

SCHOOL OF EDUCATIONAL SCIENCES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK

(CIP file- Classification of instructional programs)

Course title:	Developmental Psychology: Development through the life span
Course code:	DLSPS513
Type of course:	Elective
Level of course:	Master (2 nd Cycle)
Year / Semester of study:	1 st or 2 nd / 2 nd or 3 rd
A number of ECTS credits allocated:	10
Name of lecturer(s):	Prof. Loucia Demetriou, Dr Nataly Loizidou Ieridou
Course Objectives	<p>The scope of the course Developmental psychology introduces students to the issues, forces, and outcomes that make us who we are. Contemporary research and theory on human development consistently emphasizes the multidisciplinary approach needed to describe and explain how people change (and how they stay the same) over time. Moreover, the great diversity of people requires an appreciation for individual differences in the course of development. The course aims to address these issues and more specifically, aims to provide a comprehensive account of human development across the life span, provide theoretical and empirical foundations that enable students to become educated and critical interpreters of developmental information, and to discuss research on various topics so that to demonstrate connections between the laboratory and life and the science of human development.</p> <p>In the course basic and recent theories and research are discussed relating to human development from conception, through childhood, puberty, adulthood to death.</p>
Learning outcomes of the course unit:	<p><u>Learning Outcomes:</u> With the completion of the course students are expected to be able to:</p> <ul style="list-style-type: none"> - Understand and explain the principles underlying human development - Analyse the interactions between psychological, social and biological factors affecting development and the characteristics of the human in each period of their life, as well as differences in the development of each person. - Define and understand and critically think on the subject of nature-nurture subject, presenting each factor and its results in human development.

	<ul style="list-style-type: none"> - Evaluate the characteristics of biological, motor, cognitive and social emotional development in each developmental stage as well as discuss the ways in which we can promote development in each developmental stage (especially through childhood) - Analyse and critically think on different models of developmental psychology (genetics, psychoanalytic, cognitive, behavioural etc.) - Synthesize information from different theoretical approaches to discuss the developmental process as well as issues related to human development and issues related to different developmental phases. - Integrate their gained knowledge and relating it to issues of school psychology (especially through childhood). 		
Prerequisites:	None	Co-requisites:	None
Course contents:	<p>The course covers human development through the lifespan. After presenting an introduction to the science of Developmental psychology and the issues as well as the research methods of Developmental Psychology the rest of the course is divided into sections for different time periods of human development.</p> <p>The second part of the course covers prenatal development, infancy, and early childhood. More specifically we present and how genetic inheritance operates and how the prenatal environment affects a person's future development. Then we move to the characteristics of a newborn and an infant and toddler, looking at the rate of change in the motor and cognitive domains as well as social and emotional development where, we find the emergence of social relationships, as well as an understanding of gender roles and identity. In this part we relies that by the end of this period, a child is reasonably proficient as a thinker, uses language in sophisticated ways, and is ready for the major transition into formal education.</p> <p>The third part of the course covers the years from elementary school through high school. We look into cognitive development with the cognitive skills formed earlier in life evolving to adult-like levels in many areas. In this part we explore how family and peer relationships expand. And looking into adolescence we see how increased attention to work and sexuality emerges. Through the weeks covering this part of the course we reach a point where the young person begins to learn how to face difficult issues in life and is on the verge of legal adulthood.</p> <p>The fourth part of the course covers young adulthood and middle age. Information on how during this period, most people achieve their most advanced modes of thinking, achieve peak physical performance, form intimate relationships, start families of their own, begin and advance within their occupations, manage to balance many conflicting roles, and begin to confront aging are presented.</p> <p>We look into this period discussing how people go from breaking away from their families to having their children break away from them. Relationships with parents are re-defined, and the pressures of being caught between the younger and older generations are felt. The issue of moving from time since birth to time until death is discussed.</p>		

	<p>The fifth and last part of the course covers the last decades of life. The biological, physical, cognitive, and social changes associated with aging are presented and discussed, and although many changes reflect decline, we also look in many other aspects of old age represent positive elements, such as, wisdom, retirement, friendships, and family relationships. Through the last weeks of the course we discuss issues related to the end of life and how the consideration of death, may lead to additional understanding of the meaning of life and human development in general.</p>
<p>Recommended and/or required reading:</p>	<ul style="list-style-type: none"> • Feldman, R. (2023). Life span development: A topical approach. Pearson. • Saracho, O. N. (2023). Theories of child development and their impact on early childhood education and care. <i>Early Childhood Education Journal</i>, 51(1), 15-30. • Newman, B. M., & Newman, P. R. (2022). Theories of human development. Routledge. • Skopeliti, I., & Riga, A. (2021). Collaborative learning and its positive impact in the cognitive development of children with learning disabilities. <i>Current Research in Language, Literature, and Education</i>, 2, 73-82. • Lerner, R. M. (2021). Children and adolescents as producers of their own development. In <i>Individuals as Producers of Their Own Development</i> (pp. 75-102). Routledge. • Trawick-Smith, J. (2020). Early childhood development: A multicultural perspective. Pearson. • Bogin, B. (2020). Patterns of human growth (Vol. 88). Cambridge University Press. • Slater, A. & Bremin, G. (2019). Εισαγωγή στην αναπτυξιακή ψυχολογία. Εκδόσεις: ΤΖΙΟΛΑΣ. • Feldman, R. S. (2019). Αναπτυξιακή ψυχολογία. Δια βίου προσέγγιση. Gutenberg • Berk, L., E. (2019). Αναπτυξιακή Ψυχολογία: Η προσέγγιση της Δια Βίου Ανάπτυξης. Εκδόσεις: Κριτική. • Alan, S. & Gavin, B. (2019). Εισαγωγή στην Αναπτυξιακή Ψυχολογία. ΤΖΟΛΙΑΣ. • Cole Sheila, Cole Michael (2011) - Βορριά Παναγιώτα, Μπαμπλέκου Ζωή, Παπαληγούρα Ζαΐρα (επιμ.), "Η ανάπτυξη των παιδιών", Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ Ο.Ε. • Δημητρίου, Λ. (2012). Τα πρώτα έξι χρόνια. Εκδόσεις: Πεδίο • Πρόγραμμα Πρόληψης Συμπεριφορών Υψηλού Κινδύνου για Μαθητές της Ε' & ΣΤ' Δημοτικού Σχολείου – Youth Power • «Ενδοσχολική βία – θυματοποίηση στο χώρο του σχολείου» Κοντογιάννης Μ. (2020) • «Σχολικός εκφοβισμός: Οι κοινωνικές αναπαραστάσεις παιδιών του Δημοτικού» Παρασκευόπουλος, Μ & Παρασκευοπούλου, Π. (2020) • Lehalle, H. (2009). Ψυχολογία της ανάπτυξης: Παιδική ηλικία και εφηβεία. Εκδόσεις: Πεδίο. • Η μετάβαση από την παιδική στην εφηβική ηλικία Γεώργιος Φλουρής ΕΚΠΑΙΔΕΥΤΙΚΗ ΕΠΙΚΑΙΡΟΤΗΤΑ, τόμος Α, τεύχος 4, 21-27 • Η εφηβική παραβατικότητα ΣΤΑΘΟΠΟΥΛΟΥ ΑΓΑΘΗ ΝΙΚΟΛΑΡΑΚΗ ΚΑΛΛΙΟΠΗ http://dx.doi.org/10.12681/edusc.1743 • Εθισμός στο Διαδίκτυο και το κοινωνικό άγχος στην εφηβεία: Η μεταξύ τους σχέση και ο ρόλος των φιλικών και διαπροσωπικών σχέσεων. Ιωάννης Μουμούρης (2020). • Ψυχική ανθεκτικότητα, προσωπικότητα, και ψυχοκοινωνική

	<p>προσαρμογή σε εφήβους. Κουντουρακη Μ. (2019).</p> <ul style="list-style-type: none"> • Δεληγιάννη - Κουιμτζή, Βασιλική~Σακκά, Δέσποινα (2007). Από την εφηβεία στην νεαρή ενήλικη ζωή. Εκδόσεις Gutenberg • Η ψυχολογία της Τρίτης Ηλικίας. Τι σημαίνει να γερνάμε και πως μπορούμε να επιτύχουμε την Ενεργό Γήρανση. Ελευθερία Έρη Κεχαγιά (2020) • Ψυχολογία της Τρίτης Ηλικίας. Αβενισιαν-Παγοροπούλου, Α. (2019). • Κατανόηση της ψυχολογίας των ηλικιωμένων: Πως μπορεί να βελτιωθεί η ποιότητα ζωής στην τρίτη ηλικία; Σαραφίδου, Σ. (2019) • Παγοροπούλου, Α. (2019). Ψυχολογία της Τρίτης ηλικίας.
Planned learning activities and teaching methods:	<p>The teaching methods are based on the principles of the e-learning processes which emphasize the use of direct and indirect communication, synchronized and unsynchronized methods among the participants (teleconference, online meetings, PowerPoint presentations, narrative presentations, forums for discussion, wikis for group work, etc). All the above-mentioned materials are uploaded to the platform which has been constructed for t-learning teaching (LMS). Students are encouraged to communicate through the platform with other students and the teacher to discuss, pose their questions, and communicate actively. In specific weeks they have to pose their suggestions and concepts on specific issues which are posed for discussion (through the forum). Their evaluation involves different types of assignments, peer-evaluation methods, and self-evaluation methods.</p>
Assessment methods and criteria:	<ul style="list-style-type: none"> • Weekly educational activities (20%) • Assignments x2 (2x10=20 %) • Online Quiz (10 %) • Final Exam (50%)
Language of instruction:	Greek
Work placement(s):	None