

Developmental Psychology (H001386)

Course size (nominal values; actual values may depend on programme)

Credits	6.0	Study time	180 h	Contact hrs	37.5 h
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Course offerings and teaching methods in academic year 2018-2019

A (semester 1)	Dutch	group work	2.5 h
		seminar	5.0 h
		lecture	27.5 h
		lecture: plenary exercises	2.5 h

Lecturers in academic year 2018-2019

Soenens, Bart	PP07	lecturer-in-charge
Beyers, Wim	PP07	co-lecturer
Brenning, Katrijn	PP07	co-lecturer

Offered in the following programmes in 2018-2019

	crdts	offering
Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	6	A
Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	6	A
Bachelor of Science in Educational Sciences (main subject Social Work and Social Welfare Studies)	6	A
Bachelor of Science in Business Economics	6	A
Joint Section Bachelor of Science in Educational Sciences	6	A

Teaching languages

Dutch

Keywords

Classical developmental psychology, developmental stages, developmental theories, research methodology, physical development, cognitive development, emotional development, social development

Position of the course

This course provides a broad introduction to the domain of developmental psychology. Central to this course is a discussion of different views on human development, classical theories of developmental psychology and methodology specific to the domain of developmental psychology. Further, this course provides an age-bounded overview of developmental tasks and milestones encountered by people throughout the lifespan.

Contents

This course covers the following topics:

- General introduction to the domain of developmental psychology
- Lifespan perspective
- Classic and contemporaneous theories of developmental psychology
- Methodology of research in developmental psychology
- Features of normal development from infancy to late adulthood
- Physical development (e.g., motor skills and brain development)
- Cognitive development (e.g., information processing and moral development)
- Emotional development (e.g., recognition of emotions and emotion regulation)
- Social development (e.g., attachment and relations with peers)

Initial competences

Final competences

- 1 To understand and compare theories and their underlying anthropological assumptions
- 2 Ontwikkelingsvaardigheden en - fenomenen op een tijdslijn situeren in de menselijke levensloop
- 3 Verbanden zien tussen ontwikkelingsvaardigheden en -fenomenen in de verschillende levensperiodes
- 4 To relate, to situate, and to demonstrate implications of theoretical concepts.
- 5 To illustrate and translate theoretical concepts to daily life
- 6 To be acquainted with the recent developments in the domain
- 7 To understand the advantages and disadvantages of several methods in research on developmental psychology
- 8 To analyse and to interpret research results and to relate them to the original research question.
- 9 To report and to present research and research results.
- 10 To collaborate with colleagues and personnel

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Group work, lecture, seminar, lecture: plenary exercises

Extra information on the teaching methods

- The lectures involve discussion and explanations of (developmental) theory. A number of small assignments and exercises are held during the lectures. - As for the exercises, students can choose between one of (at least) three developmental themes that are discussed in the lectures and that are studied more thoroughly during the sessions. Students receive exercises that are solved in an interactive fashion with the research assistant. Furthermore, guided by a research assistant, students work on a group paper in small groups, thereby reporting on the findings of a small developmental study with children, adolescents, or adults.
-Attendance at the exercises is mandatory because cooperation during the group assignment can be hindered by the absence of students. Attendance at the lectures is optional yet recommended (to better understand the content of the course).

Learning materials and price

- Berk, L. E. (2014). Development through the lifespan (custom edition). Allyn & Bacon, Inc. ISBN-13: 9781784340865
 - Additional slides (via Minerva).
- Estimated cost: 80 EUR

References

Craeynest, P. (2005). Psychologie van de levensloop: Inleiding in de ontwikkelingspsychologie. Leuven: Acco.
Erikson, E. H. (1972). Het kind en de samenleving. Utrecht/Antwerpen: Spectrum.
Marcoen, A. (2002). Ontwikkelingspsychologie (2 delen). Leuven: Acco.
Verhofdstadt-Denève, L., Van Geert, P., & Vyt, A. (2003). Handboek ontwikkelingspsychologie: Grondslagen en theorieën. Houten/Antwerpen: Bohn-Stafleu Van Loghum.

Course content-related study coaching

- Interactive support using Minerva.
- By appointment.

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination with multiple choice questions

Examination methods in case of periodic evaluation during the second examination period

Written examination with multiple choice questions

Examination methods in case of permanent evaluation

Assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

Details on periodic evaluation: the written exam has 45 to 50 multiple choice questions. Each question has 4 alternative responses, only one of which is correct.

Details on permanent evaluation:

- Method: The paper is a report discussing the students' answers on a clearly delineated set of questions dealing with the group assignment. The paper is evaluated in terms of both substantive and formal qualities.
- Frequency: the paper is evaluated once (after it is finished)
- Description of second exam chance for permanent evaluation: a slimmed down version of the (group) paper, thereby receiving guidance from a teaching assistant.
- Feedback for permanent evaluation: exercise assistants can be contacted by appointment to get individualized feedback.

Calculation of the examination mark

A combination of periodic evaluation (80%) and permanent evaluation (20%).

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.