

Course Outline: “5108 - Developmental Psychology I”

1. General information

FACULTY/SCHOOL	Physical Education, Sport Science & Nutrition		
DEPARTMENT	Nutrition & Dietetics		
LEVEL OF STUDY	Undergraduate		
COURSE UNIT CODE	5108	SEMESTER	5th
COURSE TITLE	Developmental Psychology I		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
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>		3	3
COURSE TYPE <i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>	General knowledge		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION	Greek		
LANGUAGE OF EXAMINATION/ASSESSMENT	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.uth.gr/courses/DND_U_218/		

2. LEARNING OUTCOMES

Learning Outcomes

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

APPENDIX A

- Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.
- Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and

APPENDIX B

- Guidelines for writing Learning Outcomes

The course is an introduction to Developmental Psychology. In particular, the course presents the basic principles and the main theories of human development, as well as research methods in Developmental Psychology. Sensory-motor, cognitive and social aspects of human development from birth to middle childhood are also described. The course aims at enabling students to understand the multidimensional nature of human development, as well the complex web of intervening factors.

Learning outcomes

Upon successful completion of the course, students are expected to:

- know basic concepts and debates in Developmental Psychology
- be able to critically evaluate theories of human development
- have an understanding of the basic developmental changes in cognitive, social and emotional domain from birth through middle childhood.
- be able to connect theory with practice through examples from everyday life
- have become familiar with research methods applied in Developmental Psychology
- be able to recognize and evaluate empirical studies in Developmental Psychology

<p>General Competences</p> <p><i>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?</i></p> <p><i>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</i></p> <p><i>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.)</i></p>	
<p>Search for information by the use of appropriate technologies</p> <p>Independent work</p> <p>Critical thinking</p> <p>Respect for diversity and multiculturalism</p> <p>Social, professional and ethical responsibility and sensitivity to gender issues</p>	

3. COURSE CONTENT

<ol style="list-style-type: none"> i. Introduction to Lifespan Development. Key Issues and Questions ii. Theories of Human Development. iii. Research Methods in Developmental Psychology. Ethical issues. iv. Prenatal development. v. Birth and the Newborn Infant vi. Physical Development in Infancy. vii. Cognitive Development in Infancy. viii. Social and personality development in Infancy. ix. Physical and Cognitive Development in the Preschool Years. x. Social and Personality Development in the Preschool Years. xi. Physical and Cognitive Development in Middle Childhood. xii. Social and Personality Development in Middle Childhood.

4. TEACHING METHODS - ASSESSMENT

<p>MODES OF DELIVERY</p> <p><i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i></p>	Face to face	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</p> <p><i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	Use of ICT in teaching and communication with students. E--class platform supports learning processes Utilization of the HEAL -- LINK system	
<p>COURSE DESIGN</p> <p><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></p>	<p>Activity/Method</p>	<p>Semester workload</p>
	Lectures	25
	Exercises	10
	Study and analysis of bibliography	40
	Total	75
<p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p>	Written exams at the end of the semester involving (a) multiple choice questions (70%) and (b) open-ended questions (30%).	

<p><i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<p>In addition, during semester students are encouraged to engage in five (optional) exercises. Participants who have successfully completed the examination receive extra credit for these exercises.</p> <p>Evaluation criteria (for open-ended questions and written exercises): Relevance to the topic, critical comprehension of the topic, correct use of terminology.</p>
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5. SUGGESTED BIBLIOGRAPHY

-Suggested bibliography:

Dunn, W. L., & Craig, G. J. (2021). *Understanding human development* (4th 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

Infant and Child Development

British Journal of Developmental Psychology

Developmental Psychology

Child Development

Merill Palmer Quarterly

The Journal of Genetic Psychology

European Journal of Developmental Psychology