

## SYLLABUS

### 1. Information about the study program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology - Cognitive Sciences
1.5 Study cycle	Bachelor level
1.6 Study program / Qualification	Psychologist

### 2. Information about the course

2.1 Title of the course	Developmental psychology						
2.2 Teacher in charge of the lecture	Prof. Univ. Dr. Oana Benga						
2.3 Teacher in charge of the seminar	Lect. Dr. Georgiana Susa-Erdogan						
2.4 Study year	2	2.5 Semester	4	2.6. Examination type	E	2.7 Course type	DS

### 3. Estimated total time (number of hours of teaching activities per semester)

3.1 Number of hours per week	4	out of which: 3.2 lecture	2	3.3 seminar / laboratory	2
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	28	3.6 seminar / laboratory	28
Distribution of the allocated amount of time:					hours
Individual study (textbook, course support, bibliography, and notes)					56
Supplementary documentation at the library using specialized electronic platforms in the field					22
Preparing for seminars / laboratories, homework, papers, portfolios, and essays					20
Tutoring					4
Exams					2
Other activities: research activities					1
3.7 Total number of hours of individual study	98				
3.8 Total number of hours per semester	150				
3.9 Number of credits (ECTS)	6				

#### 4. Prerequisites (if applicable)

4.1 Curriculum	<ul style="list-style-type: none"> <li>• Introduction to psychology</li> <li>• Cognitive psychology</li> <li>• Introduction to neurosciences</li> <li>• Quantitative and statistics research methods</li> </ul>
4.2 Competencies	-

#### 5. Requirements (if applicable)

5.1 For the lecture	<ul style="list-style-type: none"> <li>• Classroom with at least 180 seats, computer and video projector / Online course conducted through the MS Teams platform.</li> </ul>
5.2 For the seminar / laboratory	<ul style="list-style-type: none"> <li>• Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.</li> </ul>

#### 6. Specific skills acquired

<b>Professional skills</b>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Understanding the place and role of developmental psychology within cognitive sciences</li> <li>• Knowledge of fundamental theoretical approaches within developmental psychology</li> <li>• Understanding the factors and mechanisms of typical development</li> <li>• Familiarization with research paradigms and designs in developmental psychology</li> </ul> <p><b>Explanation and interpretation</b></p> <ul style="list-style-type: none"> <li>• Arguing the importance of the developmental cognitive and socio-affective approach in psychology</li> <li>• Interpretation of different psychological processes in the light of age differences</li> </ul> <p><b>Instrumental - applicative</b></p> <ul style="list-style-type: none"> <li>• Learning the main paradigms and methods for developmental research</li> <li>• Developing skills to conduct a research project</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Manifestation of a positive and responsible attitude towards people irrespective of their age</li> <li>• Promoting the values that sustain optimal development at all ages</li> <li>• Interest in personal development in the field</li> </ul>
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<b>Transversal skills</b>	<ul style="list-style-type: none"> <li>● Written and oral communication skills</li> <li>● Relationship and teamwork skills</li> <li>● Time management skills and the management of resources</li> <li>● Competences in using scientific terminology in the field of developmental cognitive science</li> <li>● Competences for the interdisciplinary use of knowledge and terminology in the fields of developmental psychology and cognitive science</li> </ul>
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### 7. Objectives of the course (based on the grid of acquired competencies)

7.1 General objective	Familiarizing students with developmental psychology and the understanding of the human mental system from an ontogenetic perspective.
7.2 Specific objectives	<ul style="list-style-type: none"> <li>• Presentation of the main theoretical paradigms in developmental psychology</li> <li>• Analysis and understanding of psychological changes across the life span</li> <li>• Discussion of the main age-specific research paradigms within developmental psychology</li> </ul>

### 8. Content

8.1 Lecture	Teaching strategies	Remarks
<b>Theoretical paradigms of human development</b>  <b>Keywords:</b> theoretical approaches, interdisciplinarity.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
<b>Prenatal development and birth</b>  <b>Keywords:</b> prenatal sensory development and learning, newborn status, newborn cognition.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
<b>Physical and cognitive development in infancy</b>  <b>Keywords:</b> motor development, perception and action, attention, memory, social cognition.	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

<p><b>Socioemotional development in infancy</b></p> <p><b>Keywords:</b> emotional expression and understanding, attachment, temperament.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p><b>Physical and cognitive development in early childhood</b></p> <p><b>Keywords</b> motor development, symbolic understanding, language, executive functions.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p><b>Socioemotional development in early childhood</b></p> <p><b>Keywords:</b> prosocial development, self-regulation, moral development.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p><b>Physical and cognitive development in middle and late childhood</b></p> <p><b>Keywords:</b> executive functions, metacognition, literacy, mathematical abilities.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p><b>Socioemotional development in middle and late childhood</b></p> <p><b>Keywords:</b> self-concept, self-esteem, peer relations, self-regulation.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p><b>Physical and cognitive development in adolescence</b></p> <p><b>Keywords:</b> puberty, brain development, executive functions, decision making.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p><b>Socioemotional development in</b></p>	<p>Lecture, demonstrative example, synthesis of</p>	

<p><b>adolescence</b></p> <p><b>Keywords:</b> sensation seeking, risk taking, social cognition, identity formation, peer relations.</p>	<p>knowledge, guided discovery</p>	
<p><b>Development in early adulthood</b></p> <p><b>Keywords:</b> emerging adulthood, physical development, cognitive development, socioemotional development.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p><b>Development in middle adulthood</b></p> <p><b>Keywords:</b> physical development, cognitive development, socioemotional development.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p><b>Development in late adulthood</b></p> <p><b>Keywords:</b> physical development, cognitive development, socioemotional development.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p><b>An integrative analysis of human development</b></p> <p><b>Keywords:</b> life-span development, interindividual differences, within-person rates of change.</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p><b>Mandatory references:</b></p> <p>Houde, O., &amp; Borst, G. (Eds.) (2022). <i>The Cambridge Handbook of Cognitive Development</i> (Cambridge Handbooks in Psychology). Cambridge: Cambridge University Press.</p> <p>Leman, P., Bremner, A., Parke, R. D., &amp; Gauvain, M. (2<sup>nd</sup> ed.) (2019). <i>Developmental Psychology</i>. McGraw Hill-Education.</p> <p>Lightfoot, C., Cole, M., &amp; Col S. R. (2018). <i>The Development of Children (8th edition)</i>. Worth Publishers.</p> <p>Slater, A., &amp; Bremner, J. G. (2017). <i>An Introduction to Developmental Psychology, 3rd Edition</i>. Chichester: Wiley.</p>		

**!!! Note: only the chapters related to the topics taught in the lecture and the seminar are mandatory from the works mentioned above**

**Optional references:**

Arnett, J. J., Zukauskienė, R., & Sugimura, K. (2014). The new life stage of emerging adulthood at ages 18-29 years: implications for mental health. *Lancet Psychiatry*, 1, 569-76.

Carstensen, L. L., & DeLiema, M. (2018). The positivity effect: a negativity bias in youth fades with age. *Current Opinion in Behavioral Sciences*, 19, 7-12.

Cohen, A. O., Breiner, K., Steinberg, L., ..., & Casey, B. J. (2016). When Is an Adolescent an Adult? Assessing Cognitive Control in Emotional and Nonemotional Contexts. *Psychological Science*, 27, 549-562.

Del Giudice, M. (2014). Middle Childhood: An Evolutionary-Developmental Synthesis. *Child Development Perspectives*, 8, 193-200.

Dowdall, N., Melendez-Torres, G. J., Murray, L., Gardner, F., Hartford, L., & Cooper, P. J. (2020). Shared picture book reading interventions for child language development: A systematic review and meta-analysis. *Child Development*, 91(2), e383-e399

Duell, N., & Steinberg, L. (2021). Adolescents take positive risks, too. *Developmental Review*, 62, 100984.

Fernandes, C., Fernandes, M. S., Santos, A. J., Antunes, M., Monteiro, L., Vaughn, B. E., & Verissimo, M. (2021). Early attachment to mothers and fathers: Contributions to Preschoolers' Emotional Regulation. *Frontiers in Psychology*, 12, 2395.

Gartstein, M. A., Hancock, G. R., & Iverson, S. L. (2018). Positive affectivity and fear trajectories in infancy: Contributions of mother-child interaction factors. *Child Development*, 89(5), 1519-1534.

Lachman, M. E. (2004). Development in Midlife. *Annual Review of Psychology*, 55, 305-331. 9.

Libertus, K., Joh, A. S., & Needham A. W. (2015). Motor training at 3 months affects object exploration 12 months later. *Developmental Science*, 1-9.

Hofer, S.M., & Piccinin, A.M. (2010). Toward an Integrative Science of Life-Span Development and Aging, *The Journals of Gerontology: Series B*, Vol. 65B, Iss. 3, 269-278.

Hopkins, B., Geangu, E., & Linkenauer, S. (Eds.). (2017). *The Cambridge Encyclopedia of Child Development* (2nd ed.). Cambridge: Cambridge University Press.

Ross, J., Hutchison, J., & Cunningham, S.J. (2020). The Me in Memory: The Role of the Self

in Autobiographical Memory Development. *Child Development*, 1-16.

Rothbart, M. K., Sheese, B. E., Rueda, M. R., & Posner, M. I. (2011). Developing Mechanisms of Self- Regulation in Early Life. *Emotion Review*, 3, 207-213

Starmans, C. (2017). Children’s theories of the self. *Child Development*, 1774–1785.

Thomas, A., & Gutchess, A. (Eds.). (2020). *The Cambridge Handbook of Cognitive Aging: A Life Course Perspective* (Cambridge Handbooks in Psychology). Cambridge: Cambridge University Press.

Tompkins, V., Farrar, M. J., Montgomery, D. E. (2019). Speaking your mind: Language and narrative in young children’s theory of mind development. *Advances in Child Development and Behavior*, 56, 109-140.

8.2 Seminar / laboratory	Teaching strategies	Remarks
<p><b>Study of development – an interdisciplinary enterprise</b></p> <p><b>Keywords:</b> cognitive science, genetics and epigenetics, neuroscience</p>	<p>Presentation, knowledge synthesis, conceptual clarification, practical activities</p>	
<p><b>Methods and designs in developmental research I</b></p> <p><b>Keywords:</b> experimental methods, observational methods, longitudinal designs, cross-sectional designs</p>	<p>Presentation, knowledge synthesis, conceptual clarification, practical activities</p>	
<p><b>Methods and designs in developmental research II</b></p> <p><b>Keywords:</b> multimethod designs, individual stability and change, group differences</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p><b>Culture and human development</b></p> <p><b>Keywords:</b> universal development, cross-cultural variability, developmental trajectories</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	

<p><b>Prediction in development</b></p> <p><b>Keywords:</b> prediction models, early risk, differential susceptibility</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p><b>Executive functions across development</b></p> <p><b>Keywords:</b> working memory, attention and inhibitory control, flexibility</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p><b>Human development in the digital age</b></p> <p><b>Keywords:</b> technology, digitalization, social media</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, Guided discovery, practical activities</p>	
<p><b>Emotion regulation across the life span</b></p> <p><b>Keywords:</b> emotion, self-regulation, resilience</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p><b>Attachment across the life span</b></p> <p><b>Keywords:</b> security vs. insecurity of attachment, stability, change</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p><b>Social cognition across development</b></p> <p><b>Keywords:</b> theory of mind, perspective taking, empathy</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p><b>Age differences in risk taking and reward processing</b></p> <p><b>Keywords:</b> risk taking, risk aversion, reward processing</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p><b>Cognitive growth vs. cognitive decline in adulthood</b></p> <p><b>Keywords:</b> adulthood, cognitive changes</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	



<p><b>Fundamental vs. applied developmental research</b></p> <p><b>Keywords:</b> outcomes and designs, critical analysis,</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p><b>Summary seminar – putting it all together</b></p> <p><b>Keywords:</b> synthesis, integration, recap</p>	<p>Knowledge synthesis, conceptual clarification, conversation</p>	

**Mandatory references:**

Hopkins, B., Geangu, E., & Linkenauer, S. (Eds.). (2017). *The Cambridge Encyclopedia of Child Development* (2nd ed.). Cambridge: Cambridge University Press.

Houde, O., & Borst, G. (Eds.) (2022). *The Cambridge Handbook of Cognitive Development* (Cambridge Handbooks in Psychology). Cambridge: Cambridge University Press.

Keller, H. (2017). Culture and Development: A systematic relationship. *Perspectives on Psychological Science*, 833-840.

Leman, P., Bremner, A., Parke, R. D., & Gauvain, M. (2<sup>nd</sup> ed.) (2019). *Developmental Psychology*. McGraw Hill-Education.

Burns, T. and F. Gottschalk (eds.) (2019). *Educating 21st Century Children: Emotional Well-being in the Digital Age*, Educational Research and Innovation, OECD Publishing, Paris.

Thomas, A., & Gutchess, A. (Eds.). (2020). *The Cambridge Handbook of Cognitive Aging: A Life Course Perspective* (Cambridge Handbooks in Psychology). Cambridge: Cambridge University Press.

**!!! Note: only the chapters related to the topics taught in the lecture and the seminar are mandatory from the works mentioned above**

**Optional references:**

Coulombe, B. R., & Yates, T. M. (2021). Attachment security predicts adolescents’ prosocial and health protective responses to the COVID-19 pandemic. *Child Development*.

Jensen, L. A. (Ed.). (2015). *The Oxford handbook of Human Development and Culture: An Interdisciplinary Perspective*. Oxford University Press.

Joshi P., Shukla S. (2019) Children’s Development in the Digital Age. In: *Child Development and Education in the Twenty-First Century*. Springer, Singapore

Kirkorian, H. L., Choi, K., Yoo, S. H., & Etta, R. A. (2021). The impact of touchscreen interactivity on US toddlers’ selective attention and learning from digital media. *Journal of*

*Children and Media*, 1-17.

Plötner, M., Hepach, R., Over, H., Carpenter, M., & Tomasello, M. (2021). Young children share more under time pressure than after a delay. *PLoS ONE*, *16*(3), e0248121.

Rosenbaum GM, Venkatraman V, Steinberg L, Chein JM (2021) Do adolescents always take more risks than adults? A within-subjects developmental study of context effects on decision making and processing. *PLoS ONE* *16*(8): e0255102.

Settersten, R. A., Jr., Bernardi, L., Härkönen, J., Antonucci, T. C., Dykstra, P. A., Heckhausen, J., Kuh, D., Mayer, K. U., Moen, P., Mortimer, J. T., Mulder, C. H., Smeeding, T. M., van der Lippe, T., Hagestad, G. O., Kohli, M., Levy, R., Schoon, I., & Thomson, E. (2020). Understanding the effects of Covid-19 through a life course lens. *Current Perspectives on Aging and the Life Cycle*, *45*, 100360.

Sommerville, J. A., & In Decety, J. (2017). *Social cognition: Development Across the Life Span*. Routledge, Taylor & Francis Group.

Tucker-Drob, E. M., Brandmaier, A. M., & Lindenberger, U. (2019). Coupled cognitive changes in adulthood: A meta-analysis. *Psychological Bulletin*, *145*(3), 273–301. <https://doi.org/10.1037/bul0000179>

## 9. Correlations between the content of the course and the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The proposed lecture and seminar offer central topics in fundamental and applied research in the fields of cognitive sciences, and their approach is based on the most recent results in the literature. The course also offers state of the art research skills that are transferable to any scientific and applied field of knowledge.

## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Lecture		Written exam	60%
10.5 Seminar / laboratory		Research project	30%

### 10.6 Minimum passing score

**The final evaluation** will be based on a written exam conducted in the exam session at the end of the second semester and of a research project.

The final grade consists of:

- score obtained in the written exam in proportion of 60% (maximum 6 points)
- research project 30% (up 3 points).

The simultaneous conditions for passing the Developmental Psychology exam are:

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| <ul style="list-style-type: none"><li>a. a minimum of 2.5 points for the written exam out of the 6 maximum possible points</li><li>b. a minimum of 5 points from the final grade (combined score: project and exam)</li></ul> |
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Date

22.11.2021

Signature of the teacher in charge of the lecture



Signature of the teacher in charge of the seminar



Approval date in the department

Signature of the Head of the department /director