AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Child Psychology								
Course Code	EBB279		Couse Level	First Cycle (Bachelor's Degree)					
ECTS Credit	4	Workload	94 *(Hours)*	Theory	2	Practice	0	Laboratory	0
Objectives of the Course	To gain knowledge about child, child psychology and to gain knowledge about different perspectives about child psychology								
Course Content	Introduction to the course, Basic concepts and history of child psychology, Developmental Characteristic in Infancy: Early Learning, Motor Skills, Perceptual Capacity, Developmental Characteristics of Early Childhood, Developmental Characteristics of Late Childhood, Cognitive Development in Childhood Period: Theoretical Framework of Piaget and Vygotsky, Language Development, Emotional Development and Moral Development and in Childhood Period								
Work Placement	N/A								
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Discussion, Case Study								
Name of Lecturer(s)									

Assessment Methods and Criteria		
Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	70

Recommended or Required Reading	
1	American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5) (E. Köroğlu, Çev.). American Psychiatric Pub.
2	Boyd, D. & Bee, H. (2009). Çocuk ve gelişim psikolojisi. Ankara: Kaknüs.
3	Mash, E. J., & Barkley, R. A. (Eds.). (2014). Child psychopathology. Guilford Publications.
4	Onur, B. (2000). Oyuncaklı dünya. Ankara: İmge.
5	Onur, B. (2005). Türkiye'de çocukluğun tarihi. Ankara: İmge.
6	Piaget, J. & Inhelder, B. (2016). Çocuk psikolojisi. Ankara: Pinhan.

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction to the course
2	Theoretical	Basic concepts and history of child psychology
3	Theoretical	Developmental Characteristic in Infancy: Early Learning, Motor Skills, Perceptual Capacity
4	Theoretical	Developmental Characteristics of Early Childhood
5	Theoretical	Developmental Characteristics of Late Childhood
6	Theoretical	Cognitive Development in Childhood Period: Theoretical Framework of Piaget and Vygotsky
7	Theoretical	Language Development, Emotional Development and Moral Development and in Childhood Period
8	Intermediate Exam	Midterm Exam
9	Theoretical	Approaching Childhood Adjustment Problems from Developmental Perspective
10	Theoretical	Adjustment Problems in Childhood: Familial Problems
11	Theoretical	Adjustment Problems in Childhood: Preschool and school life Problems
12	Theoretical	Adjustment Problems in Childhood: Mental Retardation-Neurodevelopmental Disabilities from the perspective of DSM-V
13	Theoretical	Adjustment Problems in Childhood: Societal Problems
14	Theoretical	Ethical issues while working with children with special needs
15	Final Exam	Final Exam

Workload Calculation				
Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	12	4	2	72
Midterm Examination	1	10	1	11

Final Examination	1	10	1	11
			Total Workload (Hours)	94
			[Total Workload (Hours) / 25*] = **ECTS**	4
**25 hour workload is accepted as 1 ECTS*				

Learning Outcomes	
1	Describe the basic principles and history of child psychology.
2	Describe the developmental characteristics of childhood period (infancy, early childhood, middle childhood, late childhood).
3	Explain the status of child in familial, school and social environments
4	Describe the adjustment problems that can be observed in childhood period.
5	Explain adjustment problems in childhood period by developmental perspective.

Programme Outcomes *(Social Studies Teacher Education)*	
1	To be able to gain subject knowledge of profession in theory and practice in the learning process.
2	To be able to make plans related to the subject-matter and gain the competence of using the appropriate approach, strategy, technique for the plans in the learning process.
3	To be able to gain skills of the teaching profession in the learning process.
4	To be able to implement teaching profession knowledge, skills, attitudes and habits related to the subject-matter in a real teaching and learning environment in the learning process.
5	To be able to comprehend contemporary approaches of education and the philosophies they are based on.
6	To be able to gain the basic skills such as comprehending, expressing, commenting, evaluating, being aware and enterprising, communicating, acknowledging the individual related to the subject-matter.
7	To be able to become individuals faithful to the Principles and Revolutions of Ataturk, be modern democratic, secular, protecting and deveoping one's country, being alive to the nation, respecting human rights, preserving the nature, not being discriminatory, giving importance to the traditions and customs, protecting the values
8	To be able to improve oneself in terms of sport, art and culture.
9	To be able to become individuals believing in lifelong learning.
10	To be able to educate individuals who keep up with developments in social, economic, technological and scientific areas, who investigate the main reasons of World problems and try to contribute to the solution of these problems.

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

	L2
P4	5
P7	5