SYLLABUS

1. Course title:

INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY

2. Code:

3. Cycle of study:

1

4. ECTS credits:

5

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

none

7. Class restrictions:

none

8. Duration / semester:

1 2

9. Weekly contact hours:

9.1. Lectures: 3

9.2. Seminars: 1

9.3. Laboratory/Practice classes: 0

10. Faculty:

Humanities and Social Sciences

11. Department/study program:

Psychology

12. Lecturer:

Melisa Husaric

13. Lecturer's e-mail:

melisa.husaric@unitz.ba

14. Web site:

www.untz.ba; www.unitz.ba

15. Course aims:

The aim of the course is to get to know, understand and critically evaluate traditional and modern principles, concepts, theories and methods of research on various aspects of human development (physical, cognitive, social and emotional).

16. Learning outcomes:

After completing the course, students will be trained to:

- Critical assessment of the historical development of developmental psychology, theory of human development and methodological approaches to development research;
- Distinguishing theories of development with regard to their contribution to the explanation of human development;- making the right decision on the application of adequate scientific methods and techniques in the research of some aspect of development;
- understanding the difficulties encountered by developmental psychologists in research, and sensitivity to ethical dilemmas in development research;-comparison and evaluation of traditional and modern development theories.

17. Course content:

-Subject, goals of developmental psychology;
-Historical and philosophical roots of developmental psychology;
-Basic concepts of developmental psychology;
-Key issues of developmental psychology;
-Methods and research designs in developmental psychology;
-Ethical principles of research in developmental psychology;
-Periodization of mental development and fundamental laws of development;
-Theoretical approach to development: psychometric approach to development, psychodynamic approach to development (Freud, Erikson), theories of learning and development (Watson, Skinner, Bandura), cognitive theories (Piaget, Vygotsky, Kolberg), ethological approach to development, ecological approach to development;
-Comparison of development theories.

18. Learning methods:

Lectures and practical classes with the use of various multimedia teaching aids, including active participation of students.
The following learning methods will be used in teaching:
method of oral presentation,
method of demonstration and illustration,
seminar discussions,
interactive teaching methods
collaborative forms of learning.

19. Assessment methods:

To check the acquired knowledge will be used:
- letters (NZOT, essay) and
- oral form

Final exam

The written form of the final exam implies the NZOT form of questions that cover topics that are covered throughout the semester. Students can win a maximum of 40 points in the written final exam, and 10 points in the oral final. The criterion for passing the written part of the exam is 60% of what was done on the test (24 points). Pre-examination points amount to a total of 50 points (30 points for individual and group projects, 10 points for attending classes and 10 points for active participation in classes). The final grade is formed as the sum of all points won in teaching 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: 20 points
Group project: 10 points
Final written exam: 40 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. (2015). Dječija razvojna psihologija. Jastrebarsko: Naklada Slap
-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
-Jerković, I., Zotović, M. (2010). Razvojna psihologija. Novi Sad: Futura publikacije
-Brković, A. (2011). Razvojna psihologija. Čačak: Regionalni centar za profesionalni razvoj zaposlenih u obrazovanju
-Buglle, F. (2002). Razvojna psihologija Jeana Piageta. Jastrebarsko: Naklada Slap

22. Web sources:

23. Applicable starting from the academic year:

2022/2023

24. Adopted in the Faculty/Academy session: