



# TANTÁRGYI ADATLAP SUBJECT DATASHEET

**Developmental Science**

**BMETE47MN01**

# I. COURSE DESCRIPTION

## 1. SUBJECT DATA

### Course name

Developmental Science

### Course code

BMETE47MN01

### Course type

contact lesson

### Kurzustípusok és óraszámok

<i>Type</i>	<i>Lessons</i>	<u>Type of assessment</u>	<u>Number of credits</u>
Lecture	2	exam mark	
Practice	0		
Laboratory	0		4

### Course leader

<i>Name</i>	<i>Position</i>	<i>Email adress</i>
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Dr. Szöllősi Ágnes	assistant professor	szollosi.agnes@ttk.bme.hu
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### Organizational unit for the subject

External department

### Subject website

<https://edu.gtk.bme.hu>

### Language of teaching

magyar - angol, HU - EN

### Curriculum role of the subject, recommended semester

Programme: **Pszichológia mesterszak - Munka és szervezetpszichológia specializáció 2020/21/1 félévtől**

Subject Role: **Kötelező**

Recommended semester: **1**

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Programme: **Pszichológia mesterszak - Kognitív pszichológia specializáció 2020/21/1 félévtől**

Subject Role: **Kötelező**

Recommended semester: **1**

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Programme: **Pszichológia mesterszak - Munka és szervezetpszichológia szakirány 2015/16/1 félévtől**

Subject Role: **Kötelező**

Recommended semester: **1**

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Programme: **Munka- és szervezetpszichológia szakirány**

Subject Role: **Kötelező**

Recommended semester: **1**

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### Pre-requisites

*strong* Nincs

*weak* Nincs

*paralell* Nincs

*exclusive* Nincs

### 1.13 A tantárgyleírás érvényessége / Validity of the Subject Description

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## 2. OBJECTIVES AND LEARNING OUTCOMES

### Objectives

The aim of the course is to acquaint students with the most important concepts, models, theories and current results of developmental psychology. Topics covered in the course include lifelong normal psychological development and decline (in childhood, adolescents, and old age) and its disorders (e.g., autism, Williams syndrome, in addition to pathological aging).

### Learning outcomes

#### Knowledge

1. The student knows and adequately uses the most important concepts of developmental psychology.
2. The student understands and knows the most important theories and models in the field of developmental psychology.

#### Ability

1. The student can understand and critically view the current results of research on developmental psychology.
2. The student is able to communicate in a professionally adequate manner, orally and in writing, on the current research findings in the field of developmental psychology.

#### Attitude

1. Open to expanding knowledge related to developmental psychology.
2. Open and motivated to apply the acquired knowledge.
3. Collaborates with the instructor and fellow students in expanding knowledge.

#### Autonomy and responsibility

1. Expects and utilizes new knowledge.
2. Actively participates in the process of acquiring knowledge.
3. Solves tasks responsibly and independently.
4. Use a systematic approach in your thinking.

### Methodology of teaching

Lectures, individual and / or small group assignments.

### Materials supporting learning

- Danis, I., Farkas, M., Herczog, M., Szilvási, L. (szerk.)(2011) Biztos Kezdet Kötetek I. A génektől a társadalomig: A koragyermekkorai fejlődés szinterei. Nemzeti Család- és Szociálpolitikai Intézet, Budapest.
- Danis, I., Farkas, M., Herczog, M., Szilvási, L. (szerk.)(2011) Biztos Kezdet Kötetek II. A koragyermekkorai fejlődés természete - fejlődési lépések és kihívások. Nemzeti Család- és Szociálpolitikai Intézet, Budapest.
- Feldman, R. S. (2012) Development Across the Life Span: Pearson New International Edition, 7th Edition
- Mehler, J., Gervain, J. és Dupoux, E. (2008). Ember születik Budapest: Gondolat.
- Csibra, G., Gergely, Gy. (szerk.) (2007). Ember és Kultúra. A kulturális tudás eredete és átadásának mechanizmusai. Pszichológiai Szemle Könyvtar, 11. Akadémiai Kiadó, Budapest.
- Gopnik, A., Meltzoff, A., Kuhl, P. (2003). Bölcsék a bölcsőben. Hogyan gondolkodnak a kisbabák? Typotex, Budapest.
- Gopnik A. (2009). A babák filozófiája. Amit a babák az igazságról, a szeretetről és az élet értelméről gondolnak. Nexus, Budapest.
- Kiraly, I. (2002). Az emlékezet fejlődése kisgyermekkorban. Gondolat, Budapest.
- Pléh Cs., Kovács Gy, Gulyás B: Kognitív Idegtudomány (Osiris, 2003) - vonatkozó fejezetek
- Csépe Valéria (2005) Kognitív fejlődés-neuropszichológia. Budapest: Gondolat.

# II. SUBJECT REQUIREMENTS

## TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

### General Rules

The assessment of the learning outcomes set out in point 2.2 is based on the exam and individual or small group project tasks.

### Performance evaluation methods

Exam: On the acquisition of theoretical knowledge by students once during the semester during the examination period

### Proportion of performance evaluations performed during the diligence period in the rating

- Project work (the condition for applying for the exam is to complete the project work): 0%

### Proportion of examination elements in the rating

- Exam: 100%

### The condition for obtaining the signature, validity of the signature

#### Grading

Excellent	> 95
Very good	92–95
Good	78–91
Satisfactory	66–77
Pass	52–65
Fail	< 50

#### Correction and retake

1) We use the regulations in accordance with the TVSZ. 2) The written exam can be improved during the exam period.

#### Study work required to complete the course

28  
62  
30  
120

#### Approval and validity of subject requirements

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# III. COURSE CURRICULUM

## THEMATIC UNITS AND FURTHER DETAILS

### Topics discussed during the semester

To achieve the learning outcomes set out in section 2.2, the course consists of the following thematic blocks. In the bridge buses of the courses announced in each semester, these topics are scheduled according to the calendar and other features.

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### Lecturers participating in teaching

Dr. Lukács Ágnes

Dr. Polner Bertalan

### Approval and validity of subject requirements

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