

Title and Code of Course: **EPRB-BPS1261 Developmental Psychology (2.)**

Venue and Time of Course:

Instructor's Name: **Prof. Zsuzsanna Vajda**

Instructor's Email Address: vajda.zsuzsanna.klara@kre.hu

Credit Point Value: 6	Number of Lessons per Week: 2	Type of Course: Lecture / <u>Seminar</u>	Method of Evaluation: Oral Examination / <u>In-Class Presentation</u>
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Course Description:

The aim of this course is to let students get practice in methods of measurement of children's cognitive development and readiness for school. We will also consider methods of assessment of social and emotional condition of children and various trajectories of development in the first years of school. Students are expected to make the chosen way of assessment or observation of individual children or children's groups. They also must learn about ethical considerations of psychological testing and assessment.

Bibliography:

Parker et al.: Peer Relationships, Child Development, and Adjustment:
A Developmental Psychopathology Perspective.

www.researchgate.net/profile/Kenneth_Rubin/publication/235910155_Peer_Relationships_Child_Development_and_Adjustment_A_Developmental_Psychopathology_Perspective/links/0fcfd5140a142abec1000000.pdf

Mashburn, J. A. et al: Measures of Classroom Quality in Prekindergarten and Children's Development of Academic, Language, and Social Skills

http://files.webydo.com/175519/Masburn_CLASS.pdf

Hamra, B: Can Instructional and Emotional Support in the First-Grade Classroom Make a Difference for Children at Risk of School Failure?

<https://www.stcloudstate.edu/tpi/initiative/documents/preparation/Can%20Instructional%20and%20Emotional%20Support%20in%20the%20First-Grade%20Classroom.pdf>