



“PERSONALITY AND DEVELOPMENTAL PSYCHOLOGY” SYLLABUS

Basic data of the subject	
Academic Unit:	Faculty of Education (Elementary Education)
Course title:	Personality and Developmental Psychology
Program:	Elementary Education
Level:	Bachelor
Course status:	Optional
Study year:	2025/26 (Viti II- Sem IV)
Number of hours per week:	2 + 1
Credit value – ECTS:	5 ECTS
Time / location:	
Lecturer:	Assoc. Prof. Dr. Esen SPAHI KOVAÇ
Contact details:	esen.spahi@uni-prizren.com
Course description:	The content of this course consists of extensive research that examines major developmental theories and developmental stages and empirical studies in the field of developmental psychology. The development of the individual in infancy, childhood and adolescence, adulthood and old age will form the course content together with the theories.
Course objectives:	This course aims to provide students with conceptual and theoretical knowledge about the physical, mental, emotional and social development stages of children, as well as information about the development process of early childhood, middle childhood and adolescence related to child development. In this course, the developmental stages in child development, the effects of biological factors and environmental factors on child development will be discussed. The aim of the course is to enable students to determine the factors affecting child development and to evaluate child development with different theoretical approaches and to understand children by considering individual differences.
Learning outcomes:	As a result of this course, the achievements of the students are stated below: (Knowledge)

	• Defines the basic concepts of developmental psychology and personality psychology; explains the basic principles of development and the developmental stages (infancy, childhood, adolescence). • Defines the theories related to physical development, language and concept development, and cognitive development, and explains their basic characteristics. • Explains the theories of personality development, psychosocial development, psychosexual development, and moral development; states the relationships between these areas. (Skills) • Analyzes the developmental characteristics in infancy, childhood, and adolescence through case examples and compares period-specific differences. • Evaluates physical, cognitive, social, and language development in children and adolescents in line with theoretical approaches; uses appropriate concepts to explain individual differences. • Interprets personality, sexual development, and moral development processes by relating them to relevant theories; develops basic inferences regarding developmental problems. (Competences) • Develops the competence to evaluate child and adolescent behaviors holistically by addressing development in a multidimensional way (biological, cognitive, social, and emotional). • Develops healthy communication and observation skills by demonstrating an empathy-based and ethical approach that is sensitive to individual differences in developmental periods. • Thinks critically about lifelong development by using developmental and personality theories; gains the habit of scientific-based decision-making and evaluation.
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Contribution on student load (must correspond with learning outcomes)			
Activity	Hours	Days/week	Total
Lectures	2	15 weeks	30
Exercise theoretical/laboratory	1	15 weeks	15
Practice work	1	10 weeks	10
Contact with lecturer/consultations	1	5 days	5
Field exercises	1	5 day	5
Mid-terms, seminars	5	2 days	10
Homework	1	5 days	5
Individual time spent studying (at the library or home)	3	10 days	30
Final preparation for the exam	3	1 days	3
Time spent in evaluation (tests, quiz, final exam)	2	5 days	10
Projects, presentations, etc.	1	2 days	2
Total			125 hours (5 ECTS)
Teaching methods :	• The narration or presentation made by me, • Question answer, • Discussion, • Brainstorming, • Problem solving, • Precedent, • Case study, • Teaching and enforcement.		

Evaluation methods:	Mid-term exam and written exam will be held at the end of the semester by making use of the lecture notes, textbooks and other auxiliary materials provided by the students at the beginning of the semester. Responsibilities given to students within the scope of the course (doing research, preparing homework in APA6 standards and presenting their homework, designing and presenting activities) will also be included in the exam and will be evaluated. While evaluating, 30% of the midterm exam, 10% of the homework grade and 60% of the final exam will be evaluated and the grade will be determined.
Literature	
Basic Literature:	• Theodor Karaj, Psikologjia zhvillimore e fëmijës.”Tiranë,Botimi i dytë. 2015. • Burr, Vivien. An Introduction to Social Constructionism. New York: Routledge. 1995. • Fiest, J. & Feist, G. J. Theories of Personality. McGraw-Hill International Edition. 2009. • Pranvera Jetishi, “Ligjërata të përgatitura nga lënda: Psikologji zhvillimore dhe Personaliteti”, Prizren. 2020. • George Boeree, “Teoritë e personalitetit” Plejad, Tiranë. 2004.
Additional Literature:	• John W. Santrock, Yaşam Boyu Gelişim- Gelişim Psikolojisi. Nobel Yayınları, 2020. • Gelişim Psikolojisi, Prof. Dr. Banu Yazgan İnanç, Mehmet Bilgin ve Yrd. Doç. Dr. Meral Kılıç Atıcı, Pagem Akademi. 2020. • Gelişim Öğrenme ve Öğretim Kuramdan Uygulamaya, Prof. Dr. Nuray Senemoğlu, Pagem Akademi. 2010. • Erken Çocukluk Döneminde Gelişim, Doç. Dr. Engin Deniz, Maya Aademi. 2016. • Çocuk ve Ergen gelişimi, Prof. Dr. Bekir Onur, İmge Kitabevi. 1993. • Banu Yazgan İnanç, <i>Kişilik Kuramları</i>, Pagem Akademik yayınları, 2015. • Jerry M. Burger, Kişilik Psikolojisi Biliminn İnsan Doğasına Dair Söyledikleri, Kaknüs Yayınları. 2021.

	Rita ve Richard C. Atkinson, <i>Psikolojiye Giriş</i>, Arkadaş Yayınları. Theses related to the course topics and articles published in scientific journals from YÖK's official website will also be used as an auxiliary resource.
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Designed study plan:		
Week	Lectures	Exercises
<i>First week:</i>	Basic Concepts of Developmental Psychology and Personality Psychology	Presentation
<i>Second week:</i>	Infancy, Childhood and Adolescence Developmental Stages	Case study
<i>Third week:</i>	Physical or Physical Development in Children and Adolescents	Role playing
<i>Fourth week:</i>	Language and Concept Development in Child (Piaget and Burner) Language Development Theories of Vygotsky and Chomsky	Discussion, case study
<i>Fifth week:</i>	Social Development Stages and Theories	Observation sharing, case studies and improvisation studies
<i>Sixth week:</i>	Cognitive Development in Child (Piaget's Theory of Cognitive Development)	Case study
<i>Seventh week:</i>	Vygotsky and Burner's Theories of Cognitive Development	Case study
<i>Eighth week:</i>	Midterm Exam	
<i>Ninth week:</i>	Personality Development	Dramatization, case example



<i>Tenth week:</i>	Ericson's Theory of Psychosocial Development	case study, discussion
<i>Eleventh week:</i>	Sexual development in childhood and adolescence	Discussion, brainstorming
<i>Twelfth week:</i>	Freud's Psychoanalytic Theory (Psychosexual Developmental Traits)	Discussion, case study
<i>Thirteenth week:</i>	Moral Development – Kohlberg's Moral Development Theory	Observation sharing, case analysis
<i>Fourteenth week:</i>	Moral Development – Piaget's Moral Development Theory	Observation sharing, case analysis
<i>Fifteenth week:</i>	General review, preparation for the final exam	
Academic policies and rules of conduct:		
• Students are free to ask questions and provide opinions • They can participate in activities that can be done according to the subject of the lesson. • It is forbidden to use the phone during class hours and exams • They are required to attend the class on time If the attendance rate is 80% during the semester, the student can participate in the midterm and final exams.		