



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Cognitive Development							
Course Code		CGB210		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	4	Workload	95 ( <i>Hours</i> )	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		The aim of this course to provide students, to understand the importance of cognitive development of human life, to understand the relationship with other developmental areas of cognitive development, to know the basic concepts of cognitive development, to perceive the developmental processes							
Course Content		Definition of Cognitive development, Processes in cognitive development, Developmental Changes in cognitive processes, Information Processing Theories, Cognitive Development Theories, Intelligence theories and cognitive development, Processes of Cognitive development with 0-18 years old, Assessing of cognitive development, Practices about cognitive development							
Work Placement		No							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion					
Name of Lecturer(s)		Assoc. Prof. Kevser TOZDUMAN YARALI							

### Prerequisites & Co-requisites

Prerequisite	CGB101
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### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	30
Final Examination	1	55
Attending Lectures	1	15

### Recommended or Required Reading

1	Bayhan,P; Artan. İ. (2004). Child Development and Education. Morpa, İstanbul.,
2	Kanwisher, N.; Moscovitch, M. (2000) The cognitive neuroscience of face processing U.K.,
3	Wellman, H.M. (1990) The Child's Theory of Mind (Learning, Development & Conceptual Change),
4	Adalet K., Ömeroğlu, E. (2007) .Cognitive Development. Morpa yayınları
5	Burining, R.H., Schraw, G.J, Norby, M.M. (2011) Cognitive Psychology and Learning (Trans. Zehra Nur Ersözlü, Rıza Ülker) Nobel Publishing, Ankara.
6	Wadsworth, B.J. (2015) (Trans. Ziya Selçuk) Piaget's Affective and Cognitive Development Theory. Pegem Academy Publications, Ankara.

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction to cognitive development, The basic concepts of cognitive development
2	Theoretical	Cognitive Development Theories
3	Theoretical	The affecting factors of cognitive development
4	Theoretical	The relationship between cognitive development and other developmental areas
5	Theoretical	Progresses of cognitive development
6	Theoretical	Differences in the developmental processes of cognitive development
7	Intermediate Exam	Midterm Exam
8	Theoretical	Data processing theories
9	Theoretical	Cognitive developmental characteristics in children pre-birth to aged 36 months
10	Theoretical	Cognitive developmental characteristics of children aged 37-72 months
11	Theoretical	Cognitive developmental characteristics of children of school age and adolescence
12	Theoretical	Evaluation of children in terms of cognitive development
13	Theoretical	Supporting studies of cognitive development
14	Theoretical	Evaluation of Supporting studies of cognitive development

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	3	70



Midterm Examination	1	8	1	9
Final Examination	1	15	1	16
Total Workload (Hours)				95
[Total Workload (Hours) / 25*] = ECTS				4
*25 hour workload is accepted as 1 ECTS				

### Learning Outcomes

1	Understands the organization in basic brain structures.
2	Explain the basic concepts related to cognitive development.
3	Tell the basic principles about cognitive development theories.
4	List the factors affecting cognitive development.
5	Evaluates cognitive development and gains knowledge and experience on studies that support cognitive development.
6	Summarize cognitive development processes and what is effective in these processes.
7	Tells the relationship between cognitive development and other developmental areas.
8	Explain the cognitive development stages according to age.
9	Makes cognitive development evaluation.
10	Identifies developmental risks in terms of cognitive development in different developmental periods.
11	It prepares and implements programs that support cognitive development in line with the needs of the child.

### 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				
P11	5	5	5	5	5

