



SUBJECT DATASHEET

Developmental Science

BMETE47MN01

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Developmental Science

ID (subject code)

BMETE47MN01

Type of subject

contact lesson

Course types and lessons

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

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
Dr. Szőllősi Ágnes	assistant professor	szollosi.agnes@ttk.bme.hu

Educational organisational unit for the subject

External department

Subject website

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

Language of the subject

magyar - angol, HU - EN

Curricular role of the subject, recommended number of terms

Programme: **Psychology Master's Programme - Work and organisational psychology specialisation from 2020/21/Term 1**
Subject Role: **Compulsory**
Recommended semester: **1**

Programme: **Psychology Master's Programme - Cognitive psychology specialisation from 2020/21/Term 1**
Subject Role: **Compulsory**
Recommended semester: **1**

Programme: **Psychology Master's Programme - Work and organisational psychology specialisation from 2015/16/Term 1**
Subject Role: **Compulsory**
Recommended semester: **1**

Programme: **Work and organisational psychology specialisation**
Subject Role: **Compulsory**
Recommended semester: **1**

Direct prerequisites

Strong None

Weak None

Parallel None

Exclusion None

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).

Academic results

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.

Skills

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.

Independence 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.

Teaching methodology

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 koragyermekkori fejlődés színterei. Nemzeti Család- és Szociálpolitikai Intézet, Budapest.
- Danis, I., Farkas, M., Herczog, M., Szilvási, L. (szerk.)(2011) Biztos Kezdet Kötetek II. A koragyermekkori 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 mechanizmu-sai. Pszichológiai Szemle Konyvtar, 11. Akadémiai Kiadó, Budapest.
- Gopnik, A., Meltzoff, A., Kuhl, P. (2003). Bölcsek a bölcsőben. Hogyan gondolkodnak a kisbabák? Typotex, Buda-pest.
- 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 assessment methods

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

Percentage of performance assessments, conducted during the study period, within the rating

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

Percentage of exam elements within the rating

- Exam: 100%

Conditions for obtaining a signature, validity of the signature

Issuing grades

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

Retake and late completion

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

Coursework required for the completion of the subject

28
62
30
120

Approval and validity of subject requirements

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III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

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.

1

Additional lecturers

Dr. Lukács Ágnes

Dr. Polner Bertalan

Approval and validity of subject requirements

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