COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION SCIENCES
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	DEE136 **SEMESTER** 5th (WINTER)
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY: PSYCHOLOGY OF CHILDREN'S DRAWINGS

INDEPENDENT TEACHING ACTIVITIES *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*	WEEKLY TEACHING HOURS	CREDITS
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).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge, Skills Development
PREREQUISITE COURSES:	Developmental Psychology I
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (Instruction, Examination)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	The course is offered to exchange programme students (in Greek)
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/enrol/index.php?id=1446

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A
- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon successful completion of this course, students will be able to:
1. identify the stages in children's drawing development
2. know the classical and contemporary psychological approaches relevant to the development of children's drawing ability
3. understand the research methods used to assess children's drawing ability
4. recognize the effects of social and cultural factors in the development of children's drawing ability
5. appreciate the expressive aspects of children's drawings
6. understand and critically evaluate the use of children's drawings as tools for the assessment of intelligence and personality

- 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

The course is an introduction to key-concepts, theoretical approaches and studies on children's drawing development. Topics covered include: Traditional and contemporary theories of drawing development. Developmental stages of children's drawings. Children's drawings of the human figure. Organizational principles in children's drawings. Expressive aspects of children's drawings. Children's appreciation of drawings-pictures. Childrens' drawings as tools for assessing intelligence and personality. Individual differences in children's drawing ability. The drawings of children with developmental disorders and learning difficulties. Children's drawings and education.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**Use of ICT** Use of ICT in Course Teaching Use of ICT in Communication with Students **Description** • Use of ICT (powerpoint, slides, videos) during the classes • The professor's material is offered via e-learning (moodle) • Electronic Communication with the students (via e-mail, use of the Department's website) • Students are expected to use new technologies for their assignments

TEACHING METHODS *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*	Activity	Semester workload
	Lecture attendance	39
	Study and analysis of bibliography (autonomously and in groups)	22
	Project	36
	Exam	3
	Course total	100

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *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* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Student assessment includes: • Research Project – Writing and presentation of project • Written exam

(5) ATTACHED BIBLIOGRAPHY

Course Bibliography (Eudoxus):

Thomas, G.V. & Silk, A. J. (1997). *Η Ψυχολογία του παιδικού σχεδίου*. Αθήνα: Καστανιώτης.

Jolley, R. P. (2018). *Παιδί και εικόνα: Σχεδίαση και κατανόηση*. Αθήνα: Εκδόσεις Τόπος.

Additional Bibliography for study:

Bonoti, F., & Misailidi, P. (2015). Social emotions in children's human figure drawings: Drawing shame, pride and jealousy. *Infant and Child Development, 24(6), 661-672.*

Cox, M. V. (2005). *The pictorial world of the child.* Cambridge, UK: Cambridge University Press.

Crawford, E., Gross, J., Patterson, T., & Hayne, H. (2012). Does children's colour use reflect the emotional content of their drawings?. *Infant and Child Development*, *21*(2), 198-215.

Golomb, C. (1992). *The child's creation of a pictorial world*. Berkeley, CA: University of California Press.

Goodnow, J. (1988). *Τα παιδιά σχεδιάζουν: Εικόνα του χαρακτήρα και της πνευματικής του ανάπτυξης*. Αθήνα: Καστανιώτης

Jolley, R.P. (2008). Children's understanding of the dual nature of pictures. In C. Lange-Küttner & A. Vinter (Eds.), Drawing and non-verbal intelligence: A life span perspective (pp. 86-103). Cambridge University Press

Jolley, R. R. (2010). *Children and pictures: Drawing and understanding*. West Sussex: Wiley- Blackwell.

Jolley, R.P., Fenn, K. & Jones, L. (2004). The development of children's expressive drawing. *British Journal of Developmental Psychology, 22,* 545-567.

Jolley, R.P. & Rose S.E. (2008). The relationship between production and comprehension of representational drawing. In C. Milbrath & H.M. Trautner (Eds.), *Children's understanding and production of pictures, drawing, and art: Theoretical and empirical approaches* (pp. 207-235). Hogrefe and Huber.

Malchiodi, C.C. (2001). *Κατανοώντας τη ζωγραφική των παιδιών.* Αθήνα: Ελληνικά Γράμματα.

Misailidi, P., & Bonoti, F. (2008). Emotion in children's art: Do young children understand the emotions expressed in other children's drawings? *Journal of Early Childhood Research, 6*(2), 189-200.

Misailidi, P., & Bonoti, F. (2014). Children's use of expressive drawing strategies: The effects of mood, age and topic. *Early Child Development and Care, 184*(6), 882-896.

Picard, D., & Gauthier, C. (2012). The Development of expressive drawing abilities during childhood and into adolescence. *Child Development Research, 2012,* 1–7.