

<b>Course title</b>	Developmental Psychology				
<b>Course code</b>	PSY1301				
<b>Course type</b>	Compulsory				
<b>Level</b>	Undergraduate				
<b>Year / Semester</b>	Year 3 / Semester 1				
<b>Teacher's name</b>	Antonia Zachariou				
<b>ECTS</b>	7.5	<b>Lectures / week</b>	1	<b>Laboratories / week</b>	0
<b>Course purpose and objectives</b>	<p>The purpose of this course is to give students a thorough understanding of the fundamental ideas, theories, and research techniques in the discipline. The goal of this course is to examine the complex mechanisms by which people grow physically, mentally, emotionally, and socially throughout their lives. Students should have a strong foundation in developmental psychology by the end of the course, enabling them to evaluate human development critically and apply their understanding to a variety of real-world situations.</p>				
<b>Learning outcomes</b>	<p>The following learning outcomes are expected, where students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a thorough understanding of the fundamental ideas and theories of developmental psychology.</li> <li>2. Identify major milestones in physical, cognitive, emotional, and social development.</li> <li>3. Analyze developmental research papers and evaluate different research designs.</li> <li>4. Engage in discussions about genetic and environmental influences on development.</li> <li>5. Apply developmental psychology knowledge in teaching, parenting, counseling, and policymaking.</li> </ol>				
<b>Prerequisites</b>	None	<b>Required</b>	Yes		
<b>Course content</b>	<p>Students should acquire a thorough understanding of the fundamental ideas, theories, and research techniques in the discipline. The goal of this course is to examine the complex mechanisms by which people grow physically, mentally, emotionally, and socially throughout their lives. Students should have a strong foundation in developmental psychology by the end of the course, enabling them to evaluate human development critically and apply their understanding to a variety of real-world situations.</p> <p>Week 1: Introduction to Developmental Psychology</p>				

	<p>Week 2: Prenatal and Early Childhood Development</p> <p>Week 3: Cognitive Development</p> <p>Week 4: Social and Emotional Development</p> <p>Week 5: Middle Childhood and Adolescence</p> <p>Week 6: Adulthood and Aging</p> <p>Week 7: Cultural and Gender Influences</p> <p>Week 8: Dynamics within Families and Parenting</p> <p>Week 9: Risk, Resilience and Intervention</p> <p>Week 10: Research Methods in Developmental Psychology</p> <p>Week 11: Applications in Education and Further</p> <p>Week 12: Novel Implications and Considerations in Developmental Psychology</p>
<p><b>Teaching methodology</b></p>	<p>Lecture</p>
<p><b>Bibliography</b></p>	<ol style="list-style-type: none"> <li>1. Berk, L. E. (2022). Development through the lifespan. Sage Publications.</li> <li>2. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.</li> <li>3. Bandura, A., Ross, D., &amp; Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. <i>Journal of Abnormal and Social Psychology</i>, 63(3), 575-582.</li> <li>4. Bowlby, J. (1958). The nature of the child's tie to his mother. <i>International Journal of Psycho-Analysis</i>, 39(5), 350-373.</li> <li>5. Erikson, E. H. (1968). Identity: Youth and crisis. Norton.</li> <li>6. Harlow, H. F. (1958). The nature of love. <i>American Psychologist</i>, 13(12), 673-685.</li> <li>7. Kohlberg, L. (1981). The philosophy of moral development: Essays on moral development (Vol. 1). Harper &amp; Row.</li> <li>8. Piaget, J. (1952). The stages of cognitive development. <i>Bulletin of the Menninger Clinic</i>, 16(2), 84-89.</li> </ol>
<p><b>Assessment</b></p>	<ol style="list-style-type: none"> <li>1. Midterm &amp; Final Exam (30% &amp; 30%): Mid-term and final exams will be conducted covering the entire course. Both exams will include multiple-choice, short-answer, and essay questions.</li> <li>2. Group assignment (20%): Assign a group project that require students to work together to apply a developmental theory of choice and implement it in real-world scenarios.</li> <li>3. Individual assignment (10%): Students will be asked to critically report on contemporary research paper of choice within the field of developmental psychology.</li> <li>4. Presence and Participation (10%): Students should be present and actively participate in in-class discussions.</li> </ol>

Language	Greek
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