

# SYLLABUS

## *Developmental Psychology*

University year 2024-2025

### 1. Information regarding the programme

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 programme/Qualification	Psychologist
1.7. Form of education	

### 2. Information regarding the discipline

2.1. Name of the discipline	Developmental psychology			Discipline code	PLE1422		
2.2. Course coordinator							
2.3. Seminar coordinator							
2.4. Year of study	2	2.5. Semester	4	2.6. Type of evaluation	E	2.7. Discipline regime	DS

### 3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	4	of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4. Total hours in the curriculum	56	of which: 3.5 course	28	3.6 seminar/laborator	28
<b>Time allotment for individual study (ID) and self-study activities (SA)</b>					<b>hours</b>
Learning using manual, course support, bibliography, course notes (SA)					56
Additional documentation (in libraries, on electronic platforms, field documentation)					22
Preparation for seminars/labs, homework, papers, portfolios and essays					20
Tutorship					4
Evaluations					2
Other activities:					1
<b>3.7. Total individual study hours</b>					<b>98</b>
<b>3.8. Total hours per semester</b>					<b>150</b>
<b>3.9. Number of ECTS credits</b>					<b>6</b>

### 4. Prerequisites (if necessary)

4.1. curriculum	Introduction to psychology Cognitive psychology Introduction to neurosciences Quantitative and statistics research methods
4.2. competencies	Basic skills and knowledge of research methods in psychology Ability to critically analyze psychological literature

### 5. Conditions (if necessary)

5.1. for the course	Classroom with at least 180 seats, computer and video projector / Online course conducted through the MS Teams platform.
5.2. for the seminar /lab activities	Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.

## 6. Specific competencies acquired <sup>1</sup>

<b>Professional/essential competencies</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>
<b>Transversal competencies</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>

## 7. Objectives of the discipline (outcome of the acquired competencies)

<b>7.1 General objective of the discipline</b>	Familiarizing students with developmental psychology and the understanding of the human mental system from an ontogenetic perspective.
<b>7.2 Specific objective of the discipline</b>	<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 Course	Teaching methods	Remarks
Theoretical paradigms of human development	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Lifespan theories of human development	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Prenatal development	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Cognitive development in infancy	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

<sup>1</sup> One can choose either competences or learning outcomes, or both. If only one option is chosen, the row related to the other option will be deleted, and the kept one will be numbered 6.

Socio-emotional development in infancy	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Socio-emotional development and self-regulation in early childhood	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Cognitive development in preschoolers	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Socio-emotional development in preschoolers	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Cognitive and socio-emotional development in middle childhood	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Cognitive and socio-emotional development in adolescence	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Emerging adulthood	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Development in middle adulthood	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Development in late adulthood	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
An integrative analysis of human development	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

**Mandatory references:**

Duarte, A., & Dulas, M. R. (2020). Episodic memory decline in aging. In A. K. Thomas & A. Gutchess (Eds.), *The Cambridge handbook of cognitive aging* (1st ed., pp. 200–217). Cambridge University Press.

<https://doi.org/10.1017/9781108552684.013>

Leman, P., Bremner, A., Parke, R. D., & Gauvain, M. (2nd ed.) (2019). *Developmental Psychology*. McGraw Hill-Education. Chapter 6,8,9, and 16.

Lightfoot, C., Cole, M., & Col S. R. (2018). *The Development of Children* (8th edition). Worth Publishers. Chapter 15

Masek, L. R., McMillan, B. T., Paterson, S. J., Tamis-LeMonda, C. S., Golinkoff, R. M., & Hirsh-Pasek, K. (2021). Where language meets attention: How contingent interactions promote learning. *Developmental Review, 60*, 100961.

Moyano, S., Rico-Picó, J., Conejero, Á., Hoyo, Á., de los Ángeles Ballesteros-Duperón, M., & Rueda, M. R. (2023). Influence of the environment on the early development of attentional control. *Infant Behavior and Development, 71*, 101842.

Tervo-Clemmens, B., Calabro, F. J., Parr, A. C., Fedor, J., Foran, W., & Luna, B. (2023). A canonical trajectory of executive function maturation from adolescence to adulthood. *Nature communications, 14*(1), 6922.

Weimer, A. A., Warnell, K. R., Ettekal, I., Cartwright, K. B., Guajardo, N. R., & Liew, J. (2021). Correlates and antecedents of theory of mind development during middle childhood and adolescence: An integrated model. *Developmental Review, 59*, 100945.

**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.

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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 methods	Remarks
Theories of human development	Presentation, knowledge synthesis, conceptual clarification, practical activities	
Research designs and methods in developmental psychology I	Presentation, knowledge synthesis, conceptual clarification, practical activities	
Research designs and methods in developmental psychology II	Presentation, knowledge synthesis, conceptual clarification, practical activities	
Culture and human development	Presentation, knowledge synthesis, conceptual clarification, practical activities	
Prediction in human development	Presentation, knowledge synthesis, conceptual clarification, practical activities	
Early language development	Presentation, knowledge synthesis, conceptual clarification, practical activities	
Human development in the digital age	Presentation, knowledge synthesis, conceptual clarification, practical activities	

Development of social cognition in preschoolers and middle childhood	Presentation, knowledge synthesis, conceptual clarification, practical activities	
Cold cognition development in adolescence	Presentation, knowledge synthesis, conceptual clarification, practical activities	
Hot cognition development in adolescence: Risk and reward processing	Presentation, knowledge synthesis, conceptual clarification, practical activities	
Emerging adulthood	Presentation, knowledge synthesis, conceptual clarification, practical activities	
Post-formal thinking	Presentation, knowledge synthesis, conceptual clarification, practical activities	
Socio-emotional development in adulthood	Presentation, knowledge synthesis, conceptual clarification, practical activities	
Summary seminar	Presentation, knowledge synthesis, conceptual clarification, practical activities	

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Duarte, A., & Dulas, M. R. (2020). Episodic memory decline in aging. In A. K. Thomas & A. Gutchess (Eds.), *The Cambridge handbook of cognitive aging* (1st ed., pp. 200–217). Cambridge University Press.

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Moyano, S., Rico-Picó, J., Conejero, Á., Hoyo, Á., de los Ángeles Ballesteros-Duperón, M., & Rueda, M. R. (2023). Influence of the environment on the early development of attentional control. *Infant Behavior and Development, 71*, 101842.

Tervo-Clemmens, B., Calabro, F. J., Parr, A. C., Fedor, J., Foran, W., & Luna, B. (2023). A canonical trajectory of executive function maturation from adolescence to adulthood. *Nature communications, 14*(1), 6922.

Weimer, A. A., Warnell, K. R., Etekal, I., Cartwright, K. B., Guajardo, N. R., & Liew, J. (2021). Correlates and antecedents of theory of mind development during middle childhood and adolescence: An integrated model. *Developmental Review, 59*, 100945.

**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. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of 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 Percentage of final grade
10.4 Course		Written exam	60%
10.5 Seminar/laboratory		Written seminar tasks	30%
10.6 Minimum standard of performance			
<p>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.</p> <p>The final grade consists of:</p> <p>a. score obtained in the written exam in proportion of 60% (maximum 6 points)</p> <p>b. written seminar tasks 30% (up 3 points).</p> <p>The simultaneous conditions for passing the Developmental Psychology exam are:</p> <p>a. a minimum of 2.5 points for the written exam out of the 6 maximum possible points</p> <p>b. a minimum of 5 points from the final grade (combined score: project and exam)</p>			

**11. Labels ODD (Sustainable Development Goals)<sup>2</sup>**

	General label for Sustainable Development						
							

<sup>2</sup> Keep only the labels that, according to the [Procedure for applying ODD labels in the academic process](#), suit the discipline and delete the others, including the general one for *Sustainable Development* – if not applicable. If no label describes the discipline, delete them all and write „Not applicable.“.

								
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Date:  
30.05.2025

Signature of course coordinator  
Georgiana Erdogan, PhD.

Signature of seminar coordinator  
Ionuț Mone, PhD.

Date of approval:  
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Signature of the head of department  
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