

## Course Outline: “6106 - Developmental Psychology II”

### 1. General information

<b>FACULTY/SCHOOL</b>	Physical Education, Sport Science & Nutrition		
<b>DEPARTMENT</b>	Nutrition & Dietetics		
<b>LEVEL OF STUDY</b>	Undergraduate		
<b>COURSE UNIT CODE</b>	<b>6106</b>	<b>SEMESTER</b>	<b>6<sup>th</sup></b>
<b>COURSE TITLE</b>	<b>Developmental Psychology II</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits			
	Lectures	2	
	Tutoring	1	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>		<b>3</b>	<b>3</b>
<b>COURSE TYPE</b> <i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>	General Knowledge		
<b>PREREQUISITE COURSES</b>			
<b>LANGUAGE OF INSTRUCTION</b>	Greek		
<b>LANGUAGE OF EXAMINATION/ASSESSMENT</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes (in English)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uth.gr/courses/DND_U_248/">https://eclass.uth.gr/courses/DND_U_248/</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult: Συμβουλευτείτε το</i></p> <p><b>APPENDIX A</b></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.</i></li> <li>• <i>Descriptive indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and</i></li> </ul> <p><b>APPENDIX B</b></p> <ul style="list-style-type: none"> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>The course can be considered as a continuation of the course Developmental Psychology I. In particular, the course presents the basic characteristics of physical, motor, cognitive and social development from adolescence to late adulthood. It aims at enabling students to understand the basic issues that have been studied in lifespan developmental research, as well as to become familiar with the research methods applied.</p> <p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> <li>• Be able to compare and critically evaluate theories of human development.</li> <li>• Have an understanding of the basic characteristics of physical, cognitive, social and emotional development from adolescence to late adulthood</li> <li>• Have an understanding of issues related to death and dying.</li> <li>• Be able to connect theory with practice through examples from everyday life.</li> <li>• Have become familiar with research methods applied in Developmental Psychology</li> <li>• Have acquired basic skills in identifying and evaluating empirical studies in the field of Developmental Psychology</li> </ul> <p><b>General Competences</b></p>
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Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies,  
Adapting to new situations Decision-making  
Individual/Independent work Group/Team work Working in an international environment Working in an interdisciplinary environment Introduction of innovative research

Project planning and management Respect for diversity and multiculturalism Environmental awareness Social, professional and ethical responsibility and sensitivity to gender issues Critical thinking Development of free, creative and inductive thinking .....  
(Other.....citizenship, spiritual freedom, social awareness, altruism etc.) .....

Search for, analysis and synthesis of data and information by the use of appropriate technologies

Individual work

Respect for diversity and multiculturalism

Social, professional and ethical responsibility and sensitivity to gender issues

Critical thinking

### 3. COURSE CONTENT

- i. Physical Development in Adolescence
- ii. Cognitive Development in Adolescence
- iii. Social and Personality Development in Adolescence
- iv. Physical and Cognitive Development in Early Adulthood
- v. Social and Personality Development in Early Adulthood
- vi. Physical and Cognitive Development in Middle Adulthood
- vii. Social and Personality Development in Middle Adulthood
- viii. Physical and Cognitive Development in Late Adulthood
- ix. Social and Personality Development Development in Late Adulthood
- x. Death and Dying

### 4. TEACHING METHODS - ASSESSMENT

<b>MODES OF DELIVERY</b> <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	Use of ICT in teaching and communication with students Use of the e-class platform to support learning processes Utilization of the HEAL -- LINK system	
<b>COURSE DESIGN</b> <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc. The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</i>	<b>Activity/Method</b>	<b>Semester workload</b>
	Lectures	25
	Exercises	10
	Study & Analysis of bibliography	40
	<b>Total</b>	<b>75</b>
<b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b> <i>Detailed description of the evaluation procedures:  Language of evaluation, assessment methods, formative or summative (conclusive), multiple</i>	Written exams at the end of the semester involving (a) multiple choice questions (70%) and (b) open-ended questions (30%).  In addition, during semester students are encouraged to engage in five (optional) exercises. Participants who have successfully completed the examination receive extra credit	

choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.  
Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.

for these exercises.

Evaluation criteria (for open-ended questions and written exercises): Relevance to the topic, critical comprehension of the topic, correct use of terminology.

## 5. SUGGESTED BIBLIOGRAPHY

-Suggested bibliography:

Dunn, W. L., & Craig, G. J. (2021). *Understanding human development* (4<sup>th</sup> ed.) Pearson Education.  
Harris, M., & Butterworth, G. (2012). *Developmental psychology: A student's handbook*. Psychology Press.  
Feldman, R. S. (2006). *Development across the life span*. Pearson Education New Zealand.

-Relative Scientific Journals

Hellenic Journal of Psychology  
British Journal of Developmental Psychology  
Death Studies  
Developmental Psychology  
Emerging Adulthood  
Journal of Adolescence  
Human Development  
The Journal of Genetic Psychology  
European Journal of Developmental Psychology  
Psychology and Aging  
Social development