AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Developmental Psychology I						
Course Code	CGB203		Couse Level		First Cycle (Bachelor's Degree)		
ECTS Credit	3	Workload	80 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	To have student be able to discuss developmental theories and concept considering the fact that the development is a lifelong process						
Course Content	he phenomenon of lifelong development, the nature of development (biological, cognitive, socio-emotional processes, importance of age, developmental issues, developmental periods), basic concepts and theories about development, research in lifelong development (data collection methods, research patterns, the time space of the research, ethical research, reducing bias), biological beginnings, evolutionary perspective, genetic bases of development, reproductive difficulties and choices, heredity and environment interaction, prenatal developmental stages, prenatal teratology and damages, prenatal care, prenatal normal development, birth process, evaluation of the newborn, babies born before their time and with low birth weight, postnatal physical adjustment, emotional and psychological adjustment, bonding, physical growth and development in infancy (height, weight, brain, sleep, nutrition), motor development (reflexes, large muscle motor development, small muscle motor development), emotional and perceptual development (perception and sense, visual perception, auditory perception, other sleep, sensory perception, perceptual-motor matching), cognitive development (sensory-movement phase, evaluation of Piaget's sensory-movement phase, learning, remembering and conceptualization, attention, memory, imitation, individual differences and evaluation, language development (language definition, language rule systems, biological and environmental influences, interactional view), socio-emotional development (emotional development, temperament, personality development, social orientation, attachment and development, individual differences in attachment, caring styles and attachment, family, child care), early physical and cognitive development in childhood (physical changes, motor development, sleep, nutrition and exercise, illness and death, Piaget's preprocessing phase, Vygotsky's theory, Computing Process, language development (understanding phonology and morphology, syntax and semantic changes, advances in usage knowledge, literacy in young children, differences in education in early childhood, education for disadvantaged children) syody-practical development (self, emotional development, moral development, gender, parenting, child maltreatment, sibling relationships and birth order, changing family in a changing society, peer relations, game, television, computer, mobile phone, internet), middle and late physical and cognitive development in childhood (physical growth and change, brain, motor development, exercise, health, disease and disorders, disabled children, Piaget's concrete operational period, information processing, intelligence, measurement of intelligence, vocabulary, grammar, reading, writing, bilingualism), socio-emotional development in middle and late childhood (self, emotional development, moral development, gender, developmental changes in parent-child relationships, step families, peer status, social cognition, bullying, friends, socio-economic status, ethnicity, culture) physical and cognitive development in adolescence (puberty, brain, adolescent sexuality, adolescent health, eating problems, Piaget's abstract process period, adolescent self-centeredness, computing process, schools, extracurricular activities), socio-emotional development in adolescence (self-esteem, identity, religious and spiritual development, parental control, autonomy and attachment, parent-adolescent conflict, friends, peer groups, dating and romantic relationships, intercultural comparisons, ethnicity, media, children and youth delinquency, depression and suicide, prevention of problems with successful intervention programs).						
Work Placement	no						
Planned Learning Activities and Teaching Methods		Explanation (Presentation), Discussion					
Name of Lecturer(s)	Prof. Selvinaz SAÇAN						

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

Recommended or Required Reading

1	Santrock J.,W (2011). Life-Span Development/ (Çev.Ed. Yuksel, G.)

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction. Lifelong development perspective and nature of development in human development
2	Theoretical	Developmental Theories and research
3	Theoretical	Biological roots of development
4	Theoretical	Development before birth and Birth
5	Theoretical	Physical development during infancy

6	Theoretical	Cognitive development during infancy
7	Theoretical	Socio-emotional development during infancy
8	Theoretical	Socio-emotional development during infancy (Midterm)
9	Theoretical	Physical and cognitive development during early childhood
10	Theoretical	Socio-emotional development during early childhood
11	Theoretical	Socio-emotional development during early childhood
12	Theoretical	Physical and cognitive development during middle and late childhood
13	Theoretical	Physical and cognitive development during middle and late childhood
14	Theoretical	Socio-emotional development during middle and late childhood.
15	Final Exam	Final exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	3	70
Midterm Examination	1	3	1	4
Final Examination	1	5	1	6
			Total Workload (Hours)	80
			[Total Workload (Hours) / 25*] = **ECTS**	3

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	It explains the important processes and periods of human development, the nature of development research and basic development theories by discussing the lifelong perspective in development. Discusses lifelong development from an evolutionary perspective and explains the effects of genes, inheritance and environment on development.
2	Explains prenatal and postnatal development and birth process.
3	Explain physical growth and development in infancy, motor development, sensory and perception development.
4	Summarizes and discusses cognitive development in infancy, language development and Piaget's infant development theory.
5	Describes the physical and cognitive changes and language development in early childhood.
6	Describe physical, cognitive, language, emotional and personality development in early childhood and explain the effects of family, peer relations and television on this development.
7	Discusses physical and cognitive changes and language development in middle and late childhood.
8	Discuss emotional development and personality development in middle and late childhood and explain the effects of family, peer and school on development.

Programme Outcomes *(Child Development)*

1	Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development.
2	In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society.
3	Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society.
4	Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems.
5	Using the basic knowledge in the field of child development, he produces individual and group studies
6	He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process.
7	Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children.
8	Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance.
9	Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes.
10	He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively.
11	Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach.
12	Using information and communication technologies together with the computer software required by the field.

13	To follow the changes and developments in the field using at least one foreign language.

Contribution of Learning Outcomes to Programme Outcomes *1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High*

	L1	L2	L3	L4	L5
P1	5	5	5	5	5
P3	4	4	4	4	4
P4	4	4	4	4	4
P6	4	4	4	4	4
P7	4	4	4	4	4
P8	4	4	4	4	4
P9	4	4	4	4	4
P10	4	4	4	4	4
P11	5	5	5	5	5