The Hebrew University of Jerusalem

Syllabus

Development Psychology - 34507

Last update 06-03-2022

HU Credits: 4

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Education

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Hagit Sabato

Coordinator Email: sabato.hagit@mail.huji.ac.il

Coordinator Office Hours: Mondays, by appointment

Teaching Staff:

Dr. Sabato Hagit

Course/Module description:
   The course will follow emotional, social and cognitive processes from birth through adolescence, while taking into account both normal and pathologic developmental processes. The course will emphasize the role played by the interaction between children and their families, as well as their broader educational and cultural environments in these processes

Course/Module aims:
   To acquaint students with basic developmental processes, while providing them the skills to evaluate and compare between different approaches on the basis of empirical findings. To enable the students to analyze the implications of the theoretical approaches in the educational context.

Learning outcomes - On successful completion of this module, students should be able to:
   Acquisition of knowledge of key theories and issues in child development and research methods. Developing skills for critical analysis of theory. Developing a comparative perspective between different theoretical approaches. Applying the knowledge and its implications to the educational field.

Attendance requirements(%):
   80%

Teaching arrangement and method of instruction: lecture, discussion, learning in groups

Course/Module Content:
   Developmental psychology: basic issues in research and theory
Nature vs. nurture through life circle
Attachment and temperament
Cognitive development and language Acquisition
Social development
Moral and prosocial development
The development of the self
The role of play and creativity through the development
School readiness
Adolescence as a developmental stage

Required Reading:

Siegler, R., DeLoache, J., Eisenberg, N., & Saffran, J. (2104). How Children Develop. Chapters 1,4,5,14,15.

Cole, M., Cole, S. R., & Lightfoot, C. (2005). Language acquisition. In M. Cole, S. R. Cole, & C. Lightfoot, The Development of Children, Ch. 8, pp. 279-317.

Albert, D., Chein, J., & Steinberg, L. (2013). The teenage brain peer influences on adolescent decision making. Current directions in psychological science,22(2), 114-120.

Cole, M., Cole, S. R., & Lightfoot, C. (2005). The Development of Children Chapter 13, Schooling and Development in Middle Childhood, pp.504 -551

Harrist, A. W., & Bradley, K. D. (2003). "You can't say you can't play": intervening in the process of social exclusion in the kindergarten classroom. Early Childhood Research Quarterly, 18(2), 185-205.

Kogut, T. (2012). Knowing what I should, doing what I want: From selfishness to inequity aversion in young children's sharing behavior. Journal of Economic Psychology, 33(1), 226-236.

Kroger, J. (2006). Identity development: Adolescence through adulthood. Sage publications. pp 206-226.
Martin, A., & Olson, K. R. (2015). Beyond Good and Evil What Motivations Underlie Children's Prosocial Behavior?. Perspectives on Psychological Science, 10(2), 159-175.

ויניקוט, ד.ו. מדוע ילדים משחקים. בתוך הילד, משפחתו וסביבתו. ספריית פועלים, תל אביב, 1994. עמ' 115-118
מוס, ר.א. (1988). תיאוריות על גיל ההתבגרות, פרק 4: תיאורית הזהות של אריקסון
סולברג, ש' (2007). פסיכולוגיה של הילד והמתבגר (פרק 6, עמ 171-134). ירושלים: הוצאת מאגנס.
סרוף, א. , קופר, ר. ודהארט, ג. ההתפתחות החברתית והרגשית של התינוק. בתוך: התפתחות הילד טבעה ומהלכה, תל אביב: הוצאת האוניברסיטה הפתוחה. .פרק 6. עמ' 245-290

Additional Reading Material:

בקר, ע. (2009). עם מי שיחקת בגן היום? – עולמם החברתי של ילדים בגיל הרך. מכון מופ"ת.
ויניקוט, ד' (1997) משחק ומציאות. תל אביב: עם עובד 1997, הדפסה חמישית
סליגמן, מ. (2000). ילדות אופטימית: תוכנית פסיכולוגית לבניית החוסן הנפשי של ילדים. תל-אביב: עם עובד.
פלום, ח (1995). מתבגרים בישראל: הבטים אישיים, משפחתיים וחברתיים. אבן יהודה: רכס. עמ' 123-145

פריברג, ס. (1964). *השנים המופלאות. תל-אביב: ספרית הפועלים.*

Fraiberg, S., Adelson, E., & Shapiro, V. (1975). Ghosts in the nursery: A psychoanalytic approach to the problem of impaired infant-mother relationships. Journal of the American Academy of Child Psychiatry, 14, 387-421.

Legerstee, M. (2013). The developing social brain. In M. Legerstee (Ed.), The infant mind: Origins of the social brain (Ch. 10). New York: Guilford Press.

Riley, D., San Juan, R.R., Klinkner, J., & Ramminoger, A. (2008). Social and emotional development. Connecting Science and Practice in Early Childhood settings. Redleaf Press.

Reyna, V. F., & Farley, F. (2006). Risk and rationality in adolescent decision making implications for theory, practice, and public policy. Psychological science in the public interest, 7(1), 1-44.

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 60 %
Assignments 0 %
Reports 40 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information: