

COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Current Topics in Cognitive Development			
COURSE CODE	ΨX1317	SEMESTER	6,8
HOURS per WEEK	3	ECTS	4
COURSE CATEGORY	Elective	COURSE TYPE	General background
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	ΨX0201
OFFERED TO ERASMUS	YES	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_272/

2. LEARNING OUTCOMES

Learning Outcomes
<p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> describe specific cognitive functions, intelligence and their developmental characteristics. identify and understand specific theories from the field of cognitive development. explain basic concepts from the field of cognitive and developmental psychology through examples. know how to adapt their teaching according to their pupils' cognitive level.
General Competencies
<p>Data and information search, analysis and synthesis, using IT as needed</p> <p>Adaptability to new situations</p> <p>Decision-making</p> <p>Autonomous work</p> <p>Production of novel scientific ideas</p> <p>Advancement of free, creative and inductive thinking</p>

3. CONTENT

<p>The prevailing theoretical and methodological views on cognitive development are presented. The course also examines the development of specialized cognitive processes such as perception, language, memory, theory of mind, and executive functions and discusses the educational implications of research in these areas.</p>

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person		
USE OF ICT	Teaching and learning: Slide show, e-class Communication: Webmail / eClass		
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:	
TEACHING ORGANIZATION	Activity		Semester Workload (hours)
	Lectures		39
	Literature study & analysis		50
	Essay writing		20
	Course total		109
EVALUATION	Type	Format	Weigthing

	Written assignment / report / performance / portfolio	Essay	100%
Description of other evaluation method / Evaluation criteria:			

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the <i>Eudoxus</i> service)
Siegler, R. & Wagner, A. (2022). Η ανάπτυξη της σκέψης των παιδιών. Αθήνα: Gutenberg.
Blades, M., Cowie, H., & Smith, P. K. (2018). Κατανοώντας Την Ανάπτυξη Των Παιδιών. Θεσσαλονίκη: Εκδόσεις Τζιόλα.
Other books / Notes
Κωσταρίδου-Ευκλείδη, Α. (2011). Μεταγνωστικές διεργασίες και αυτο-ρύθμιση. Αθήνα: Πεδίο.
Goswami, U. (2019). Cognitive Development and Cognitive Neuroscience: The Learning Brain. Routledge.
Cole, M. & Cole, S., Lightfoot, C. (2015). Η Ανάπτυξη των Παιδιών. Gutenberg.
Siegler, R.S. (Επιμ. Σ. Βοσνιάδου) (2002). Πώς σκέφτονται τα παιδιά. Εκδόσεις Gutenberg.
Scientific journals
Scientific articles
Kouklari, E. C., Thompson, T., Monks, C. P., & Tsermentseli, S. (2017). Hot and cool executive function and its relation to theory of mind in children with and without autism spectrum disorder. <i>Journal of Cognition and Development</i> , 18(4), 399-418.
Kouklari, E. C., Christou, A. I., & Tsermentseli, S. (2024). Hot Executive Function in Autism Spectrum Disorder: A Brief Narrative Review. <i>Journal of Educational and Developmental Psychology</i> , 14(1).
Tsermentseli, S., & Poland, S. (2016). Cool versus hot executive function: A new approach to executive function. <i>Encephalos</i> , 53(1), 11-14.
Other