

COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Developmental Psychology			
COURSE CODE	ΨΧ0201	SEMESTER	2
HOURS per WEEK	4	ECTS	4
COURSE CATEGORY	Compulsory	COURSE TYPE	Scientific area
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	-
OFFERED TO ERASMUS	NO	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_150/

2. LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, students are expected to: Accurately define developmental psychology and its basic concepts (e.g., development, developmental periods, influences, etc.) List the major names from the history of developmental psychology (e.g., Piaget, Vygotsky, Erikson) and the basic principles of their respective theories Identify and describe the basic research designs used in developmental psychology (e.g., cross-sectional and longitudinal research) Explain the advantages and disadvantages of different research designs Interpret simple research data about development Define domains of development (e.g., cognitive, social, and emotional development) and explain how these domains interact Indicate the main stages of human development and the corresponding developmental achievements in the different developmental domains Identify the main factors influencing development (e.g., genetic, environmental, socio-cultural) Compare and contrast the different theories of developmental psychology Analyse specific cases of development and suggest possible explanations
General Competencies
Autonomous work Respect for difference and multiculturality Demonstration of social, professional and moral responsibility and sensitivity to gender issues Advancement of free, creative and inductive thinking Scientific stance, Scientific thinking

3. CONTENT

Definition of developmental psychology Domains and periods of development Influences on development Research designs in developmental psychology Key questions Contextual approach: The theories of Bronfenbrenner and Vygotsky Beginning of life, Deviations and genetic counseling, Problems in the reproductive process, Prenatal period and prenatal environment, The normal newborn infant Physical development
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Motor development
Sensory development
Cognitive development
Language development
Social and emotional development
Personality development
Development of the self

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person		
USE OF ICT	Teaching and learning: Slide show Communication: Webmail / eClass / MSteams		
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:	
TEACHING ORGANIZATION	Activity		Semester Workload (hours)
	Lectures		52
	Study		46
	Examination		2
	Course total		100
EVALUATION	Type	Format	Weighting
	Final written exam	Multiple Choice Questions	80%
	Group assignments		20%
	Description of other evaluation method / Evaluation criteria: Course evaluation is both formative and summative: The formative component is based on participation in group activities during class, while the summative component is based on the final exam.		

5. RECOMMENDED BIBLIOGRAPHY

Textbooks (Eudoxus)
Feldman, R. (2019). Αναπτυξιακή Ψυχολογία: Δια βίου προσέγγιση. Gutenberg.
Lightfoot, C., Cole, M., & Cole, S.R. (2022). Η ανάπτυξη των παιδιών. Gutenberg.
Other Books & Notes
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Scientific Journals
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Scientific Articles
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Other
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