

THEORY OF MIND:

What is it, How do we foster development and Why does it matter?

Abstract

Gaining the ability to understand others' thoughts and feelings – also known as acquiring a theory of mind – is a key milestone in children's social and cognitive development. Our 90-minute lecture will provide an accessible overview of findings from this research field, using video clips to illustrate the points made. Questions to be addressed include: How do we measure theory of mind development from preschool to pre-adolescence? How can families help children acquire a theory of mind? How do children use theory-of-mind skills when interacting with friends? Are there any social costs to acquiring a theory of mind?

 **10 February 2023 (Fri)**

 **4:30 - 6:30 pm (HKT)**

 **English**

 **Zoom**

Online Registration

<https://forms.office.com/r/5QcN7VFZTF>



**Registration Deadline
8 February 2023**

All are welcome!



Professor Claire Hughes
University of Cambridge



Dr Elian Fink
University of Sussex

Biography

Professor Claire Hughes is a Fellow of Newnham College, Cambridge, Deputy Director of the University Cambridge Centre for Family Research, and Deputy Head of Department for the University of Cambridge Psychology Department, with a special interest in wellbeing, equality and diversity. Her research interests include children's socio-cognitive development (Theory of Mind and Executive Function), children's close relationships (both within and outside the family) and periods of transition (e.g., starting school, becoming a sibling, becoming a parent). Her studies include both neurotypical and neurodiverse groups of children from a range of different cultural backgrounds. Currently, she is leading a study of school readiness in the UK and Hong Kong.

For more information about this study, please click
<https://www.readyornotstudy.com/>

To access Claire's website at the Centre for Family Research, please click
<https://www.cfr.cam.ac.uk/directory/ClaireHughes>

Dr Elian Fink is a Lecturer in Developmental Psychology at the School of Psychology, University of Sussex. Her research focus is on understanding why some children have successful peer relationships while others struggle to make and maintain friendships. To understand how best to support children's positive peer relationships, she examines children's own individual skills and characteristics, their family life and relationship with parents, and the classroom and school context. She has a particular interest in children's play and how children's peer play can support later social and emotional skills.

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