

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	DEE014	SEMESTER	4th (SPRING)
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY II		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures, Practice exercises, Group work, Discussion		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge, Skills development		
<b>PREREQUISITE COURSES:</b>	Developmental Psychology I		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek (Instruction, Examination)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	The course is offered to exchange programme students (in Greek)		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/enrol/index.php?id=1444">http://ecourse.uoi.gr/enrol/index.php?id=1444</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Upon successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. understand the changes occurring in social, social-cognitive and emotional development between birth and adolescence</li> <li>2. understand the theoretical approaches and findings on social, social-cognitive and emotional development in childhood</li> <li>3. understand the complex web of influences that social contexts (family, peers, school) exert in these domains of development</li> <li>4. understand the links between theory and research on social, social-cognitive and emotional development</li> </ol>

### 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>Production of new research ideas</i>	<i>Others...</i>
	.....

- Retrieve, analyse and synthesise data and information, with the use of necessary technologies
- Make decisions
- Work autonomously
- Work in teams
- Generate new research ideas
- Design and manage projects
- Be critical and self-critical
- Advance free, creative and causative thinking

### (3) SYLLABUS

This course is a follow up to 'Developmental Psychology I', with special emphasis on: social, social-cognitive and emotional development. The topics covered include: Classical and contemporary theories of social development. First social relationships - attachment and their impact on development. Gender identity development. Development of self-concept and self-esteem. Play and its influence on development. Social-cognitive development in childhood. Development of theory of mind ability. Classical and contemporary theories of emotional development. Perception, expression and regulation of basic and self-conscious emotions. Social contexts (family, peers, school) and their impact on social and emotional development.

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

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face to face																			
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p><b>Use of ICT</b> Use of ICT in Course Teaching Use of ICT in Communication with Students</p> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>• Use of ICT (powerpoint, slides, videos) during the classes</li> <li>• The professor's material is offered via e-learning (moodle)</li> <li>• Electronic Communication with the students (via e-mail, use of the Department's website)</li> <li>• Students are expected to use new technologies for their assignments</li> <li>•</li> </ul>																			
<p><b>TEACHING METHODS</b> <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.</i></p> <p><i>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></p>	<table border="1"> <thead> <tr> <th data-bbox="692 882 1031 913"><i>Activity</i></th> <th data-bbox="1031 882 1361 913"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="692 913 1031 954">Lecture attendance</td> <td data-bbox="1031 913 1361 954">39</td> </tr> <tr> <td data-bbox="692 954 1031 1032">Study and analysis of bibliography</td> <td data-bbox="1031 954 1361 1032">28</td> </tr> <tr> <td data-bbox="692 1032 1031 1072">Written assignment</td> <td data-bbox="1031 1032 1361 1072">30</td> </tr> <tr> <td data-bbox="692 1072 1031 1113">Exam</td> <td data-bbox="1031 1072 1361 1113">3</td> </tr> <tr> <td data-bbox="692 1113 1031 1153"></td> <td data-bbox="1031 1113 1361 1153"></td> </tr> <tr> <td data-bbox="692 1153 1031 1193"></td> <td data-bbox="1031 1153 1361 1193"></td> </tr> <tr> <td data-bbox="692 1193 1031 1234"></td> <td data-bbox="1031 1193 1361 1234"></td> </tr> <tr> <td data-bbox="692 1234 1031 1272"><b>Course total</b></td> <td data-bbox="1031 1234 1361 1272"><b>100</b></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lecture attendance	39	Study and analysis of bibliography	28	Written assignment	30	Exam	3							<b>Course total</b>	<b>100</b>
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<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <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>Student assessment includes:</p> <ul style="list-style-type: none"> <li>• Written assignment (mandatory)</li> <li>• Written exam with multiple choice and open-ended questions</li> </ul>																			

## (5) ATTACHED BIBLIOGRAPHY

### Course Bibliography (Eudoxus):

Craig, G.S. & Baucum, D. (2007). *Η ανάπτυξη του ανθρώπου* (Τόμος Α). Αθήνα: Εκδόσεις Παπαζήσης.

Feldman, R. (2009). *Εξελικτική ψυχολογία: Δια βίου ανάπτυξη*. Αθήνα: Gutenberg.

### Additional Bibliography for study:

Bowlby, J. (1995). *Δημιουργία και διακοπή συναισθηματικών δεσμών*. Αθήνα: Καστανιώτης.

Brownell, C. A., & Kopp, C. B. (Eds.) (2010). *Socio-emotional development in the toddler years: Transitions and transformations*. New York, NY: Guilford Press.

Carpendale, J., & Lewis, C. (2006). *How children develop social understanding*. Oxford, UK: Blackwell.

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Denham, S. A., (2005). The emotional basis of learning and development in early childhood education. In B. Spodek, & O. Saracho (Eds.), *Handbook of research on the education of young children* (pp. 85-103). New York: Lawrence Erlbaum.

Denham, S. A., & Weissberg, R. P., (2004). Social-emotional learning in early childhood: What we know and where to go from here. In E. Cheesebrough, P. King, T. P. Gullotta, & M. Bloom (Eds.), *A blueprint for the promotion of prosocial behavior in early childhood* (pp. 13-50). New York: Kluwer Academic.

Dunn, J. (1999). *Οι στενές προσωπικές σχέσεις των μικρών παιδιών*. Αθήνα: Τυπωθήτω.

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Nadel, J., & Muir, D. (2005). *Emotional development: Recent research advances*. New York, NY: Oxford University Press.

Parke, R. D., & Clarke-Stewart, A. (2014). *Social development*. Hoboken: John Wiley and Sons.

Schaffer, R. (1996). *Η κοινωνικοποίηση του παιδιού κατά τα πρώτα χρόνια της ζωής του*. Αθήνα: Ελληνικά Γράμματα.

Smetana, J. G. (1985). Preschool children's conceptions of transgressions: The effects of varying moral and conventional domain-related attributes. *Developmental Psychology*, 21, 18-29.

Smith, P. K., & Hart, C. H. (2010, 2nd ed.). *Blackwell handbook of childhood social development*. Malden, MA: Wiley-Blackwell.

Sroufe, A. L. (2008). *Συναισθηματική ανάπτυξη: Η οργάνωση της συναισθηματικής ζωής στα πρώιμα χρόνια*. Αθήνα: Καστανιώτης.

Witherington, D.C., Campos, J.J., & Hertenstein, M.J. (2001). Principles of emotion and its development in infancy. In G. Bremner & A. Fogel (Eds.), *The Blackwell handbook of infant development* (pp. 427-464). Malden, MA: Blackwell.