

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PSYCHOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE LEVEL		
<b>COURSE CODE</b>	PSY-1301	<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	DEVELOPMENTAL PSYCHOLOGY I		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures and DVD presentations	3	6	
<b>COURSE TYPE</b>	Scientific Area (compulsory)		
<b>PREREQUISITE COURSES:</b>	There are no prerequisite courses.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek language		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes, (personal study and assignment under the supervision of the academic staff in English)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=389">https://elearn.uoc.gr/course/view.php?id=389</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p><i>Developmental Psychology is the research area that studies the structures of development, change and stability in human behavior across the life span. This series of lectures will focus on the processes and the frame of development from prenatal life to middle childhood. In particular, the aim of this course is the acquirement of specific knowledge related to all levels of development (physical, cognitive, socio-emotional) in the course of prenatal development, infancy, early and middle childhood but also the recognition of variability of life experiences that form the psychology of each of the above age levels. In addition, this course aims to extent our understanding of variability in development according to gender and culture.</i></p> <p>After the completion of this course, it is expected that students:</p> <ul style="list-style-type: none"> <li>• Have been exposed and understood the history of contemporary Developmental Psychology as well as basic traditional and modern theories of development,</li> <li>• Have understood issues of methodology of research in Developmental Psychology,</li> <li>• Have defined the basic psychological functions of each age level from conception to</li> </ul>

middle childhood,

- Have identified the variability of life experiences in the formation of prenatal psychology, psychology in infancy and in early and middle childhood with special references to the effect of gender and culture,
- Have understood special issues, such as the impact of early experiences of interactions of infants with Significant Others in development, as well as the way early negative experiences affect human development.

#### **General Competences**

- Search for, analysis and synthesis of data and information, with the use of the necessary technology,
- Production of new research ideas,
- Respect for difference and multiculturalism,
- Showing social, professional and ethical responsibility and sensitivity to gender issues,
- Production of free, creative and inductive thinking.

### **(3) SYLLABUS**

1. History of Developmental Psychology,
2. Traditional and contemporary theories of development,
3. Methodology of research in contemporary Developmental Psychology,
4. Prenatal development and delivery (periods of prenatal development, sensory abilities, the state of the mother and prenatal development, teratogenesis, delivery, the state of the newborn infant),
5. Infancy (physical development, motor development, development of senses, cognitive development, the beginning of language, social and emotional development),
6. Early childhood (physical development, cognitive development, language development, social and emotional development),
7. Middle childhood (physical development, cognitive development, social and emotional development).

### **(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b>	Face-to-face in classroom		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching, Use of electronic platform e-learn in support of the educational process		
<b>TEACHING METHODS</b>			
	<i>Activity</i>	<i>Semester Work load</i>	<i>ECTS credits</i>
	Lectures	39 hours	1,56
	Independent study for Test A	35 hours	1,4
	Independent study for Test B	35 hours	1,4
Independent study for final	40 hours	1,6	

	written examination		
	Participation in Test A	1 hour	0,04
	Participation in Test B	1 hour	0,04
	Participation in final written examination	1 hour	0,04
	<b>Course Total</b>	<b>152</b>	<b>6,08</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Student evaluation is in Greek and for Erasmus students in English.</p> <p>I. Final written examination (70% of final grade) which includes:</p> <ul style="list-style-type: none"> <li>- Multiple-choice questions,</li> <li>- Short-answer questions,</li> <li>-Open-ended questions.</li> </ul> <p>II. Two Progress Tests (15% of the final grade each). Each test includes:</p> <ul style="list-style-type: none"> <li>-Multiple-choice questions,</li> <li>- Short-answer questions,</li> <li>-Open-ended questions.</li> </ul> <p>III. Public presentation/oral examination (for voluntary assignment, bonus up to 1 grade)</p> <p>Evaluation criteria are accessible to students via the web-site of course on the UoC e-learn platform.</p>		

##### (5) ATTACHED BIBLIOGRAPHY

- Suggested Bibliography:

1. Bremner, G., Slater, A., & Butterworth, G. (2012). *Infant Development: Recent Progress* (Editor in Greek: C. Papailiou). Athens: Papazisis Publishers.
2. Cole, M., & Cole, S. R. (2000). *Children's Development: The Beginning of Life - Pregnancy, Birth, Infancy* (volume A) (Editors in Greek: Z. Papaligoura & P. Vorria, Translation: M. Solman). Athens: Gutenberg.
3. Craig, G. J., Baucum, D. (2008). *Human Development* (Editor in Greek: P. Vorria). Athens: Papazisis Publishers.
4. Feldman, R.S. (2009). *Developmental Psychology: Life Span Development* (Editor in Greek: H. G. Bezevengis). Athens: Gutenberg.
5. Lightfoot, C., Cole, M., & Cole, S.R. (2014). *Children's Development* (Editor in Greek: Z. Bablekou, Translation: M. Koulentianou). Athens: Gutenberg.

- Related Academic Journals:

- Developmental Psychology,

- Child Development,
- Infant Behavior and Development,
- Infant and Child Development,
- Infancy,
- Infant Mental Health,
- Social Development.