Course Description
Developmental Psychology 1.
Leading Lecturer: Katalin Egyed

Aim of the course
This course is an introduction to developmental psychology focusing on cognitive development in the period between conception and puberty. The course – that consists of lectures and seminars requiring regular attendance – aims:
1) to help to understand the fundamental approaches and theories in developmental psychology and their significance in practice
2) to give an introduction to the specific issues of research on cognitive development and measuring the individual achievement in cognitive functioning – understanding illustrative examples from classical and contemporary research and gaining experience in testing young children
3) to review the most important milestones of cognitive development both in thematic and chronological approach

Learning outcome, competences
knowledge:
• theoretical approaches and fundamental theories in cognitive developmental psychology
• research designs, techniques in data collection in developmental psychology
• specific techniques in research on infancy
• developmental milestones in different domains and different ages: neural-, motor-, language-, social-, executive functions and memory development

attitude:
• is ethical and human behaviour with children and their parents
• is emphatic and flexible in using professional knowledge
• is open and sensitive to multiple interpretations
• is aware of interrelations between theoretical knowledge and practice
• is aware of being professional at work requires lifelong learning and continuing education

skills:
• is capable of giving presentation
• is able to work in team with individual responsibility
• is able to work with children: to create tasks and ask questions
• can conduct, administer, and evaluate tasks and tests for children
• can interview with parents
• can review and understand individual cognitive development
• is aware of the limits of her/his competence

Content of the course
Topics of the course
• Historical, ethical, and methodological issues in developmental psychology
• Fundamental theoretical approaches and theories in cognitive developmental psychology
• Piaget’s model
• Milestones in neural development
• Motor development
• Naive physics in infancy
- Social development: naïve psychology and teleological stance
- Language acquisition
- Memory development
- Executive function in infancy and childhood
- Development in visual representation

**Learning activities, learning methods**
- lectures on the main relevant topics – most of the above mentioned topics in thematic approach
- seminars on the main relevant topics – most of the above mentioned topics in chronological approach:
  - watching and discussing movies on important developmental phenomena
  - processing specific topics in team and discussion together
  - individual presentation and tasks
  - essay writing (at home)

**Evaluation of outcomes**

**Learning requirements, mode of evaluation, criteria of evaluation:**

- written exam (lectures and compulsory reading list)
- active participation in in seminars (including individual and team work)
- essay writing (at home): a summary of the compulsory tasks (interview and anamnesis with parents, administration and interpretation of the required tasks and tests with children) and self-reflections

mode of evaluation: grade 1-5

criteria of evaluation:
- 65% written exam, 35% seminar grade

**Reading list**

**Compulsory reading list**

  - Chapter 1: The Study of Human Development - full
  - Chapter 3: Prenatal Development and Birth - full
  - Chapter 4: The First Three months - full
  - Chapter 5: Physical and Cognitive Development in Infancy - full
  - Chapter 6: Social and Emotional Development in Infancy p 201-210, 222-225
  - Chapter 7: Language Acquisition – full
  - Chapter 8: Physical and Cognitive Development in Early Childhood - full
  - Chapter 11: Physical and Cognitive Development in Middle Childhood – full
  - Chapter 14: Physical and Cognitive Development in Adolescence - full
Recommended reading list

  - Chapter 2: Biocultural Foundations
  - Chapter 12 School as a Context for Development