# AYDIN ADNAN MENDERES UNIVERSITY
# COURSE INFORMATION FORM

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|---|---|---|---|---|---|---|---|---|---|
| Course Title | Development Theories | | | | | | | | |
| Course Code | CGB454 | | Couse Level | First Cycle (Bachelor's Degree) | | | | | |
| ECTS Credit | 3 | Workload | 101 *(Hours)* | Theory | 2 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | To have student gain information on developmental theories | | | | | | | | |
| Course Content | Developmental Theories | | | | | | | | |
| Work Placement | N/A | | | | | | | | |
| Planned Learning Activities and Teaching Methods | Explanation (Presentation), Discussion | | | | | | | | |
| Name of Lecturer(s) | | | | | | | | | |

| **Assessment Methods and Criteria** | | |
|---|---|---|
| Method | Quantity | Percentage (%) |
| Midterm Examination | 1 | 40 |
| Final Examination | 1 | 60 |

| **Recommended or Required Reading** | |
|---|---|
| 1 | Baldwin, A.L.; Theories of child development |
| 2 | Santrock, J.W. (2014). Lifelong Development. 13. Basımdan Çeviri (Galip Yüksel Çev. ed.). Ankara: Nobel |
| 3 | Berk, L. (2013). Infants and Children. 7. Basımdan Çeviri (Nesrin IŞIKOĞLU ERDOĞAN Çev. ed.). Ankara: Nobel |

| Week | Weekly Detailed Course Contents | |
|---|---|---|
| 1 | Theoretical | Functions of development theories |
| 2 | Theoretical | Philosophical approaches to development theories |
| 3 | Theoretical | Behavioral theories |
| 4 | Theoretical | Behavioral theories |
| 5 | Theoretical | Behavioral theories |
| 6 | Theoretical | Personality theories |
| 7 | Intermediate Exam | midterm exam |
| 8 | Theoretical | Personality theories |
| 9 | Theoretical | Personality theories |
| 10 | Theoretical | Social learning theory |
| 11 | Theoretical | Cognitive development theories |
| 12 | Theoretical | Cognitive development theories |
| 13 | Theoretical | Moral development theories |
| 14 | Theoretical | Sociobiological Approaches |

| **Workload Calculation** | | | | |
|---|---|---|---|---|
| Activity | Quantity | Preparation | Duration | Total Workload |
| Lecture - Theory | 14 | 4 | 2 | 84 |
| Midterm Examination | 1 | 5 | 1 | 6 |
| Final Examination | 1 | 10 | 1 | 11 |
| | | | Total Workload (Hours) | 101 |
| | | | [Total Workload (Hours) / 25*] = **ECTS** | 4 |
| **25 hour workload is accepted as 1 ECTS* | | | | |

| **Learning Outcomes** | |
|---|---|
| 1 | Define theory and explain its importance |
| 2 | Know and discuss the facts that development theories try to explain |
| 3 | Know and discuss development theories |
| 4 | Knows the history of development theories |

| | |
|---|---|
| 5 | Recognize development theorists and explain their basic philosophies |
| 6 | Compares development theories |

| **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 | L6 |
|---|---|---|---|---|---|---|
| P1 | 4 | 4 | 4 | 4 | 4 | 4 |
| P3 | 4 | 4 | 4 | 4 | 4 | 4 |
| P4 | 3 | 3 | 3 | 3 | 3 | 3 |
| P6 | 4 | 4 | 4 | 4 | 4 | 4 |
| P7 | 3 | 3 | 3 | 3 | 3 | 3 |
| P8 | 3 | 3 | 3 | 3 | 3 | 3 |
| P11 | 4 | 4 | 4 | 4 | 4 | 4 |