progressive specialisation
2019-10-10	First cycle	G1N
Revised by	Disciplinary domain	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Social sciences, Technology	
Revision date	Subject group	
2021-12-14	Psychology	
Offered first time	Offered for the last time	
Autumn semester 2019		
Department	Replaced by	
Institutionen för beteendevetenskap och lärande		

Course offered for

- Bachelor´s Programme in Cognitive Science

Entry requirements

General entry requirements for undergraduate studies
and

Social Studies, English and Mathematics corresponding to the level in Swedish upper secondary education (Samhällskunskap 1b or 1a1 and 1a2, Engelska 6, Matematik 3b/3c or Matematik C)

Intended learning outcomes

After completion of the course, the student should be able to:

- apply established theories and empirical findings about human development in terms of social cognition
- account for cognitive processes involved in perceiving socially relevant stimuli during childhood and adulthood
- account for how humans perceive and understand themselves and the social world around them during childhood and adulthood
- account for how humans (children and adults) explain their own and others' behaviour
- account for how social cognition and cognitive development relates to behaviour
- formulate scientific hypotheses and statistically process data to test theories in the field of social cognition and cognitive development

Course content

The course aims to give the students an introduction to the field of social cognition and cognitive development with contributions from social psychology, and neuroscience.

The course covers the following aspects:

- Social-cognitive development
- Cognitive development
- How humans perceive, understand, and think about themselves and the social world around them
- The relation between social-cognitive phenomena and the brain during childhood and adulthood
- The relation between social-cognitive phenomena and behavior during childhood and adulthood
- The relation between social-cognitive phenomena and individual differences
- The application of social cognition in the world of modern technology

Teaching and working methods

The teaching takes the form of lectures, seminars and group work. The student is expected to study independently, individually or in groups.

Examination

The course is examined by:

- active participation in seminars, grades: UG
- individual written exam, grades: UV
- written group assignments, grades: UG

Final course grades are based on a combination of assignments and written examination.

Detailed information can be found in the study guidelines.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

Three-grade scale, U, G, VG

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.