SYLLABUS

1. Course title:

DEVELOPMENTAL PSYCHOLOGY I

2. Code:

3. Cycle of study:

1

4. ECTS credits:

6

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

none

7. Class restrictions:

none

8. Duration / semester:

1 3

9. Weekly contact hours:

9.1. Lectures: 3

9.2. Seminars: 0

9.3. Laboratory/Practice classes: 2

10. Faculty:

Humanities and Social Sciences

11. Department/study program:

PEDAGOGY-PSYCHOLOGY

12. Lecturer:

Erna Emić

13. Lecturer's e-mail:

erna.emic@untz.ba

14. Web site:

www.ff.untz.ba

15. Course aims:

Familiarize students with basic terms of Developmental psychology, the most important theories of human development, biological and environmental aspects of human development, characteristics of certain aspects of prenatal mental development (physical, psychomotor, emotional, social) through different periods from birth to adolescence.

16. Learning outcomes:

According to program content and established aims, the students are expected to be able to:
- understanding terms from Developmental psychology
- learning methods and techniques used in research of Developmental psychology
- understanding of the most important concepts of prenatal development
- Analysis of certain aspects of mental development, recognizing possibilities and abilities from birth to adolescence
- Assesment of developmental abilities applying various methods and instruments
- understanding the most important problems of developmental psychology in the world, so as application of acquired knowledge in their research projects

17. Course content:

- Introduction to Developmental psychology (definition, subject, periodization, aspects of development, fundamental questions)
- Theories and research of mental development
- Biological and enviromental apsects of development
- Prenatal development, birth and newborn
- Infant and the earliest child period: first two years of life (physical, cognitive, emotional, social development)
- Early childhood: from second to sixth year of life (physical, cognitive, emotional, social development)
- Middle childhood: from sixth to elevtnh year of life (physical, cognitive, emotional, social development)
- Adolescence (physical and cognitive development)

18. Learning methods:

In lectures and practical classes, the didactic method will be used:
- the method of oral presentation
- method of demonstration and illustration
- method of conversation
- method of written work
- the method of reading and working on the text

19. Assessment methods:

The written method of assessment includes two tests, including the topics covered during the semester up to that point both in lectures and in practical classes. Students can earn a maximum of 20 points per test.
The final exam is in written form, and includes the topics covered over the entire semester. Students can earn a maximum of 50 points on the final exam.
Pre-exam points amount to a total of 50 points (40 points for the two tests and another 10 for attendance and active in-class participation. By fulfilling all of their requirements, students can thus earn a maximum of 100 points.
Test points count towards the final grade cumulatively if students score at least 50% points on both the test and final exam.
In order for students to earn the minimum passing grade, they need to score at least 54 cumulative points, of which at least 25 on the final exam. The final grade is formed as a sum of all points earned in-class, the test and the final exam.

20. Assessment components:

Attendance in lectures and practical classes: 10 points
Active participation in lectures and practical classes: 10 points
Individual project: 10 points
Group project: 10 points
Final written exam: 50 points
Final oral exam: 10 points
Total points: 100
The following is the grading scale, showing the points, numerical grade, descriptive grade and letter grade:
0-53 5 (five) fail F
54-63 6 (six) satisfactory E
64-73 7 (seven) good D
74-83 8 (eight very good C
84-93 9 (nine) excellent B
94-100 10 (ten) outstanding A

21. Required reading list:

Berk, L.E. (2008). Psihologija cjeloživotnog razvoja. Jastrebarsko: Naklada Slap.
Vasta, Haith, Miller (1998). Dječja psihologija. Jastrebarsko: Naklada Slap
Hwang, P., Nilsson, B., (2000).Razvojna psihologija. Sarajevo: Filozofski fakultet.
Furlan, I., (1988), Čovjekov psihički razvoj. Zagreb:Školska knjiga.

22. Web sources:

23. Applicable starting from the academic year:

2015/2016

24. Adopted in the Faculty/Academy session:

16 March 2015