COURSE OUTLINE

TOPICS OF CHILD AND ADOLESCENT PSYCHOLOGICAL DEVELOPMENT

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES			
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY			
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6			
COURSE CODE	XXXXX		**SEMESTER**	5TH
COURSE TITLE	TOPICS OF CHILD AND ADOLESCENT PSYCHOLOGICAL DEVELOPMENT			

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	SCIENTIFIC AREA
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/

2. LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon successful completion of the course, participants will be able to:

- Comprehend the "great" theories for human development.
- Become familiar with terms and concepts of developmental psychology.
- Understand processes and stages of cognitive development during childhood.
- Hold a scientific perspective about intelligence, its development and main issues regarding learning disabilities.
- Hold a concrete viewpoint about social relations and psycho emotional development during childhood.
- Understand the importance of moral development and be aware of moral development.
- Identify the significant changes in the physical, emotional and cognitive aspects of the self during adolescence.
- Understand the importance of identity formation during adolescence along with the psychological processes underlying this endeavor.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use	*Project design and management*
Adaptation to new situations	*Equity and Inclusion*
Decision making	*Respect for the natural environment*
Autonomous work	*Sustainability*
Teamwork	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Adaptation to new situations

- Autonomous work
- Working in an international environment
- Equity and Inclusion
- Critical thinking
- Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Defining the scientific context: Basic terms and concepts of psychological science and developmental psychology.
2. The theories of S. Freud, E. Erikson και J. Piaget for the human development
3. The theories of I. Pavlov, B.F. Skinner, A. Bandura, L. Vigotsky.
4. Language and cognition during childhood.
5. Cognitive development, academic performance and the cognitive effects of school education.
6. Intelligence – Concept, definition, assessment.
7. Socialization processes and context of social behavior – Problems of childhood and adolescence.
8. Social relations and the importance of peer relationships.
9. Contemporary theories about adolescence.
10. Puberty – physical and psychological changes.
11. Cognition during adolescence – Changes in understanding the social world and moral development.
12. The completion of self and identity formation processes.
13. Psychological disorders during childhood and adolescence.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	E class, e mail, live streaming

TEACHING ORGANIZATION

The ways and methods of teaching are described in detail.

Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.

Activity	Workload/semester
Classes attendance	39
Individual reading and preparation for the written exams	55
Essay writing (literature review)	51
Written examination	5
TOTAL	150

STUDENT EVALUATION

Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed

Essay writing (literature review) – 30%

Written examination at the end of the semester – 70%

5. SUGGESTED BIBLIOGRAPHY

- Feldman, R.S. (2011). Εξελικτική ψυχολογία - Διά βίου ανάπτυξη - Ενιαίο (Επιμέλεια Η . Μπεζεβάγκης). Αθήνα: Gutenberg.
Cole, M. &Cole, S. (2001). Η ανάπτυξη των παιδιών (επιμέλεια Π. Βορριά& Ζ. Παπαληγούρα) Τόμοι Β και Γ. Αθήνα - Τυπωθήτω, Δαρδανός.
- Γαλανάκη, Ε. (2003). Θέματα Αναπτυξιακής Ψυχολογίας: γνωστική, κοινωνική,
- συναισθηματική ανάπτυξη. Αθήνα: Ατραπός.
- Κουγιουμουτζάκης, Γ. (1995). Αναπτυξιακή Ψυχολογία: Παρελθόν, Παρόν και
- Μέλλον. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.
- Πετρογιάννης, Κ.Γ. (2003). *Η μελέτη της ανθρώπινης ανάπτυξης: οικοσυστημική*
- *προσέγγιση.* Αθήνα: Καστανιώτης.
- Πιαζέ, Ζ. (2007). *Η ψυχολογία της νοημοσύνης.* Αθήνα: Καστανιώτης.
- Ρεϊμόν-Ριβιέ, Μ. (2004). *Η κοινωνική ανάπτυξη του εφήβου.* Αθήνα: Καστανιώτης
- Salkind, N. (2006). *Εισαγωγή στις θεωρίες της ανθρώπινης ανάπτυξης* (Μτφ. Δ.
- Μαρκουλής*).* Αθήνα: Πατάκης.
- Vygotsky, L.S. (1997). *Νους στην Κοινωνία.* Αθήνα: Gutenberg.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	E. LAMPRIDIS
Contact details:	elamprid@he.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Essay writing (literature review) – 30% Written examination at the end of the semester – 70%
Implementation Instructions: (3)	Detailed information are uploads at the e class of the course. Students electronically submit their essays until the 10th week of classes. Written examination through e class platform. Students answer to 30 multiple choice questions randomly presented to each student. Time for answering each question two minutes. In order to pass the course students should answer correctly at least to 50%of the questions. The final mark is calculated taking into account students' performance in the essay as presented above.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.
  ➢ *written assignment* or/and exercises
  ➢ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises:** the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods:** the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.