	SELECTED TOPICS I	N DEV	ELOPMENTAL PSYCHOLOGY				
1	Course Title:	SELECTE	ED TOPICS IN DEVELOPMENTAL PSYCHOLOGY				
2	Course Code:	PSI4059					
3	Type of Course:	Optional					
4	Level of Course:	First Cycl	e				
5	Year of Study:	4					
6	Semester:	7					
7	ECTS Credits Allocated:	6.00					
8	Theoretical (hour/week):	3.00					
9	Practice (hour/week):	0.00					
10	Laboratory (hour/week):	0					
11	Prerequisites:						
12	Language:	English					
13	Mode of Delivery:	Face to fa	ace				
14	Course Coordinator:	Doç. Dr. A	AHU ÖZTÜRK				
15	Course Lecturers:						
16	Contact information of the Course Coordinator:	Doç. Dr. Ahu Öztürk ozturka@uludag.edu.tr Tel:02242941871 Bursa Uludağ Üniversitesi, Fen- Edebiyat Fakültesi, Psikoloji Bölümü,16059 Görükle Kampüsü / Bursa, Türkiye					
17	Website:						
18	Objective of the Course:	introducin developm recognitio psycholog areas of c	se aims to enable students to gain knowledge about; ing the theoretical background and research methods of mental social psychology within a cross-cultural scope, on of an array of selective topics in developmental gy; reviewing and evaluting the research lie within the cognitive and socio-emotional development in Turkish and children.				
19	Contribution of the Course to Professional Development:	In the field of developmental social psychology, you will learn about the theories and approaches to change on the basis of self and family, developmental processes, and the environment and developing individual interactions.					
20	Learning Outcomes:						
	•	1	Explain the linkage between self, family and society; defines the major concepts and theories about human development and research methods.				
		2 Explain the cultural and cross-cultural perspective within psychology field; by providing examples of existing relations across disciplines and trends in the study of culture and human development.					
		3 Explains the necessity of construing human development in context to make sense of human experiences: Describes the environmental influences ranging from family to societal values in detail.					
		4 Describe the theoretical and cultural conceptions of cognitive competence; recite the cultural variability in cognitive competence in terms of the concepts of relativity comparable standards and double standards.					
		5 Explain the role of the cultural gap between the "traditional" parenting values and the needs of increasing urbanization and global social change ??on the competence of the child.					

Image: Second			6	Interpret complex interplay of culture and self by focusing particulary on Individualism- Collectivism: Specify classifications of self by cultural and individual levels of analysis.						
Intervelopment Discuss the assumption of the Family Change Model of the relationship between parenting and the development the autonomous-relational self by recting through studie the relationship between parenting and the development the autonomous-related/important findings and next steps for research in self-family-culture dynamics. 21 Course Content: 10 Discuss the related/important findings and next steps for research in self-family-culture dynamics. 21 Course Content: Week Theoretical Practice 1 Introduction the course & C. Kagitcibas's Tarlik's thrs://www.youtube.com/watch? Practice 2 Introduction to course & C. Kagitcibas's Tarlik's thrs://www.youtube.com/watch? Practice 3 Development in Context (Chapter 2, pp. 27-40). Prep. discussion with contribution of Activities Number Duration (hour) Load (hour) Load (hour) Total Wor Load (hour) Segnalization for competence (Lnapter 3, pp. 14 3.00 42.00 Practicals 0 0.00 0.00 0.00 10 Rider Systems 2 15.00 30.00 Procectigroup 0 0.00 0.00 Rider Systems 2 15.00 30.00 Procectigroup 0 0.00 0.00		•	-	Discuss the role of Related-Seperate self in psychological						
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14 Revision of the course	13	Autonomous-Related Self (Chapter 6,								
	14	Revision of the course								

22	Materials:	 MAIN REFERENCES Kağıtçıbaşı, Ç. (2007). Family, self, and human development across cultures: Theory and applications. (2nd ed.). Mahwah, New Jersey: Lawrence Erlbaum Associates. Kagitcibasi, C., & Ataca, B. (2005). Value of children and family change: A three decade portrait from Turkey. Applied Psychology, 54(3), 317-337. (Chapter 5) SUPPLEMENTARY REFERENCES Kağıtçıbaşı, Ç. (2007). Kültürel Psikoloji: Kültür Bağlamında İnsan ve Aile. Evrim yayınları: İstanbul. Kağıtçıbaşı, Ç. (2015). Lüla ve Ben: Çifte Anı. Doğan Kitap: İstanbul.

23	Assesment								
TERM I	LEARNING ACTIVITIES	NUMBE R	WEIGHT						
Midterr	n Exam	1	15.00						
Quiz		0	0.00						
Home	work-project	2	25.00						
Final E	xam	1	60.00						
Total		4	100.00						
	oution of Term (Year) Learning Activiti ss Grade	es to	40.00						
Contrib	oution of Final Exam to Success Grade	Э	60.00						
Total			100.00						
Measu Course	•	sed in the	The system of relative evaluation is applied.						
24	FOTO / MODIZ LOAD TABLE								

24 ECTS / WORK LOAD TABLE

25		CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS														
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ1 0	PQ11	PQ12	PQ1 3	PQ14	PQ15	PQ16
ÖK1	5	4	4	0	0	0	0	0	0	3	0	0	0	0	0	0
ÖK2	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0
ÖK3	4	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0
ÖK4	0	4	3	0	0	0	0	0	0	0	0	0	0	0	0	0
ÖK5	0	0	0	3	0	4	0	0	0	0	0	0	0	0	0	0
ÖK6	0	0	0	0	0	4	0	5	3	0	0	0	0	0	0	0
ÖK7	0	0	3	0	4	0	0	0	0	0	3	0	0	0	0	0
ÖK8	0	0	0	0	0	0	3	0	0	0	4	0	0	0	0	0
ÖK9	0	5	0	0	0	0	0	0	0	4	0	0	0	0	0	0
ÖK10	0	0	0	0	0	0	0	0	4	0	3	0	0	0	0	0
	LO: Learning Objectives PQ: Program Qualifications															

Contrib ution	1 very low	2 low	3 Medium	4 High	5 Very High
Level:					