## Psychology and Education thematic route

(i) Five Core Topics in the Michaelmas and Lent terms provide an introduction to key ideas, theories and research. Each core topic comprises four lecture sessions.

- **Developmental Psychology**
  This element aims to introduce students to the major bodies of research, methodological and theoretical issues in relation to the study of psychological and social development. Research and theory on development of language and attachment, cognitive development during infancy and childhood, theory of mind and social development are discussed. Themes typically include science education; children as learners; peer groups and children’s development’ self-regulation & metacognition; play, creativity & problem-solving; early arithmetic and maths learning.

- **Cognitive Psychology**
  This element is structured around a number of key issues in the investigation of human cognition such as human memory, reasoning, intelligence and perception and attention.

- **Biological Psychology**
  This element provides an examination of cognitive abilities in children and adults through contemporary methodologies of investigation such as eye-trackers, brain scans, and a combination of behavioural, neuropsychological and evolutionary perspectives.

- **Social Psychology**
  The primary focus of the social psychology element is on social cognition (e.g. impression formation, person perception, person memory, attribution theory); self and social categorisation; social interaction and communication and aggression.

- **Individual Differences**
  The individual differences element examines personal and social development, focusing particularly on psychological aspects of identity, personality and intelligence. Attention is given to different theoretical models of individual differences and the relevance of cognitive, emotional, social, environmental and cultural factors to personal biographies, experience and patterns of behaviour in different settings. Approaches to research and assessment (including psychometric testing) are critically evaluated with reference to the use of findings in the fields of social policy, education and employment.
(ii) **Practical Work in Psychology (for BPS students only):** these sessions introduce practical tasks within the core topics. A written report of each practical task is compulsory for those seeking the BPS qualification.

(iii) **Research Seminars** in the Michaelmas and Lent terms introduce students to research being undertaken in the Faculty and elsewhere. These sessions aim to set different methodological approaches in the context of recent and current research projects.

(iv) **Quantitative Data Analysis:** QnDA sessions provide more psychology-specific training in descriptive statistics, statistical assumptions for inferential tests, correlation, regression, t-test, ANOVA, ANCOVA, chi-square and other non-parametric tests. Prior acquaintance with introductory statistical methods is recommended before starting the Masters.

(v) **Research Workshops** are built into the route to support students as they design their thesis projects. Topics include ethical practice, how to disseminate your work to a non-academic audience, and a poster session where students’ research plans are presented and discussed at a preliminary stage. You will also have the opportunity to share your research plans in workshops with students from other thematic routes.

(vi) **Research Thesis:** students are supervised on an individual basis as they design and carry out an empirical project constituting their Masters thesis. Students choose their own topics of investigation, in consultation with their supervisor. Students are supervised primarily by psychologists within the Psychology and Education Route. Supervisions in collaboration with psychologists in other Departments (Social and Developmental, Experimental) within the University of Cambridge may be considered, but the primary supervisor is always a member of the P & E team in the Faculty.