

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE LEVEL		
COURSE CODE	PSY-3310	SEMESTER	5 th
COURSE TITLE	TOPICS OF INFANT DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures and DVD presentations, invited talks and oral presentations by students in class	3	6	
COURSE TYPE	Skills Development (seminar)		
PREREQUISITE COURSES:	Methodology of Scientific Research in Social Sciences, Developmental Psychology I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=437		

(2) LEARNING OUTCOMES

Learning outcomes
<p><i>The basic aim of this seminar is to deepen issues related to aspects of infant development that have been initially discussed in the course of Developmental Psychology I. In particular, the purpose of this seminar is the acquisition of specific knowledge in order student to be able to define variability of experiences related to the interaction of genetic and environmental factors in the course of infancy.</i></p> <p>In particular, after the completion of this seminar students are expected to:</p> <ul style="list-style-type: none"> • Have understood traditional and contemporary theories of development with emphasis on infant development, • Have understood innate communicative infant abilities derived from recent empirical evidence, <ul style="list-style-type: none"> • Have defined the variability of experiences that form infant development in different cultures, • Have been familiarized with the complicated empirical evidence that investigate the way infant sex as well as birth order constitute two factors that define development, • Have understood the different but complementary impact that Significant Others

<p>(mother, father, sibling, grandmother/grandfather) have in infant development,</p> <ul style="list-style-type: none"> To have understood the importance of quality of early interactive experiences for later development.
<p>General Competences</p> <ul style="list-style-type: none"> Search for, analysis and synthesis of data and information, with the use of the necessary technology, Production of new research ideas, Respect for difference and multiculturalism Showing social, professional and ethical responsibility and sensitivity to gender issues, Working independently, Criticism and self-criticism

(3) SYLLABUS

<ol style="list-style-type: none"> Traditional and contemporary theories on infant development, Expressive behaviours in interactions of infants with Significant Others, The development of twin infants- the development of multiple birth infants, The development high-risk infants- The development of premature infants, The father’s role on infant development, Emotions and emotional coordination in interactions of infants with Significant Others, The effect of gender, birth order and culture on infant development, Playful expressive behaviours in infant-Significant Other interactions, Maternal and paternal post-natal depression: Their effect on infant development, The effect of poverty on infant development, Methods of assisted reproduction: psychological and ethical matters and their effect on infant development.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face in classroom															
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching, Use of electronic platform e-learn in support of the educational process															
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester Work load</i></th> <th><i>ECTS credits</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>6 hours</td> <td>0,24</td> </tr> <tr> <td>Independent study for presentation A</td> <td>25 hours</td> <td>1,0</td> </tr> <tr> <td>Independent study for presentation B</td> <td>35 hours</td> <td>1,4</td> </tr> <tr> <td>Participation in oral presentations</td> <td>33 hours</td> <td>1,32</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Work load</i>	<i>ECTS credits</i>	Lectures	6 hours	0,24	Independent study for presentation A	25 hours	1,0	Independent study for presentation B	35 hours	1,4	Participation in oral presentations	33 hours	1,32
<i>Activity</i>	<i>Semester Work load</i>	<i>ECTS credits</i>														
Lectures	6 hours	0,24														
Independent study for presentation A	25 hours	1,0														
Independent study for presentation B	35 hours	1,4														
Participation in oral presentations	33 hours	1,32														

	Independent study and writing of assignment	45 hours	1,8		
	Participation in oral examination	1 hour	0,04		
	Course Total	145	5,8		
STUDENT PERFORMANCE EVALUATION	<p>Student evaluation is in Greek language.</p> <p>I. Two oral public presentations (20% of the total grade each). II. Written work (40% of the total grade). III. Oral examination (20% of the total grade).</p> <p>Evaluation criteria are accessible to students via the web-site of course on the UoC e-learn platform.</p>				

(5) ATTACHED BIBLIOGRAPHY

- Suggested Bibliography:

1. Bremner, G., Slater, A., & Butterworth, G. (2012). *Infant Development: Recent Progress* (Editor in Greek: C. Papailiou). Athens: Papazisis Publishers.
2. Cole, M., & Cole, S. R. (2000). *Child Development: The Beginning of Life - Pregnancy, Birth and Infancy* (volume A) (Editors in Greek: Z. Papaligoura & P. Vorria, Translation: M. Solman). Athens: Gutenberg.
3. Craig, G. J., Baucum, D. (2008). *Human Development* (Editor in Greek: P. Vorria). Athens: Papazisis Publishers.
4. Feldman, R.S. (2009). *Developmental Psychology: Life Span Development* (Editor in Greek: H. G. Bezevengis). Athens: Gutenberg.
5. Lightfoot, C., Cole, M., & Cole, S.R. (2014). *Child Development* (Editors in Greek: Z. Bablekou, Translation: M. Koulentianou). Athens: Gutenberg.

- Articles in Scientific Journals

4. Cooper, R.P. & Aslin, R. N. (1990). Preference for Infant-Directed Speech in the First Month after Birth. *Child Development*, 61(5), 1584-1595.
5. Stern, D. (1971). A micro-analysis of mother-infant interaction: Behavior regulating social contact between a mother and her 31/2 month-old twins. *Journal of American Academy of Child Psychiatry*, 10(3), 501-517.
6. Minde, K., Whitelaw, A., Brown, J., Fitzhardinge, P. (2008). Effect of neonatal complications in premature infants on early parent-infant interactions. *Developmental Medicine & Child Neurology*, 25(6), 763-777.
7. Engle, P.L., Black, M.M. (2008). The Effect of Poverty on Child Development and Educational Outcomes. *Annals of the New York Academy of Sciences*, 1136, 243-256.

- Related Academic Journals:

- Developmental Psychology,
- Child Development,
- Infant Behavior and Development,

- Infant and Child Development,
- Infancy,
- Infant Mental Health,
- Social Development.