Dr Sandra Bosacki is an Associate Professor in the Graduate and Undergraduate Department of Education at Brock University, St. Catharines, Ontario, Canada. Her teaching and research interests include sociocognitive, emotional, moral, and spiritual development within diverse cultural and educational contexts. She is a contributing associate editor of the *International Journal of Children’s Spirituality* and is the author of *The culture of classroom silence* and *Children’s emotional lives in the classroom* (2005; 2008, Peter Lang), and *Culture of ambiguity: Implications for self and social understanding in adolescence* (2012, Sense Publishers). She has published research papers in *Child Development, Journal of Educational Psychology*, the *Journal of Early Adolescence, Social Development*, and *Gender Roles: A Journal of Research*.

Prof. Sandra Bosacki w okresie od 26 kwietnia do 30 czerwca 2013 będzie profesorem wizytującym w Instytucie Psychologii UJ.

**THEORY OF MIND ACROSS THE LIFESPAN**

Overview of theoretical and conceptual issues relating to Theory of Mind in people across the lifespan (infancy to adulthood). Drawing on current ongoing research, I will discuss current issues such as gender, cultural context, and language competence. Implications for educational and clinical practice will also be addressed.

Course in sum (hours)/ Liczba godzin: 45 (3 x 15)

ECTS Points/ Liczba punktów: 6 ECTS (3 x 2)

Person responsible on behalf of IPs/ Osoba odpowiedzialna za realizację zajęć w IPs: dr Marta Białecka-Pikul

Draft of three parts of course (student may attend each part separately):

**Part 1. Emotional Understanding and Play in Early Childhood (WFz.IP-N-RB18a)**

Overview of theoretical and conceptual issues relating to social and emotional development during early childhood. Drawing on current ongoing research, I will discuss current issues such as peer relations, teasing, gender typed play, and the inclusive and caring early childhood classroom. Implications for educational and clinical practice will also be addressed.
Obligatory reading:


Supplementary Readings:


Dates: workshop: Mondays: 6, 13, 20 May, 9.00-11.15 room 326 and duty hours: 11.30-13.00 room 210 hours in sum: 15 hours : 2 ECTS

Exam: Brief critical reflection (2-3 pages) deadline: 27 May

Part 2.

**Humour, Play, and Theory of Mind in Children and Adolescents: Role of Popular Media in Emotional, Social, and Moral Learning (WFz.IPs-N-RB18b)**

First, overview of theoretical and conceptual issues relating to children and adolescents’ Theory of Mind, humour understanding and play experiences within the school setting. Drawing on current ongoing research, I will discuss current issues such as gender, cultural context, and self competence regarding the connections among social understanding, humor, and peer relations. Implications for educational and clinical practice will also be addressed. Second, overview of theoretical and conceptual issues relating to adolescents’ experiences with popular media and implications for self and social development. Drawing on current ongoing research, I will discuss current issues such as gender, cultural context, and moral competence regarding popular media including music, film, video, and social networking technologies. Implications for educational and clinical practice will also be addressed.

Obligatory reading:


**Supplementary Readings:**


**Dates:** room 326; Monday, 27 May, 8.00-13.00, room 326; duty hours: 13.15-14.00, room 210; Friday 7 June, 13.15-20.00, room 326, in sum: **15 hours; 2 ECTS**

**Exam:** Brief critical reflection (2-3 pages) June 3

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**Part 3.**

**Attachment, Theory of Mind, and Self in Adolescence and Emerging Adulthood**

*(WFz.IPs-N-RB18c)*

The aim of the course is to present theoretical and empirical data concerning the relations among attachment, self-concept, and theory of mind. The main focus will be on two most controversial questions: (a) whether theory of mind and self-concept are interdependent or isolated from one another (Lucariello, 2005); and, if they are interdependent, (b) whether self-concept is the basis for theory of mind or conversely (Bruner, 1996). The problem will be analyzed in developmental perspective. It will be shown that although past research suggests relations may exist between attachment and ToM in childhood (Hughes, 2011), still little is known about the nature of this relation in adolescence and adulthood. Thus blank spots in existing theories will be highlighted as important research problems for further research. Implications of links between attachment, self-concept and theory of mind for developmental psychopathology and education will be also discussed.

**Obligatory reading:**


Supplementary readings:


**Dates:** Mondays: 3, 10, 17 June, 9.00 -11.15 room 326; duty hours 11.30-13.00, room 210; in sum: **15 hours, 2 ECTS**

**Exam:** Written project (10 pages), deadline: 21 June