SYLLABUS

1. Course title:

Development of children and adolescents in the social context

2. Code:

3. Cycle of study:

1

4. ECTS credits:

4

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

none

7. Class restrictions:

none

8. Duration / semester:

1 4

9. Weekly contact hours:

9.1. Lectures:	2
9.2. Seminars:	0
9.3. Laboratory/Practice classes:	1

10. Faculty:

Humanities and Social Sciences

11. Department/study program:

Psychology

12. Lecturer:

dr. sc. Erna Emić, vanr. prof.

13. Lecturer's e-mail:

erna.emic@unitz.ba

14. Web site:

www.ff.untz.ba

15. Course aims:

Introduce students to fundamental postulates and modern research studies in the bio-ecological approach framework; the influence of physical environment, culture, social institutions, communities, family, peers and teachers on the development of children with respect to individual differences and their direct and indirect interaction with different levels of ecological systems, as well as understanding of the complexity and diversity of children and adolescent life experiences in regards to the social context and environment they live in , with special emphasis on the understanding of three major socialization factors which condition the development and adjustment of children (family, peers and educators) and recognition of their specific role for each development age.

16. Learning outcomes:

Based on the program content and set goals, students will be able to:
-interpret human behavior based on multidimensional approach,
-understand modern research studies in the bio-ecological approach framework that concern the influence of physical environment , culture , social institutions , communities , family , peers and teachers o the development of children and adolescents with with respect to individual differences and their direct and indirect interaction with different levels of ecological systems,
- understand the complexity and diversity of children and adolescent life experiences in regards to the social context and environment they live in,
-understand the findings about three major socialization factors which condition child development and adjustment: family interaction, peer interaction, interaction with educators,
- recognition of the specific role for each socialization factor in every development age,
-understand the most important global and national problems of development in the social context, as well as application of gained knowledge in research studies.

17. Course content:

-Theories of developmental social psychology
-Ecological systems theory
-Modern research studies in the bio-ecological approach framework
-Development in the family context: parenthood and attachment, parenting styles, father – child interaction, family as a system, divorce and adjustment (externalized and internalized problems)
-Development in the peer context (Peer relationship model; Popularity and dimensions of popularity; Friendship and measurement of friendship (Hierarchical model of friendship; Typological research and Friendship quality dimension research); Friendship – Popularity relationship; Developmental aspect of peer relationships)
-Development in the pre – school and school context (The importance of educators in child development)
-Development in the social relationships context (Development in the context in age function: infanthood, earliest childhood, early childhood, middle childhood and adolescence)
-Attempts at new understanding of the of the fundamental development factors

18. Learning methods:

Lectures and practical classes with the use of various multimedia teaching aids, including active participation of students.
In lectures and practical classes will be used: the method of oral presentation, method of demonstration and illustration, seminar discussions, interactive teaching methods.

19. Assessment methods:

a) Written Exam
b) Oral Exam

The final exam

The written exam includes written knowledge assessment (objective and essay tests). Assessment will be realized through questions and answers regarding the course content. It will done after the realization of planned lectures.
Minimum number of points for passing the written exam is 24 (60%).
Oral exam is meant for students with minimum number of points in the written exam (24).
Written exam
Written exam follows after the end of the course. Students will be presented a combination of essay and objective questions.
Students who pass the written exam, i.e. achieve 24 to 40 points, gain conditions to take the oral exam. Students can earn a maximum of 40 points in the written exam. Minimum number of points to pass the exam is 24.
Oral exam
Oral exam will include questions and students' answers regarding the course content and it will last for 15 to 30 minutes. Maximum number of points that can be earned in the oral exam is 10. Minimum number of points required to pass the exam is 6.

Pre-exam points amount to a total of 50 points.
Students can earn a maximum of 50 points on the final exam.
By fulfilling all of their requirements, students can thus earn a maximum of 100 points.

20. Assessment components:

a) Attendance and participation in classes: attendance in lectures and practical classes 10 points, class participation 10 points;
b) Individual/team project: individual project 20, team/group project 10;
Pre-exam points amount to a total of 50 points.
c) Written exam: 40
d) Oral exam: 10
Maximum number of 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:

Klarin, M.; (2006). Razvoj djece u socijalnom kontekstu. Jastrebarsko: Naklada Slap.
Berk, L.E. (2008). Psihologija cjeloživotnog razvoja. Jastrebarsko: Naklada Slap.
Vasta, Haith, Miller (1998). Dječja psihologija. Jastrebarsko: Naklada Slap.
Lacković-Grgin, K. (2006). Psihologija adolescencije. Jastrebarsko: Naklada Slap
Bronfenbrener , J., (1997). Ekologija ljudskog razvoja. Prirodni i dizajnirani eksperiment. Beograd: Ekologija ljudskog razvoja.
Bronfenbrenner, U. (2005). Making human beings human: Bioecological perspectives on human development; Sage Publications.
Klarin, M. (2017). Psihologija dječije igre. Zadar: Sveučilište u Zadru.

22. Web sources:

23. Applicable starting from the academic year:

2022/2023

24. Adopted in the Faculty/Academy session: