

COURSE OUTLINE

(1) GENERAL

SCHOOL			
ACADEMIC UNIT	Interdisciplinary Graduate Programme in the BRAIN and MIND sciences		
LEVEL OF STUDIES	7		
COURSE CODE	B&M-240	SEMESTER	depending on availability
COURSE TITLE	Research in Developmental Psychology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
lectures	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=4415		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>The laboratory is designed to help students acquire knowledge in the construction of specialized research protocols and their application for the micro-analysis of nonverbal behaviors (e.g., emotional facial expressions, gaze behavior, tactile behavior, body position and orientation, etc.). The training context for these skills will be the dyadic and triadic interactions of infants with Significant Others (mothers, fathers, maternal/paternal grandparents, siblings, etc.).</p> <p>A wealth of research has highlighted the particular importance of nonverbal behavior for understanding the encoding and decoding of nonverbal messages, the multimodal nature of human behavior, and the transmission of information related to social–interpersonal relationships. In this direction, behavioral micro-analysis is a research method in which observable behavior is analyzed in detail, frame by frame, with precision to the second (or smaller time units), during face-to-face “dialogue,” using data collected from video recordings. This analysis takes into account the individual contribution of each communication partner. The micro-analysis of nonverbal behaviors in infant–Significant</p>

Other interactions has applications, among other areas, in interventions addressing maternal mental health problems, which will be discussed in the course.

Upon completion of the laboratory, students will be able to:

1. Understand contemporary theories in Developmental Psychology that are based on the method of micro-analysis, and how this research method supports the core claims of these theories.
2. Design a small-scale study in the field of Developmental Psychology, particularly in the area of infant development. Specifically, students will be able to conduct a literature review, formulate research questions and hypotheses regarding the dynamics of infants' interpersonal relationships with Significant Others, design and implement specialized research protocols to investigate these questions/hypotheses, analyze the data, and present the results.
3. Assess the quality of dyadic engagement between infants and their caregivers.
4. Recognize potential influences of socio-cultural factors on infants' early experiences and their possible impact on development.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Production of new research ideas
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Understanding the diversity of early experiences
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Understanding ethical principles in conducting research
- Project planning and management
- Decision-making
- Working independently
- Team work

(3) SYLLABUS

This course aims to introduce students to conducting research in the field of Developmental Psychology, with a focus on the micro-analysis of nonverbal behaviors during free interaction between infants and Significant Others.

More specifically, the laboratory topics are as follows:

1. Contemporary theoretical approaches in Developmental Psychology based on the micro-analysis of nonverbal behaviors.

2. Introduction to behavioral observation, formulation of relevant research questions/hypotheses, and design of a specialized research protocol.
3. Introduction to Datavyu (a behavioral micro-analysis system) and application of the research protocol for micro-analysis (viewing of relevant videos).
4. Data (video) analysis and results of the micro-analysis of infant–mother interaction.
5. Preparation of a research paper (joint discussion highlighting strengths and areas for improvement).
6. Applications of micro-analysis in interventions targeting infant–Significant Other interactions.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Integration of ICT in teaching, e-learn and Datavyu Use of publisher databases/electronic repositories of scientific articles	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Interactive teaching	39
	Literature review (independent work)	10
	Team work (Literature review, formulation of research questions/hypotheses, design of a research protocol, implementation of the research protocol for micro-analysis, data analysis, preparation of the research paper.)	35
	Preparation and presentation of a group project	20
	Course total	104
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	STUDENT ASSESSMENT (criteria and weighting): Participation in the process of designing the research protocol and in-class discussion: 10% Individual written assignment: 30% Group written assignment: 40% Oral presentation of the assignment: 20% Evaluation criteria are outlined in the study guide and communicated to students at the beginning of the course.	

(5) ATTACHED BIBLIOGRAPHY

- Bakeman, R., & Gottman, J. M. (1997). *Observing Interaction: An introduction to sequential analysis* (Second Edition). Cambridge: Cambridge University Press.
- Bateson, M. C. (1975). Mother-infant exchanges: The epigenesis of conversational interaction. *Annals of the New York Academy of Sciences*, 263(1), 101–113. <https://doi.org/10.1111/j.1749-6632.1975.tb41575.x>.
- Beebe, B., Cohen, P., & Lachmann, F. (2016). *The mother-infant interaction picture book: Origins of attachment*. (D. Yothers, Illustrator). W W Norton & Co.
- Bull, P. (2002). *Communication under the Microscope: The Theory and Practice of*

Microanalysis. Hove: Routledge (2002). Hardback: ISBN 0-415-04687-4; Paperback: ISBN 0-415-04688-2

- Feldman R, Magori-Cohen R, Galili G, Singer M, Louzoun Y. (2011). Mother and infant coordinate heart rhythms through episodes of interaction synchrony. *Infant Behavior and Development*, 34(4):569-77. doi: 10.1016/j.infbeh.2011.06.008
- Stern, D. N. (1971). A micro-analysis of mother-infant interaction: Behavior regulating social contact between a mother and her 3 1/2-month-old twins. *Journal of the American Academy of Child Psychiatry*, 10(3), 501–517. [https://doi.org/10.1016/S0002-7138\(09\)61752-0](https://doi.org/10.1016/S0002-7138(09)61752-0).
- Stern, D. N. (1974). Mother and infant at play: The dyadic interaction involving facial, vocal, and gaze behaviors. In M. Lewis, & L. A. Rosenblum (Eds.), *The effect of the infant on its caregiver*. Wiley-Interscience.
- Stern, D. N. (2002). *The first relationship: Infant and mother* (2nd ed.). Harvard University Press.
- Stern, D. N., Beebe, B., Jaffe, J., & Bennett, S. L. (1977). The infant's stimulus world during social interaction. In H. R. Schaffer (Ed.), *Studies in Mother-Infant Interaction: Proceedings of the Loch Lomond Symposium* (pp. 177–202).
- Developmental Psychology
- European Journal of Developmental Psychology
- Child Development
- Frontiers in Psychology
- Infant Behavior and Development
- Merrill Palmer Quarterly