

psychology 456

Theory of Mind

Fall 2019
M: 10:00-11:20, W: 8:30-9:50
Humphrey Hall 223
M. Sabbagh
sabbagh@queensu.ca

Learning Objectives

- Define “theory of mind” in terms of its key constructs and distinguish theory of mind from other forms of social intelligence
- Identify the key ways in which theory of mind understandings are measured in young children, and how performance on these measurements change with development
- Catalog different factors that can affect theory of mind understanding as it develops over the preschool years
- Critically evaluate different theories for theory of mind development at

proximal causes of human behaviour. Using our theory of mind, we can both explain what a person has done, and predict what that person will do in the future. Some researchers and theorists use the term “folk psychology” to describe theory of mind. It is our everyday, non-scientific, understanding of the basic psychological mechanisms that cause everyday behaviour.

For some time now, developmental psychologists have been studying the developmental timetable and trajectory of young children's theory of mind. Hundreds of studies have been published investigating young children's understanding of psychological states and how they affect behaviour. This literature is diverse yet coherent, and arguably we know more about this one particular aspect of human cognitive development than any other. Because of its richness, researchers have used theory of mind as a window on children's cognitive development more generally; as the basic phenomena that constitute theory of mind reasoning are gradually uncovered, so too are fundamental insights into the very mechanisms by which development takes place. Clinicians have also found that the theory of mind framework is a useful one for understanding disorders that are particularly associated with social-cognitive difficulties. Thus, theory of mind development is not only an

Module II

In the second module, we will build on the basics acquired in the first module to explore how a theory of mind perspective can help us to understand children's developing abilities to negotiate a host of everyday social challenges

To achieve these goals, students will work throughout the module in a group

make presentations to communicate the results of their research. This presentation should remind the class of the introductory material that was presented in week 9 but then then delve more deeply into the research that they have done. As with the first presentations, the purpose is to encourage groups to make progress toward their goals while communicating material to the rest of the students in the course. Presentations can be up to 30 minutes long each (inclusive of discussion time), and we will leave some time at the end for the rest of the students in the course to evaluate what they have learned.

Each group's TiCS paper will be due on Tuesday Dec 4, which is the first Tuesday after classes officially end. Only one paper will be submitted along with a *detailed description* of the work that each person in the group did, agreed upon and attested by each member of the group.

Late Policy

Late work will be accepted but its mark work should be communicated with a

&Bxd@L5G U I J
T I X D A F D
- B f 5 Q I g p Q #

Grade	Range
A+	90-100
A	85-89
A-	80-84
A+	77-89
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	< 50

Academic Integrity

Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Extenuating Circumstances

brain region for thinking about thoughts

PechaKucha talks

Although this week we will have group presentations in class, I am assuming that everyone will be continuing their work on their contributions to the review papers outside of class. This will include doing the research, integrating thoughts, and beginning work on a rough draft of their contribution.

Monday, November 4: Presentations from groups A, B, & C.

Wednesday, November 6: Presentations from groups D, E, & F.

Preparation of TiCS paper and Final Presentations

Monday, Nov 11

Wednesday, Nov 13

Monday, Nov 18

Over these three days, group members should be circulating rough drafts of their unique contributions to the review paper to other group members for feedback, editing, and integration into the whole paper. Group members should also be working together to finalize formatting decisions, glossaries, figures, “boxes,” and other unique aspects of the TiCS paper.

Final Presentations

Wednesday, Nov 20: Groups A & F

Monday, Nov 25: Groups C & D

Wednesday, Nov 27: Groups B & E