

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PRIMARY EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	DEE303	<b>SEMESTER</b>	3rd (Autumn)
<b>COURSE TITLE</b>	DEVELOPMENTAL PSYCHOLOGY: CHILDREN'S SOCIAL-COGNITIVE DEVELOPMENT		
<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
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<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=1445">http://ecourse.uoi.gr/enrol/index.php?id=1445</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 are expected to:</p> <ol style="list-style-type: none"> <li>1. understand the main changes that take place in children's ability to understand others' minds</li> <li>2. be able to compare and contrast the theoretical approaches attempting to explain the developmental trajectory of theory of mind</li> <li>3. understand and critically evaluate the tests that are used to assess theory of mind in childhood</li> <li>4. have become acquainted with research examining different aspects of theory of mind development</li> <li>5. understand the impact of theory of mind deficits on children's social-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?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Showing social, professional and ethical responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*.....*

*Others...*

*.....*

- 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 deals with key-issues related to the development of children's ability to understand their own minds and those of other people. This ability is widely known as theory of mind. Using their theory of mind children can both interpret and predict other people's behaviour. The course focuses on the theoretical conceptualizations of children's theory of mind, and the developmental trajectory of this ability in childhood. Topics covered include: Theories of theory of mind development. Precursors of theory of mind in infancy: imitation, joint attention, symbolic play. Distinguishing mental from physical entities. Understanding false beliefs, desires and intentions. Making the appearance – reality distinction. Use of mental state terms in language. Understanding of basic and social emotions. Individual differences in theory of mind development. Contexts of theory of mind development: family, siblings-peers and school. Children's selective trust and theory of mind. Theory of mind deficits in children with developmental disorders. Interventions focused on teaching theory of mind skills.

#### (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> </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="687 882 1031 913"><i>Activity</i></th> <th data-bbox="1035 882 1361 913"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="687 920 1031 952">Lecture attendance</td> <td data-bbox="1035 920 1361 952">39</td> </tr> <tr> <td data-bbox="687 958 1031 1111">Study and analysis of bibliography (autonomously and in groups)</td> <td data-bbox="1035 958 1361 1111">22</td> </tr> <tr> <td data-bbox="687 1117 1031 1149">Research project</td> <td data-bbox="1035 1117 1361 1149">36</td> </tr> <tr> <td data-bbox="687 1155 1031 1187">Exam</td> <td data-bbox="1035 1155 1361 1187">3</td> </tr> <tr> <td data-bbox="687 1193 1031 1225"></td> <td data-bbox="1035 1193 1361 1225"></td> </tr> <tr> <td data-bbox="687 1232 1031 1263"></td> <td data-bbox="1035 1232 1361 1263"></td> </tr> <tr> <td data-bbox="687 1270 1031 1301"></td> <td data-bbox="1035 1270 1361 1301"></td> </tr> <tr> <td data-bbox="687 1308 1031 1339"></td> <td data-bbox="1035 1308 1361 1339"></td> </tr> <tr> <td data-bbox="687 1346 1031 1391">Course total</td> <td data-bbox="1035 1346 1361 1391">100</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lecture attendance	39	Study and analysis of bibliography (autonomously and in groups)	22	Research project	36	Exam	3									Course total	100
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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>• Research Project – Writing and presentation of project</li> <li>• Written exam</li> </ul>																					

## (5) ATTACHED BIBLIOGRAPHY

### Course Bibliography (Eudoxus):

- Μισαηλίδη, Π. (2003). *Η θεωρία των παιδιών για το νου*. Αθήνα: Τυπωθήτω – Γ. Δαρδανός.
- Mitchell, P. (2005). *Η κατανόηση του νου στην παιδική ηλικία*. Αθήνα: Τυπωθήτω – Γ. Δαρδανός.

### Additional Bibliography for study:

- Astington, J. W., & Baird, J. A. (Eds.). (2005). *Why language matters for theory of mind*. New York, NY: Oxford University Press.
- Carpendale, J., & Lewis, C. (2006). *How children develop social understanding*. Oxford, UK: Blackwell.
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- Μακρής, Ν. (2002). Θεωρία του νου: προπομποί, εξελικτικά ορόσημα και επικοινωνιακές προεκτάσεις. *Ψυχολογία*, 9(3), 378-395.
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- Milligan, K., Astington, J. W., & Dack, L. A. (2007). Language and theory of mind: Meta-analysis of the relation between language ability and false-belief understanding. *Child Development*, 78(2), 622-646.
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- Peterson, C. C., Wellman, H. M., & Slaughter, V. S. (2012). The mind behind the message: Advancing theory-of-mind scales for typically developing children, and those with deafness, autism or Asperger syndrome. *Child Development*, 83, 469–485.

- Wang, Y. & Su, Y. (2009). False belief understanding: Children catch it from classmates of different ages. *International Journal of Behavioral Development, 33*, 331-336.
- Wellman, H. (2014). *Making minds: How theory of mind develops*. Oxford: Oxford University Press.
- Wellman, H.M., Cross, D., & Watson, J. (2001). Meta-analysis of theory-of -mind development: The truth about false-belief. *Child Development, 72*, 655-684.
- Wellman, H. M. (1990). *The child's theory of mind*. Cambridge, MA: Bradford/MIT Press.
- Wimmer, H., & Perner, J. (1983). Beliefs about beliefs: Representation and constraining function of wrong beliefs in young children's understanding of deception. *Cognition, 13*, 103-128.