

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	DEY007	SEMESTER	2nd (SPRING)
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY I		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
<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>			
Lectures, Practice exercises, Group work, Discussion		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge, Skills development		
PREREQUISITE COURSES:			
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=1443		

(2) LEARNING OUTCOMES

<p>Learning outcomes</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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 						
<p>Upon successful completion of this course, students are expected to:</p> <ol style="list-style-type: none"> 1. understand the basic principles of human development 2. be able to compare and contrast traditional and contemporary theories of human development 3. have been acquainted with the methods of research on human development 4. understand the main changes occurring in key-domains of development 5. know the relation between theories and research of human development and the applications of this knowledge in educational practice 						
<p>General Competences</p> <p><i>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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> </table>	<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>Respect for the natural environment</i>
<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>Respect for the natural environment</i>					

<i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
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- 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 the theories and research in Developmental Psychology. Topics covered include: Key issues in the study of human development. Research methods in developmental research. Theoretical approaches to human development. Language acquisition. Cognitive development, including conceptual development. Moral development and development of social cognition. Intelligence and its measurement.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT Use of ICT in Course Teaching Use of ICT in Communication with Students Description <ul style="list-style-type: none"> • 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	Activity	Semester workload
<p>The manner and methods of teaching are described in detail.</p> <p>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.</p> <p>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</p>	Lecture attendance	39
	Study and analysis of bibliography	65
	Practice exercises	18
	Exam	3
	Course total	125
<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Student assessment includes:</p> <ul style="list-style-type: none"> • Written assignment (optional) • Written exam with multiple choice questions and short open-ended questions 	

(5) ATTACHED BIBLIOGRAPHY

Course Bibliography (Eudoxus):

Dunn, W. L. & Craig G. J. (2021). *Κατανοώντας την ανάπτυξη του παιδιού*. Αθήνα:

Παπαζήσης

Berk, L. E. (2012). *Η ανάπτυξη των βρεφών, των παιδιών και των εφήβων*. Αθήνα: Ίων.

Additional Bibliography for study:

Βοσνιάδου, Σ. (Επιμ.) (1992). *Κείμενα Εξελικτικής Ψυχολογίας: Σκέψη*. Αθήνα: Εκδόσεις Gutenberg.

Βοσνιάδου, Σ. (Επιμ.) (1997). *Κείμενα Εξελικτικής Ψυχολογίας: Γλώσσα*. Αθήνα: Εκδόσεις Gutenberg.

Craig, G. J., & Baucum, D. (2007). *Η ανάπτυξη του ανθρώπου (Τόμοι Α' και Β')*. Αθήνα: Παπαζήσης.

Δημητρίου-Χατζηνεοφύτου, Λ. (2012). *Τα 6 Πρώτα Χρόνια της Ζωής*. Αθήνα: Πεδίο.

Donaldson, M. (1995). *Η σκέψη των παιδιών*. Αθήνα: Gutenberg.

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

Goswami, U. (2008) *Cognitive Development: the learning brain*. Hove: Psychology Press.

Goswami, U. (2010). *The Wiley-Blackwell handbook of childhood cognitive development (2nd ed.)*. Malden, MA: Blackwell.

Junn, E. & Boyatzis, C. (2012). *Annual editions: Child growth & development 12/13 (19th ed.)*. Boston, McGraw Hill.

Keil, F. (2014). *Developmental psychology: The growth of mind and behavior*. USA: W. W. Norton & Company Inc.

Κουγιουμουτζάκης, Γ. (επιμ.) (1998). *Αναπτυξιακή ψυχολογία - Παρελθόν, παρόν και μέλλον*. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.

Lewis, C. (1998). *Πλευρές της ανθρώπινης ανάπτυξης*. Αθήνα: Ελληνικά Γράμματα.

Loyd, P. (1998). *Γνωστική και γλωσσική ανάπτυξη*. Αθήνα: Ελληνικά Γράμματα.

Santrock, J. (2011). *Child Development* (13th ed.). Boston: McGraw Hill.

Salkind, N., J. (2005). *Θεωρίες της Ανθρώπινης Ανάπτυξης*. Αθήνα: Πατάκης.

Siegler, R. S. (2002). *Πώς σκέφτονται τα παιδιά*. Αθήνα: Γ. Δαρδανός – Κ. Δαρδανός.

Wadsworth, J. B. (2009). *Η θεωρία του Ζαν Πιαζέ για τη γνωστική και τη συναισθηματική ανάπτυξη: Τα θεμέλια του κονστрукτιβισμού*. Αθήνα: Καστανιώτης.