

MODULE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES		
PROGRAM MODULE	EDUCATION (EKP)		
LEVEL OF STUDIES	POSTGRADUATE		
MODULE CODE	EKP50	YEAR OF STUDY	1 st
MODULE TITLE	Development of the Child in the Social Environment		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the module, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the module, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Weekly workload: 26-27 hours x 32 weeks		840	30 ECTS
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
MODULE TYPE	Compulsory		
PREREQUISITE MODULES:	There are no prerequisites for this module		
LANGUAGE OF INSTRUCTION and EXAMINATION S:	Greek		
IS THE MODULE OFFERED TO ERASMUS STUDENTS	No, due to annual duration of the module		
MODULE WEBSITE (URL)	https://www.eap.gr/en/educational-sciences/topics/?_gl=1*1tmdj13*_ga*MTI5NDAxODgzMS4xNjc1MTY1NjYy*_up*MQ..#e50 Each module has its own space in the educational platform (Learning Management System) of HOU (http://study.eap.gr), with controlled access (password-protected) for students and teaching staff (Tutors).		

(2) LEARNING OUTCOMES

Learning outcomes

The module learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the module are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*

• *Guidelines for writing Learning Outcomes*

Upon completion of the module, the student will be able to:

- understand the central issues concerning human development from the prenatal period to adolescence,
- recognise the major achievements of the developing human being at each stage and sub-stage of development, from the prenatal period to adolescence, and in each area of development such as biological-motor, cognitive, verbal, socio-emotional and moral development,
- assess the importance and role of formal and informal learning and educational environments, such as the family, early childhood care institutions and schools, in the child's development,
- critically evaluate theories and positions on how children develop thinking, master language, interact socially, and acquire knowledge,
- utilize theoretical approaches to development and findings from relevant research studies in evaluating and addressing issues related to the child's developmental trajectory,
- evaluate the effectiveness of developmental theories and positions in understanding and interpreting issues related to child development in different socio-cultural contexts,
- understand the role of the socio-cultural context in developmental issues

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the module aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Showing social, professional, and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative, and inductive thinking

(3) MODULE CONTENT

Module subjects:

- Cognitive, linguistic, social, and emotional development during infancy, early and middle childhood and adolescence.
- Relationships of the child and adolescent with significant persons in the social contexts of development (family, peers, school, neighbourhood-community, ethnic group, etc.).

The purpose of this module is to understand the stages of child development from preschool to adolescence. In particular, it examines:

- The child's first relationships with their caregivers and the importance of these relationships for their development.
- The role of language as a tool for communication and thinking.
- How children learn in pre-school and school age. How parents and other adults teach children during the preschool years and how teaching and learning are differentiated in the school environment.
- What is the role of the child himself in this learning process and in his own development in general.
- What is the importance of friendships for the child's social, cognitive, and emotional development?
- How adolescents negotiate the issue of autonomy and independence in their way of thinking and acting.
- A sociocultural perspective is adopted in this approach since the developing child is a product of specific cultural practices and specific social processes and relationships.

(4) TEACHING and LEARNING METHODS - ASSESSMENT

MODES OF DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Distance learning with at least five online Tutorials during the academic year on weekends.																	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	In Module Tutorials and/or in communication with students, the following are used: • Remote meetings tools (Cisco Webex, MS teams), • Presentation software (e.g., Power Point), • Specialised educational technology software (such as "Summon Discovery Service", webex whiteboard, etc.), • Web browser • Use of HOU educational platforms (study.eap.gr, open.eap.gr) In addition, students use office automation tools as well as e-readers for digital books.																	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table><tr><th><i>Activity</i></th><th><i>Year workload</i></th></tr><tr><td>5 Module Tutorials (x 4 hours)</td><td>20</td></tr><tr><td>Minimum 4 additional Tutorials, supporting and enhancing students' understanding (x 2 hours)</td><td>8</td></tr><tr><td>Preparation of module assignments (4 assignments x 60 hours)</td><td>240</td></tr><tr><td>Exams</td><td>1</td></tr><tr><td>Individual study</td><td>571</td></tr><tr><td></td><td></td></tr><tr><td>Total module workload (hours)</td><td>840</td></tr></table>		<i>Activity</i>	<i>Year workload</i>	5 Module Tutorials (x 4 hours)	20	Minimum 4 additional Tutorials, supporting and enhancing students' understanding (x 2 hours)	8	Preparation of module assignments (4 assignments x 60 hours)	240	Exams	1	Individual study	571			Total module workload (hours)	840
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STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment of module EKP50 consists of four (4) written assignments in Greek during the academic year and a written final exam. Written assignments The four (4) written assignments are linked to the learning objectives of the module, to gain an in-depth understanding of human development. The topics of the written assignments follow the studying timeline, i.e., the chronological developmental sequence (infancy, early childhood, middle childhood, and adolescence) and prepare students for the requirements of the final written exam. The written assignments require students, among other things, to search for valid literature (Greek, but mainly in foreign languages), aim (by setting gradually increasing demands) at the development of critical thinking and compositional skills, at the evaluation of opposing theoretical views and at the development of structured and valid argumentation.																	

	The topics of the four (4) written assignments are posted throughout the academic year in the respective area of the EKP50 study platform (see https://study.eap.gr/mod/folder/view.php?id=14477). A list of evaluation criteria is composed for the assessment of these four (4) written assignments. The grading load of each criterion (grading rubric) is posted at the beginning of each academic year in (i) the ODP forum of the EKP50 and (ii) the EKP50 forum (see https://study.eap.gr/mod/forum/view.php?id=2365). The average grade of the written assignments contributes to the final grade of the module by 30% if a passing (promotable) grade is achieved in the final or resit written exam. Final or resit written exam The written assessment in the final or resit on-line exam includes multiple-choice, open-book questions, and potential oral support of the handed answers. The grade of the final or resit written exam contributes by 70% in the formation of the final grade of the module (see relevant postings in the module EKP50 site on the study platform https://www.eap.gr/education/postgraduate/annual/educational-sciences/topics/#e50 and in the general regulations https://www.eap.gr/education/study-regulations/). All the above is accessible to both students and Tutors of the module EKP50.
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(5) SUGGESTED BIBLIOGRAPHY

Required Main Bibliography (students' material):

Lightfoot, C., Cole, M., & Cole, S. R. (2014). *I anaptixi ton pedion [The development of children]*. Gutenberg.

Petrogiannis, K. (Ed.) (2019-20). *Odigos Meletis gia to ekpedeutiko iliko tis T.E. «Exelixa tou Pediou sto Kinoniko Perivalon (T.E. EKP50) [Study Guide for the educational material of the T.E. «Development of the Child in the Social Environment» (T.E. EKP50)*. Hellenic Open University. (Available from https://study.eap.gr/pluginfile.php/4044/mod_glossary/attachment/83/OM%20%CE%95%CE%9A%CE%A050-2021-22.pdf)

Leontari, A. (2000). Attachment theory and its role in the study of human development. *Psychology: The Journal of the Hellenic Psychological Society*, 7(1), 63–87. https://doi.org/10.12681/psy_hps.24254

Makris, N. (2002). Theory of mind: Precursors, developmental milestones, and communicative implications. *Psychology: The Journal of the Hellenic Psychological Society*, 9(3), 378–395. https://doi.org/10.12681/psy_hps.24064

Gonida, E., Kiosseoglou, G., & Papakyriakidou, O. (2007). Kaliergia ton metagnostikon dexiotiton kata tin proxoliki ilikia: Mia erevna paremvasis mesa stin taxi [Promoting metacognitive skills in preschool age: An intervention study in the classroom]. *Scientific Yearbook of the Psychological Society of Northern Greece*, 5, 132-161. https://pseve.org/wp-content/uploads/2018/03/Epetirida_5_7_Gonida.pdf

Galanaki, E. (2001). The “imaginary audience” and the “personal fable” in relation to risk behavior and risk perception during adolescence. *Psychology: The Journal of the Hellenic Psychological Society*, 8(4), 411–430. https://doi.org/10.12681/psy_hps.24126

Deliyanni-Kouimtzi, V. (2007). Efivikes tavitotites filou sto ikogeniako plesio: Evrimata, erminies, ke provlimatismi [Adolescent gender identities in the family context: Research findings, interpretations, and problems]. *Scientific Yearbook of the Psychological Society of Northern Greece*, 5, 35-56.

https://pseve.org/wp-content/uploads/2018/03/Epetirida_5_3_Deliyanni.pdf

Kalogiannis, P., Papaioannou, A., Sagovich, A., & Abatzoglou, G. (2011). Amivees epidrasis anamesa stin enia tou eavtou ke ti sxoliki epidodi, tin proetimasia gia to sxolio ke tin ikanopiisi apo ti zoi: Mia diaxroniki meleti [Reciprocal effects between self-concept and school performance, preparation for school, and life satisfaction A longitudinal study]. *Hellenic Journal of Psychology*, 8, 96-122.

https://pseve.org/wp-content/uploads/2018/03/Volume08_Issue1_Kalogiannis.pdf

Petrogiannis, K. (Ed.) (2012). *Genikes odigies sintaxis vivliografikon parapompon & anaforon me vasi to vivliografiko sistima tis American Psychological Association – APA (6th ed.)* [General guidelines for writing bibliographic citations & references based on the American Psychological Association - APA bibliographic system (6th ed.)]. Hellenic Open University. (<https://study.eap.gr/mod/folder/view.php?id=2369>)

Further Readings:

Feldman, S. (2019). *Anaptixiaki Psichologia: Dia viou proseggisi* [Development across the life span]. Gutenberg.

Dunn, W.L., & Craig, G.J. (2021). *Katanoontas tin antropini anaptixi* [Understanding human development]. Papazisis Publishing.

Related academic journals:

- Adolescent Research Review
- Advances in Child Development and Behavior
- Attachment and Human Development
- British Journal of Developmental Psychology
- Child Development
- Child Development Perspectives
- Developmental Psychology
- Developmental Review
- Human Development
- Journal of Adolescence
- Journal of Applied Developmental Psychology
- Journal of Experimental Child Psychology
- Journal of Research on Adolescence
- Journal of Youth and Adolescence
- Learning and Individual Differences
- Psichologia: To Periodiko tis Ellinikis Psichologikis Eterias [Psychology: The Journal of the Hellenic Psychological Society]
- Epistimoniki Etetirida tis Psichologiki Eteria Voriou Elladas [Scientific Yearbook of the Psychological Society of Northern Greece]
- Hellenic Journal of Psychology – Psichologiki Eteria Voriou Elladas [Psychological Society of Northern Greece]
- Epistimes tis Agogis – Ergastirio Diapolitismikon & Metanastevtikon Meleton, Pedagogiko Tmima Dimotikis Ekpedevsis, Panepistimio Kritis [Education Sciences - Laboratory of Intercultural & Migration Studies, Department of Primary Education, University of Crete]