

COURSE NAME		DEVELOPMENTAL PSYCHOLOGY							
Code	KBT: 104 ISVU: 82556	Year of study			I				
Course teacher/s	Associate professor Ivan Kešina, Ph.D	Credit (ECTS)			5				
Assistants	Mirko Mihalj, M.S.	Type of instruction (number of hours per semester)				L	S	E	F
		60							
Course status	Core course	Percentage of e-learning implementation			30%				
COURSE DESCRIPTION									
Course goals	Introduction to main psychological theories and to the teachings of human development and age features.								
Course enrollment requirements and core competencies									
Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Having successfully completed the course a student should be able to:</p> <ol style="list-style-type: none"> 1. Interpret the subject and methods of developmental psychology. 2. Analyse individual features with respect to the age. 3. Identify developmental changes in adolescence. 4. Valorize acquired knowledge in class. 								
Detailed course content (weekly class schedule)	<p>Historical overview of human development (4). Developmental theories and research methods (4). Biological and physical development: genetics, prenatal development, birth and perinatal period, physical growth and the development of motor skills (6). Cognitive approach: development of senses and perception, speech development (6). J. Piaget's approach, information processing and intelligence testing (10). Social and emotional development: development of the concept of self-awareness, development of identity, autonomy and intimacy (6). Relations with family and peer groups (4). Moral formation (4). Development of gender roles (4). Problems in adolescence, delinquency and psychopathology (6). Psychology of mature age: developmental changes, indicators of maturity and old age, physical and intellectual development (6).</p>								
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> combined e-learning			<input type="checkbox"/> (Other)					
Student obligations	Class attendance, reading of the literature, taking Mid-term exams and exams.								
Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Class attendance	2,0	Research		Practical training				
	Experimental work		Written representation		Individual work	1,0			
	Essay		Seminar essay		(Other)				
	Mid-term exams	1,0	Oral exam	1,0	(Other)				
	Written exam		Project		(Other)				
Grading and evaluation of student work in class and at the final exam	<p>Mid-term exam – 40% Exam – 60%</p>								

	Title	Number of copies in the library	Availability via other media
Obligatory literature (available in the library or via other media)	R. Vasta i dr., <i>Dječja psihologija</i> , "Naklada Slap", Jastrebarsko, 2004., str. 1-645.	1	
	K.W. Schaie, S.L. Willis, <i>Psihologija odrasle dobi i starenja</i> , Naklada Slap, Jastrebarsko, 2001., str. 1-105; 345-434.	1	
	M. Mihalj, <i>Razvojna psihologija</i> , 2013.		Loomen
Supplementary literature	Berk, E. Laura (ur. hrv. izdanja Gordana Keresteš), <i>Psihologija cjeloživotnog razvoja</i> , Naklada Slap, Jastrebarsko, 2008., 812 str. S. A. Rathus, <i>Temelji psihologije</i> , Naklada Slap, Jastrebarsko, 2001., str. 423-467, 513-548.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Consultations and conversation on the content understanding, student attendance register. Mid-term exams.		
Other (according to the opinion of education provider)			