

Udviklingspsykologi – forår 2023

Pensumliste (approved by the department's studyboard 16.11.22)

Antal sider er angivet som normalsider [NS]

Adolph, K. E. (2000). Specificity of learning: Why infants fall over a veritable cliff. *Psychological Science*, 11(4), 290-295. [16 NS] <https://doi.org/10.1111/1467-9280.00258>

This empirical paper looked at 9-month-old infants to address if experience with an earlier-developing skill (sitting) transfers directly to a later-developing one (crawling) – when infants try to judge if a distance is safe for them to cross. They found learning does not transfer, and that each motor milestone brings its own coordination challenges between perception and action. This shows both a continuity and discontinuity in development, and highlights the importance of considering different abilities (such as motor, posture, and understanding the physical environment), have to be considered in integration when looking at development.

Ahnert, L. (2021). Attachment to child care providers (Chapter 4). In R. Thompson, J. Simpson, & L. Berlin (Eds.). *Attachment: The fundamental questions*, 31-38. The Guildford Press. [8 NS]

This chapter supplements Ulfert et al. (2019) and discusses the significance of children's relationships with childcare providers. The chapter reviews literature on how child-care provider relationships have been assessed, factors that predict the quality of child-care provider relationship, how child-care provider attachment differs from child-parent attachment, and correlates with child development (e.g., child stress-management, classroom participation and academic success). It is argued that child-care provider relationships in many aspects are similar to the child-parent relationship but at the same time, differ both functionally and ontogenetically from the child-parent attachment.

Aknin, L. B., Broesch, T., Hamlin, J. K., & Van de Vondervoort, J. W. (2015). Prosocial behavior leads to happiness in a small-scale rural society. *Journal of Experimental Psychology: General*, 144(4), 788. [21 NS] <https://doi.org/10.1037/xge0000082>

This empirical paper looks at prosocial behavior (giving) and its emotional effect in a cross-cultural context. They found that in a small-scale rural society that have little influence from 'WEIRD' (i.e., western, educated, industrialized, rich, democratic) contexts, they nevertheless display similar positive emotions after prosocial actions, suggesting together with previous findings that emotional rewards of giving can be observed in a range of societies and cultural contexts.

Baustad, A. G., & Bjørnstad, E. (2020). Everyday interactions between staff and children aged 1-5 in Norwegian ECEC. *Early Years*, 1-15. [21 NS] <https://doi.org/10.1080/09575146.2020.1819207>

*Decades of research demonstrates that the quality of care in childcare institutions has lasting associations with children's development and academic success. In particular, 'process quality' has been found to directly affect child development. It is largely agreed in the field that the most important aspect regarding process, is the childcare providers' interpersonal and interactive skills, i.e. how the care providers create warm environments with rich learning experiences. This **empirical paper** supplements Ulfert et al.2019. It describes and discusses a recently developed method for observing and assessing interaction quality between care provider and children in the Norwegian childcare context: The CIP-scales, an observation tool, originally developed for assessing process quality in Dutch center-based childcare, but recently also used in two scientific studies in Danish childcare institutions.*

The development of the CIP-scales was inspired by theory and research about attachment, prosocial development and developmentally appropriate practice, and knowledge about this instrument is considered particularly relevant for future Danish psychologists who are often employed in PPR where observation in childcare centers constitutes an important part of the work.

Begus K, Southgate V (2018) Curious learners: How infants' motivation to learn shapes and is shaped by infants' interactions with the social world. *Active Learning from Infancy to Childhood*, eds Saylor M, Ganea P (Springer, Cham.), pp 13–37. [26 NS]
https://doi.org/10.1007/978-3-319-77182-3_2

*This **chapter** first reviews the main theories on curiosity, from initial proposals framing curiosity as a drive, to more recent positions including neuroscience of curiosity. It then reviews how curiosity has been studied and thought about in early development, with the focus on infant behaviours that show infants take an active role in acquiring information and modulating their learning according to their interests. This chapter aims to highlight the importance of investigating young children's intrinsic motivation for learning, particularly in the domain of social learning.*

Berent, I. (2021). Can we get human nature right? *PNAS*, 118, 39. [12 NS]
<https://doi.org/10.1073/pnas.2108274118>

*This is a **theoretical paper** exploring the pervasiveness of our psychological tendency towards thinking in terms of nature versus nurture. It touches upon numerous important psychological principles including including dualism, essentialism, innateness and embodiment to explore why the nature-nurture wars persist in spite of clear evidence for the contribution of both.*

Berl, R. E., & Hewlett, B. S. (2015). Cultural variation in the use of overimitation by the Aka and Ngandu of the Congo Basin. *PloS one*, 10(3), e0120180. [27 NS]
<https://doi.org/10.1371/journal.pone.0120180>

*An **empirical paper** reporting on a study investigating social learning in different cultures, specifically in two traditional societies with little interaction with the Western world. The paper and the findings raise questions about what is universal about how we learn from others, and what is culturally defined. It also highlights why it is important to conduct psychological studies cross-culturally.*

Bian, L., Leslie, S. J., & Cimpian, A. (2017). Gender stereotypes about intellectual ability emerge early and influence children's interests. *Science*, 355(6323), 389-391. [8 NS]
<https://www.science.org/doi/10.1126/science.aah6524>

*This **empirical paper** provides a different angle to the topic of social learning by addressing not how we acquire knowledge from others, but what we learn about ourselves while growing up in a society. Gender stereotypes are pervasive and have great influence on lives of individuals and society at large. This empirical paper investigates when and how gender stereotypes about intellectual ability emerge in children, and brings forward topics relevant for developmental psychology as much as for sociology and humanities.*

Cascio, C.J., Moore, D., & McGlone, F. (2019). Social touch and human development. *Developmental Cognitive Neuroscience*, 35, 5-11. [17 NS]
<https://doi.org/10.1016/j.dcn.2018.04.009>

*This is a **review article** on the phenomenon of ‘social touch’, a particular type of affective touch. The article considers how social touch is defined from both a bottom-up factors (the role of c-touch fibres in the nervous system) and top-down factors (including culture, relationships, context, and gender). It reviews the importance of social touch for healthy infant and child development and touches on its role in developmental disorders like autism.*

Chu & Schulz (2020). Play, Curiosity and Cognition. *Annual review of Developmental Psychology*, 2, 317-333. [24 NS] <https://doi.org/10.1016/j.dcn.2018.04.009>

*This **theoretical paper** first reviews different theories on what is play and why we play throughout or lifetimes, from emotional, cognitive, and social perspectives. It then proposes a novel view on play and examines how play links to curiosity, the core drive that motivates learning. It provides a rounded picture on how psychologists have thought about play and stimulates new ideas about how children explore and learn about the world and other people through play.*

Collins, W.A., Welsh, D.P., & Furman, W. (2009). Adolescent romantic relationships. *Annual Review of Psychology*, 60(1), 631-652 [27 NS]
<https://doi.org/10.1146/annurev.psych.60.110707.163459>

*To supplement Siegler’s chapter 13 (which focuses on friendships and peer status), this article provides a comprehensive **review** of the research field of romantic relationships in adolescence. It covers the principal theoretical frameworks through which the topic is studied, methodological considerations, and empirical findings on the features of adolescent romantic relationships that seem most relevant to people’s functioning and development.*

Csibra, G., & Gergely, G. (2011). Natural pedagogy as evolutionary adaptation. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 366(1567), 1149-1157. [20 NS]
<https://doi.org/10.1098/rstb.2010.0319>

***Theoretical paper** discusses what is unique about human social learning. Natural pedagogy is one of the most influential recent theories on social learning in infancy. This paper extends the theory and puts it in the context of comparative literature, examining other animal species that learn socially, identifying what is human-specific, and how evolution brought us to where we are.*

Feigenson, L., Dehaene, S., & Spelke, E. (2004). Core systems of number. *Trends in Cognitive Sciences*, 8(7), 307-314. [17 NS] <https://doi.org/10.1016/j.tics.2004.05.002>

*This brief **theoretical review paper** summarizes decades of research on how we think about number across development. They identify two crucial systems that contribute to this ability, one system for representing large, approximate numerical magnitudes, and a second for the precise enumeration of small number of individual objects. The paper reviews evidence for both, for their independence, as well as for their universal presence in humans. The paper also discusses the limitation of these systems and how they together contribute to the complex mathematical thinking that humans are capable of – which is influenced by, and learned via, cultural contexts and institutions.*

Feldman, R. (2007). Parent-Infant Synchrony. *Biological Foundations and Developmental outcomes. Current Directions in Psychological Science*, 16: 340. DOI: 10.1111/j.1467-8721.2007.00532.x [12 NS] <https://doi.org/10.1111/j.1467-8721.2007.00532.x>

*This **review paper** puts the study of parent-infant synchrony in historical context and reviews research from different domains that are relevant to our knowledge of the role of synchrony in healthy infant and child development. It reviews a large body of work on the long-term effects of synchrony, and considers situations in which suboptimal synchrony may have deleterious effects on development.*

Feng, X., Hooper, E.G., & Jia, R. (2017). From compliance to self-regulation: Development during early childhood. *Social Development*, 26, 981-995. [21 NS] <https://doi.org/10.1111/sode.12245>

*This is an **empirical paper** from a longitudinal study based on 1364 children studying the development of self-regulation during early childhood. The study examines the importance of both infant temperament and maternal sensitivity for the child's developing ability to self-regulate and presents a transactional developmental model. The paper represents empirical support for the theoretical perspectives in the lecture.*

Gergely, G., & Watson, J. S. (1999). Early socio-emotional development: Contingency perception and the social-biofeedback model. *Early social cognition: Understanding others in the first months of life*, 60, 101-136. [38 NS]

*This is a **theoretical paper** presenting the socio-biofeedback model. The model states that human infants are not born with an innate awareness of their emotional states and that the development of emotional self-awareness and control is dependent on caregiver's contingent reflections (social mirroring). Theoretical, the text relies on contributions from theoreticians, such as Bruner, Freud, Stern, and Winnicott. The social-biofeedback model is incorporate into the work done by the Fonagy-group on the development of affect regulation and mentalization and is thus of relevance for both basic and applied developmental psychology as well as clinical psychology.*

Groh, A.M., Fearon, P., van Ijzendoorn, M.H., Bakermans-Kranenburg, M.J., & Roisman, G.I. (2017). Attachment in the early life course: Meta-analytic evidence for its role in socioemotional development. *Child Development Perspectives*, 11 (1), 70-76. [13 NS] <https://doi.org/10.1111/cdep.12213>

*This paper supplements chapter 11 in Siegler et al (2020) on attachment as it looks into the long-term impact of attachment on child development. The paper is a **meta-analysis** that examines the*

evidence that supports claims made by attachment theory, in particular, that variation in early attachment predicts children's developmental adaptation or maladaptation, and that characteristics of children's temperament does not determine attachment.

Hoffman, M., Gneezy, U., & List, J.A. (2011). Nurture affects gender differences in spatial abilities. PNAS, 108, 14786-114788. [7 NS] <https://doi.org/10.1073/pnas.101518210>

*This **empirical paper** challenges often-held assumptions that there are genetic differences in spatial abilities between males and females. The study shows that gender differences can both be accounted for by education but also absent in matrilineal societies. This is an important paper in discussing the nature-nurture debate.*

Horst, C., & Gitz-Johansen, T. (2010). Education of ethnic minority children in Denmark: Monocultural hegemony and counterpositions. Intercultural Education, 21(2), 137-151. [15 NS] <https://doi.org/10.1080/14675981003696271>

*This article provides a **critical analysis** of policy discourse and implementation around the education of ethnic minority children in Denmark. The authors use the concepts of hegemony (that is, how predominance is culturally established and maintained) and monocultural versus multicultural positions to frame the discourse used in Danish general and educational policy documents. They find that the political discourse, across the political spectrum, shows the hegemony of the monoculturalist position in Denmark, that is, one that aims to reduce ethnic, cultural, and linguistic complexity in society, by implementing policies that work toward the assimilation of ethnic minority groups to the Danish culture and language. From a monocultural position, if ethnic minority children and youth struggle to meet national standards (e.g. in education), the problem (and the responsibility for solving it) is located in the minority community and individual. This analysis offers important insights for our understanding of the development of ethnic minority children and youth.*

Hurley, K.D., Huscroft-D'Angelo, J., Trout, A., Griffith, A., & Epstein, M. (2014). Assessing parenting skills and attitudes: A review of the psychometrics of parenting measures. Journal of Child and Family Studies, 23, 812-823. [17 NS] <https://doi.org/10.1007/s10826-013-9733-2>

*This **review paper** supplements chapter 12 in Siegler et al (2020) as it examines the challenges related to assessing how and why a family may be both a risk and a protective factor for child development. The review examines and discusses the psychometric quality of the many measures that are used for assessing parenting skills or practices, such as behavior, beliefs, coping mechanisms, reactions to stress, or discipline. This information is essential for practitioners and researchers to aide in the selection of the most valid and reliable measures to assess parenting behavior or attitudes.*

Iverson, J. M. (2021). Developmental variability and developmental cascades: Lessons from motor and language development in infancy. Current directions in Psychological Science, 30(3), 228-235. [15 NS] <https://doi.org/10.1177/096372142199382>

*This **theoretical/review paper** introduces the notion of developmental cascades, a conceptual framework showing that advances in one aspect of development can have far-reaching and lasting change in other domains. It reviews findings in the literature in light of this framework, showing that changes in the motor domain relate to development of communication and language, and also discusses the potential role of parental input.*

Johnson, M.H., Senju, A., & Tomalski, P. (2015). The two-process theory of face processing: Modifications based on two decades of data from infants and adults. *Neuroscience and Biobehavioral Reviews*, 50, 169-179. [25 NS] <https://doi.org/10.1016/j.neubiorev.2014.10.009>

*This is a **review article** of a theory of face processing across development, considering current neuroimaging data from infants, children and adults. It is a theory of developmental change based on experience.*

Juang, L.P., & Syed, M. (2019). The evolution of acculturation and development models for understanding immigrant children and youth development. *Child Development Perspectives*, 13(4), 241-246. [8 NS] <https://doi.org/10.1111/cdep.12346>

*In this **theoretical article**, the authors describe how the concept of acculturation (how individuals change and adapt as a consequence of long-term, continuous contact with a new culture) has evolved over time, though a developmental component to the concept has been missing. They describe the integrative risk and resilience (IRR) model for immigrant child adaptation (Suárez-Orozco et al., 2018) as the first comprehensive developmental model to incorporate the complex concept of acculturation and as an important step toward understanding immigrant children's development.*

Karmiloff-Smith, A. (1994). Précis of Beyond modularity: A developmental perspective on cognitive science. *Behavioral and Brain Sciences*, 17(4), 693-707. [43 NS] <https://doi.org/10.1017/S0140525X00036621>

*This **theoretical paper** aims to provide a synthesis between constructivist (e.g., Piaget) and nativist accounts of development, by taking inspiration from both sides, but also rejecting some premises of both. In several domains (considering the child for example as linguist, physicist, mathematician, psychologist) it describes first the initial state of the infant mind/brain and then subsequent learning in infancy and early childhood. It then proposes mechanisms that may underlie these learning processes that involve both some innate abilities, but also undergo fundamental changes, such as becoming increasingly specific, and increasingly explicit over development.*

Krol, K., Moulder, R., Lillard, T., Grossmann, T., & Connelly, J. (2019). Epigenetic dynamics in infancy and the impact of maternal engagement. *Science Advances*. [19 NS] <https://doi.org/10.1126/sciadv.aay0680>

*This is an **empirical paper** exploring the role of maternal engagement in epigenetic changes in the expression of the oxytocin receptor gene. It touches on the Nature vs. Nurture debate by showing how early experience dynamically changes the expression of genes that are instrumental in developing behavioural temperament of the child, and thus provides a nice example of the false dichotomy between nature and nurture.*

Kushnir, T. (2022). Imagination and social cognition in childhood. *Wiley Interdisciplinary Reviews: Cognitive Science*, e1603. [17 NS] <https://doi.org/10.1002/wcs.1603>

*This **theoretical paper** discusses the role of imagination in multiple domains across development. It argues that changes in imagination over development may be related to understanding causal*

relations between physical objects, physical limitations on what people are able to do, to social cognition such as morality, to social inferences, and to understanding other people's perspectives. As such, imagination is proposed to have a general, wide-reaching role in children's development, and may inspire discussions on how to nurture children's imagination.

McAdams, D.P., & Olson, B.D. (2010). Personality development: Continuity and change over the life course. *Annual Reviews of Psychology*, 61, 517-542. [35 NS]
<https://doi.org/10.1146/annurev.psych.093008.100507>

*This **theoretical review paper** summarizes main assumptions, concepts, and findings with regard to personality development, considering three different, complementary layers on how to understand this: Personality development with regard to (1) “dynamic constellation of dispositional traits (the person as actor)”, (2) “characteristic goals and motives (the person as agent), and (3) “integrative life stories (the person as author) situated in time and culture”.*

Mesman, J., van IJzendoorn, M.H., & Bakermans-Kranenburg, M.J. (2012). Unequal in opportunity, equal in process: Parental sensitivity promotes positive child development in ethnic minority families. *Child Development Perspectives*, 6 (3), 239-250. [16 NS]
<https://doi.org/10.1111/j.1750-8606.2011.00223.x>

*In this systematic literature **review**, the authors evaluate a) levels of parental sensitivity in ethnic minority families, b) whether these can be explained by economic or cultural factors, c) the association between parental sensitivity in child outcomes in ethnic minority families. They find that on average, ethnic minority parents have lower parental sensitivity scores compared to majority families. They find stronger evidence for economic factors accounting for this difference than they do for cultural factors (“unequal in opportunity”). In ethnic minority families, higher parental sensitivity is associated with better child outcomes, just like in majority families (“equal in process”).*

Morgenroth, T., & Ryan, M.K. (2021). The effects of gender trouble: An integrative theoretical framework of the perpetuation and disruption of the gender/sex binary. *Perspectives on Psychological Science*, 16(6), 1113-1142. [59 NS]
<https://doi.org/10.1177/1745691620902442>

*In this **theoretical paper** the authors draw on Butler's concepts of gender performativity and gender trouble. Its premise is that the sex/gender binary is socially constructed and maintained through our performance of gender, whose alignment with the gendered norm is typically accepted while deviance from the norm is not. The authors build on Goffman's metaphor of gender as a theater performance to highlight different facets of gender performance (character, script, costume, stage, and audience) and use these to describe psychological processes through which we comply (and reinforce), or break with, gender norms. The article offers key points with important implications for the development of gender identity in children and youth.*

Muentener, Herrig, Schulz (2018). The efficiency of infants' exploratory play is related to longer-term cognitive development. *Frontiers in Psychology*. [39 NS]
<https://doi.org/10.3389/fpsyg.2018.00635>

*This **empirical paper** reports on a longitudinal study investigating the relationship between exploratory play in infancy and cognitive development in early childhood. The population of the study includes children that were part of early intervention services due to birth complications and social risk factors. It demonstrates the importance and value of play, and of gathering*

evidence on how various social risk factors may affect development, thus providing knowledge that can inform future interventions.

Redshaw, J., & Suddendorf, T. (2016). Children's and apes' preparatory responses to two mutually exclusive possibilities. *Current Biology*, 26(13), 1758-1762. [7 NS]
<https://doi.org/10.1016/j.cub.2016.04.062>

*This **empirical paper** looked at how or whether young children can prepare for, and imagine, multiple possibilities. They found that this capacity develops gradually over the kindergarten years, while there was no evidence of a similar ability non-human apes, raising the possibility that this ability may be related to uniquely human thinking, related to how people entertain various possibilities, and think about their future.*

Sheskin, M., Chevallier, C., Lambert, S., & Baumard, N. (2014). Life-history theory explains childhood moral development. *Trends in Cognitive Sciences*, 18(12), 613-615. [6 NS]
<https://doi.org/10.1016/j.cub.2016.04.062>

*This **theoretical article** brings the framework of life-history theory to look at development of moral thinking. It discusses the disconnect between infants' understanding of harm / fairness in third-party situations yet children applying this understanding to their own interactions with others only many years later. From a life-history perspective, they argue, this may be related to children beginning to interact and engage with others increasingly during these years, for which moral behaviors are helpful.*

Shiner, R.L., Soto, C.J., & De Fruyt, F. (2021). Personality assessment of children and adolescents. *Annual Reviews of Developmental Psychology*, 3: 113-37. [29 NS]
<https://doi.org/10.1146/annurev-devpsych-050620-114343>

*This **theoretical review paper** summarizes different ways to assess “four broad domains of personality in children and adolescents: temperament and personality traits, social-emotional-behavioral (SEB) skills, motivation and agency (including goals, values, and interests), and narrative identity.” It also includes very practical suggestions on how to assess these aspects, as well as on how to interpret results based on such assessments (with pointers at their strengths and limitations).*

Siegler, Saffran, DeLoache, Gershoff & Eisenberg (2020). *How Children Develop*, 6th Edition. Chapters 1, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15. [439 NS]

*This is the **core textbook** for the course and a chapter is assigned for most of the lectures. It was chosen because it identifies core ‘themes’ in developmental psychology, including the socio-cultural theme, and brings this in in each chapter. In doing so, the textbook is extremely coherent and allows us, as teachers, to create a thread throughout the course so that students can see how these different themes are relevant to each and every aspect of development.*

Smith, L. B., & Thelen, E. (2003). Development as a dynamic system. *Trends in Cognitive Sciences*, 7(8), 343-348. [11 NS] [https://doi.org/10.1016/S1364-6613\(03\)00156-6](https://doi.org/10.1016/S1364-6613(03)00156-6)

*This **theoretical paper** provides an overview of a counterproposal to common nativist theories of development. They argue for development to be viewed fundamentally different from these: as a*

gradually emerging, multi-causal, complex system that emerges as an interplay of many simultaneous processes, and less deterministic as some other theories imply.

Trevarthen, C., & Reddy, V. (2017). Consciousness in infants. In *The Blackwell Companion to Consciousness* (2nd Ed). [20 NS] <https://doi.org/10.1002/9781119132363.ch4>

*This is a **theoretical chapter** on the ontogeny of consciousness in infants, from an enactive functionalist, psychobiological approach (like that of Baldwin) and draws heavily on the Stern's notion of attunement and Bruner. It is an extremely broad paper, touching on many perspectives and goes from discussing biological adaptations for consciousness before birth, newborn consciousness as intertwined with caregiver interactions, but also imaginative and imitative, to issues of phenomenological philosophy. The paper also considers how consciousness can be studied with the scientific method.*

Ulferts, H., Wolf, K. M., & Anders, Y. (2019). Impact of process quality in early childhood education and care on academic outcomes: Longitudinal meta-analysis. *Child development*, 90(5), 1474-1489. [27 NS] <https://doi.org/10.1111/cdev.13296>

*This **meta-analysis** studies the significance of pedagogical processes in early childhood care on children's long-term development and academic success. The article provides empirical support for the notion that early childcare constitutes an important part of the child's developmental context, i.e. is an important arena for child development. It complements previous meta-analyses on how early childcare impacts on child development that primarily have focused on evidence from the United States. As childcare institutions in Europe differ from the United States, this meta-analysis synthesizes available longitudinal evidence in Europe.*

Wang, Y., Park, Y. H., Itakura, S., Henderson, A. M. E., Kanda, T., Furuhata, N., & Ishiguro, H. (2020). Infants' perceptions of cooperation between a human and robot. *Infant and Child Development*, 29(2), e2161. [17 NS] <https://doi.org/10.1002/icd.2161>

*This **empirical paper** investigated young infants' expectations about how a human and a robot interact. Robots are increasingly present in people's lives, therefore it is relevant to address how we perceive them and interact with them – and how may this change over development. This paper found that young infants have no expectation of cooperation between a human and a robot, highlighting the potential role of experience of considering robots as good interactive partners.*

Ward, H., Brown, R., & Hyde-Dryden, G. (2014). Assessing parental capacity to change when children are on the edge of care: an overview of current research evidence. Department of Education (UK) research report, 36-52. [21 NS]

*Chapter 2 in Ward et al (2014) is a supplement to chapter 12 in Siegler et al (2020). The chapter provides a **review** of parental factors that are known to be associated with a risk of significant harm to a child, factors that can reduce the risk of harm, and the likely nature of that harm. The chapter also discusses how parents' ability to care for their children adequately is also affected by environmental factors, for example, the presence of wider deprivation including poverty, unemployment etc.*