

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΧ-1201	SEMESTER	2nd
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND (compulsory)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek language		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (tests and final exams in English)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=389		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>In this course, students will engage with the research field of Developmental Psychology, which studies the processes of growth, change, and stability in human behavior throughout the lifespan, from conception to death. The course <i>Developmental Psychology I</i> focuses on developmental processes and contexts from the prenatal period through middle childhood. More specifically, the aim of the course is to provide specialized knowledge covering all domains of development (physical, cognitive, and socio-emotional) at each developmental stage under study, as well as to highlight the diversity of life experiences that shape the psychology of prenatal development, infancy, early childhood, and middle childhood. Furthermore, the course aims to foster an understanding of developmental diversity in relation to gender and culture. The course content is connected to knowledge acquired by students through the following compulsory courses: Research Methodology in the Social Sciences I – Memory, Language, Thought, Problem Solving – Perception, Attention, Categorization, Representations – Educational Psychology – Biological Bases of Behavior I – Ethics – Mental Health and Psychopathology</p>
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– Theories of Personality – Statistics I – Epistemology of Psychology – Social Psychology – Neuropsychology.

Upon completion of the course, students are expected to:

- Become familiar with both foundational and contemporary literature in the field of Developmental Psychology I,
- Be exposed to and understand the history of modern Developmental Psychology, as well as key traditional and contemporary theories of development,
- Understand methodological and research issues in Developmental Psychology,
- Identify the basic psychological functions at each stage of development, from conception to middle childhood,
- Recognize the diversity of life experiences shaping the psychology of prenatal development, infancy, early and middle childhood, with particular emphasis on the role of gender and culture,
- Understand specific issues, such as the impact of early interactions between infants and significant others on later development, as well as the effects of early adverse experiences on human developmental trajectories,
- Reflect on the ethical implications and practical applications of research in the field,
- Acquire knowledge regarding the application of theoretical concepts within the field.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

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

(3) SYLLABUS

The course content is linked to the five core pillars of the curriculum: **Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], and Basic Preparation for Career Decisions and Professional Development [5]** (next to each topic/week, the connection to these core pillars is indicated).

Week 1: History of Developmental Psychology [1, 2, 3, 4, 5]
Week 2: Traditional and Contemporary Theories of Development [1, 2, 3, 4, 5]
Week 3: Research Methodology in Contemporary Developmental Psychology [1, 2, 3, 4, 5]
Week 4: Prenatal Development and Childbirth (stages of prenatal development, sensory abilities) [1, 2, 3, 4, 5]
Week 5: Prenatal Development (maternal conditions and prenatal development, teratogens, childbirth, the condition of the newborn) [1, 2, 3, 4, 5]
Week 6: Infancy and Toddlerhood (physical and motor development, sensory development) [1, 2, 3, 4, 5]
Week 7: Infancy and Toddlerhood (cognitive development, the beginnings of language) [1, 2, 3, 4, 5]
Week 8: Infancy and Toddlerhood (social and emotional development) [1, 2, 3, 4, 5]
Week 9: Early Childhood (physical and cognitive development) [1, 2, 3, 4, 5]
Week 10: Early Childhood (social and emotional development) [1, 2, 3, 4, 5]
Week 11: Early Childhood (social and emotional development) [1, 2, 3, 4, 5]
Week 12: Middle Childhood (physical and cognitive development) [1, 2, 3, 4, 5]
Week 13: Middle Childhood (social and emotional development) [1, 2, 3, 4, 5]

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face in classroom		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, Use of electronic platform e-learn in support of the educational process		
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Work load	ECTS credits
	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 written examination	40 hours	1,6
	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
	Course Total	152	6,08
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Student evaluation is in Greek and for Erasmus students in English. I. Final written examination (70% of final grade) which includes: - Multiple-choice questions,		

<p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>- Short-answer questions, -Open-ended questions.</p> <p>II. Two Progress Tests (15% of the final grade each). Each test includes:</p> <p>-Multiple-choice questions, - Short-answer questions.</p> <p>Evaluation criteria are accessible to students via the web-site of course on the UoC e-learn platform.</p>
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(5) ATTACHED BIBLIOGRAPHY

<p><u><i>Suggested Bibliography:</i></u></p> <ol style="list-style-type: none"> 1. Bremner, G., Slater, A., & Butterworth, G. (2012). <i>Infant Development: Recent Progress</i> (Editor in Greek: C. Papailiou). Athens: Papazisis Publishers. 2. Cole, M., & Cole, S. R. (2000). <i>Children's Development: The Beginning of Life - Pregnancy, Birth, Infancy</i> (volume A) (Editors in Greek: Z. Papaligoura & P. Vorria, Translation: M. Solman). Athens: Gutenberg. 3. Craig, G. J., Baucum, D. (2008). <i>Human Development</i> (Editor in Greek: P. Vorria). Athens: Papazisis Publishers. 4. Feldman, R.S. (2009). <i>Developmental Psychology: Life Span Development</i> (Editor in Greek: H. G. Bezevengis). Athens: Gutenberg. 5. Lightfoot, C., Cole, M., & Cole, S.R. (2014). <i>Children's Development</i> (Editor in Greek: Z. Bablekou, Translation: M. Koulentianou). Athens: Gutenberg. <p><u><i>Related Academic Journals:</i></u></p> <ul style="list-style-type: none"> • Developmental Psychology, • Child Development, • Infant Behavior and Development, • Infant and Child Development, • Infancy, • Infant Mental Health, • Social Development.
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