COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL, POLITICAL AND ECONOMIC SCIENCES
DEPARTMENT	DEPARTMENT OF SOCIAL POLICY
LEVEL OF STUDIES	ISCED level 6 – Bachelor's or equivalent level

COURSE CODE	62	SEMESTER	6th Semester

COURSE TITLE	HUMAN DEVELOPMENT

TEACHING ACTIVITIES If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.	TEACHING HOURS PER WEEK	ECTS CREDITS
		6.0

COURSETYPE Background, General Knowledge, Scientific Area, Skill Development	Background
PREREQUISITES	
TEACHING & EXAMINATION LANGUAGE:	Greek
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/438220/

2. LEARNING OUTCOMES

Learning Outcomes Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.
Students should: Describe the fundamental theories of human development Analyze the stages of human development with emphasis on adolescence and early adulthood Analyze and evaluate basic theories of moral development Describe the basic pedagogical approaches to moral education Explain the notion of moral sensitivity and analyse its relationship with moral judgement, empathy, compassion and care Develop moral sensitivity through practical applications and to develop their own practical applications of moral sensitivity Understand and analyse the concept of moral judgement, its relationship to the basic theories of moral development and moral action Develop their moral judgment through the resolving of moral dilemmas Describe basic theories of moral philosophy as a tool for solving moral dilemmas Practise the teaching of moral dilemmas Describe the notion of virtues through relevant approaches in moral psychology and moral philosophy

Develop character virtues through practical applications and develop their own practical applications for developing virtues	
General Skills Name the desirable general skills upon successful completion of the module Search, analysis and synthesis of data and information, ICT Use,Adaptation to new situations, Decision making, Autonomous work, Teamwork, Working in an international environment, Working in an interdisciplinary environment, Production of new research ideas	Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning
Adaptation to new situations Decision making Autonomous work Teamwork Equity and Inclusion Critical thinking	

3. COURSE CONTENT

1. Introduction: Theories of human development 2. Development in adolescence and early adulthood 3. Theories of moral development 4. Approaches to moral education 5. Moral sensitivity 6. Moral sensitivity: applications and educational practice 1 7. Moral sensitivity: applications and educational practice 2 8. Moral judgement and moral dilemmas 9. Moral dilemmas: applications and educational practice 1 10. Moral dilemmas: applications and educational practice 2 11. Character traits 12. Character traits: applications and educational practice 1 13. Character traits: applications and educational practice 2

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD Face to face, Distance learning, etc.	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) Use of ICT in Teaching, in Laboratory Education, in Communication with students	Use of ICT in Teaching Use of ICT in Communication with students

TEACHING ORGANIZATION
The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards

Activity	Workload/semester
Lectures	20
Bibliographic research & analysis	20
Interactive learning	60
Field Exercise	50
Total	**150**

STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed

Student evaluation languages
Greek

Method (Formative or Concluding)
Summative

Student evaluation methods	Rate
Written exam with multiple choice test	30
Written Exam with Short Answer Questions	40
Written Exam with Problem Solving	20
	10

5. Suggested Bibliography

Althof, W., & Berkowitz, M.W. (2013). Character and civic education as a source of moral motivation. Στο K. Heinrichs, F. Oser, & T. Lovat, Handbook of Moral Motivation (σσ. 567-583). Rotterdam, Boston, Taipei: Sense Publishers.

Annas, J. (2011). Intelligent virtue. New York: Oxford University Press.

Aquino, K., & Reed, A. I. (2002). The self-importance of moral identity. Journal of Personality and Social Psychology, 83, 1423-1440.

Bar-On, R. (2007). How important is It to educate people to be emotionally intelligent, and can it be done? Στο R. Bar-On, J. G. Maree, & M. J. Elias, Educating people to be emotionally intelligent (σσ. 1-14). Westpoint, Connecticut, London: Praeger.

Batson, C. (2009). These things called empathy: eight related but distinct phenomena. Στο J. Decety, & W. Ickes, The Social Neuroscience of Empathy (σσ. 3-15). Cambridge: MIT Press.

Battistich, V. (2008). The Child Development Project: creating caring school communities. Στο L. P. Nucci, & D. Narvaez, Handbook of moral education (σσ. 328-351). New York and London: Routledge, Taylor and Francis Group.

Bennet, W. (1992). The de-valuing of America: The fight for our culture and our children. New York: Simon & Schuster.

Berkowitz, M. V., & Bier, M. C. (2005). What works in character education? A research-driven guide for educators. Washington, D.C.: Character Education Partnership.

Berkowitz, M. W., Sherblom, S., Bier, M., & Battistich, V. (2008β). Educating for moral development. Στο M. Killen, & J. G. Smetana, Handbook of moral development (σσ. 683-702). Mahwah, New Jersey, London: Lawrence Erlbaum Associates.

Bjornsson, G., & McPherson, T. (2014). Moral Attitudes for Non-Cognitivists: Solving the Specification Problem. Mind, 123(489), 1-38.

Blasi, A. (1983). Moral cognition and moral action: a theoretical perspective. Developmental Review, 3, 178-210.

Blasi, A. (2004). Moral functioning: moral understanding and personality. In D. K. Lapsley, & D. Narvaez, Moral development, self and identity (pp. 335-347). New Jersey: Lawrence Erlbaum Associates, Publishers.

Blatt, M. M., & Kohlberg, L. (1975). The effects of classroom moral discussion upon children's level of moral judgement. Journal of Moral Education, 2, 129-181.

Bloom, P. (2016). Against empathy: the case of rational compassion. New York: HarperCollins Books.

Brown, M., McGrath, R.E., Bier, M.C., Johnson K., & Berkowitz, M.W. (2023). A comprehensive meta-analysis of character education programs. Journal of Moral Education, 52(2), 119-138.

Carr, D. (2008). Character education as the cultivation of virtue. Στο L. Nucci, & D. Narvaez, Handbook of moral and character education (σσ. 99-116). New York and London: Routledge, Taylor and Francis Group.

CASEL. (2015). Effective social and emotional learning programs. Chicago: CASEL.

Colby, A. (2014). Fostering the moral and civic development of college students. In L. Nucci, D. Narvaez, & T. Krettenauer, Handbook of moral and character education (pp. 368-387). New York: Routledge, Taylor and Francis Group.

Colby, A., Kohlberg, L., Speicher, B., Hewer, A., Candee, D., Gibbs, J., & Power, C. (1987). The measurement of moral judgement (Vol. 1). Cambridge: Cambridge University Press.

Darwall, S. (1998). Empathy, sympathy, care. Philosophical Studies, 89, 261-282.

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York: Plenum Press.

Dewey, J. (1909). Moral principles in education. Boston, New York (etc): Houghton Mifflin Company.

Dewey, J. (2016). Δημοκρατία και εκπαίδευση (μτφρ. Φ. Τερζάκης). Αθήνα: Ηριδανός.

Durkheim, E. (1925). Moral education: A study in the theory and application of the sociology of education. New York: Free Press.

Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. Journal of Research on Adolescence, 21(1), 225-241.

Elias, J. K. (2014). The complementary perspectives of social and emotional learning, moral education and character education. Στο L. Nucci, D. Narvaez, & T. Krettenauer, Handbook of moral and character education (σσ. 272-289). New York: Routledge, Taylor and Francis Group.

Erikson, E. (1968). Youth: Identity and crisis. New York: W.W. Norton.

Feinberg, J. (1986). Harm to Self. The Moral Limits of the Criminal Law (Volume 3), Oxford: Oxford University Press.

Freud, S. (2011). Ο πολιτισμός πηγή δυστυχίας. Αθήνα: Νίκας.

Gilligan, C. (1982). In a different voice. Cambridge, MA: Harvard University Press.

Habermas, J. (2007). Moral consciousness and communicative action. Cambridge: Polity Press.

Haidt, J. (2012). The righteous mind. New York: Pantheon Books.

Hardy, S., & Carlo, G. (2011). Moral identity. Στο S. J. Schwartz, K. Luyckx, & V. L. Vignoles, Handbook of identity theory and research (σσ. 495-513). New York: Spriger.

Hare, R.M. (1981). Moral thinking. Oxford: Clarendon Press.

Hart, D. (2005). The development of moral identity. Nebraska Symposium on Motivation, 51, 165-196.

Hoffman, M. L. (2000). Empathy and moral development. Cambridge: Cambridge University Press.

Hume, D. (1983). An enquiry concerning the principle of morals. Indianapolis: Hackett Publishing Company.

Jung, C. (2010). Η ψυχολογία του ασυνειδήτου. Αθήνα: Ιάμβλιχος.

Kahneman, D. (2011). Thinking, Fast and Slow. New York: Farrar, Straus, and Giroux.

Kant, I. (1984). Τα θεμέλια της μεταφυσικής των ηθών. Αθήνα: Δωδώνη.

Kauppinen, A. (2017). Empathy as the moral sense? Philosophia, 45(3), 867-879.

Kohlberg, L. (1981). The Philosophy of moral development (Vol. 1). NY: Harper Row.

Kohlberg, L. (1984). Essays on moral development: volume 2, The psychology of moral development: the nature and validity of moral stages. San Fransisco: Harper& Row.

Kohlberg, L., Boyd, D. R., & Levine, C. (1990). The return of Stage 6: its principle and moral point of view. Στο T. Wren, The moral domain: essays in the ongoing discussion between Philosophy and the Social Sciences (σσ. 151-181). Cambridge, Massachusetts, London: The MIT Press.

Kristjansson, K. (2017). Moral education today: ascendancy and fragmentation. Journal of Moral Education, 46(4), 339-346.

Kristjansson, K. (2018). Virtuous emotions. New York: Oxford University Press

Lapsley, D. (2016). Moral self-identity and the social-cognitive theory of virtue. Στο J. Annas, D. Narvaez, & N. E. Snow, Developing virtues: integrating perspectives (pp. 34-68). New York: Oxford University Press.

Lapsley, D. K. (2008). Moral self-Identity as the aim of education. Στο L. P. Nucci, & D. Narvaez, Handbook of moral and character education (σσ. 30-52). New York, London: Routledge, Taylor and Francis Group.

Lapsley, D. K., & Narvaez, D. (2006). Character education. Στο A. Renninger, I. Siegel, W. Damon, & R. Lerner (Επιμ.), Handbook of child psychology (Τόμ. IV, σσ. 248-296). New York: Willey.

Lickona, T. (1996). Eleven principles of effective character education. Journal of moral education, 25(1), 93-100.

Lickona, T. (2004). Character matters. New York: Touchstone.

MacIntyre. (1981). After Virtue: a study in moral theory. Notre Dame, Indiana: University of Notre Dame Press.

Moshman, D. (2011). Cognition, Morality and Identity. New York: Psychology Press, Taylor and Francis Group.

Narvaez, D. (2008). Integrative ethical education. Στο M. Killen, & J. G. Smetana, Handbook of Moral Development (σσ. 704-734). Mahwah, New Jersey, London: Lawrence Erlbaum Associates.

Narvaez, D., & Bock, T. (2014). Developing ethical expertise and moral personalities. Στο L. Nucci, D. Narvaez, & T. Krettenauer, Handbook of moral and character education (σσ. 140-158). New York and London: Routledge, Taylor and Francis Group.

Narvaez, D., & Lapsley, D. (2008). Teaching moral character: two alternatives for teacher education. The Teacher Educator, 43, 156-172.

Narvaez, D., & Lapsley, D. K. (2009). Moral identity, moral functioning, and the development of moral character. Psychology of Learning and Motivation, 238-274.

Nucci, L. (2008). Social cognitive domain theory and moral education. Στο L. Nucci, & D. Narvaez, Handbook of moral and character education (σσ. 291-309). New York and London: Routledge, Taylor and Francis Group.

Nucci, L. (2017). Character: a multifaceted developmental system. Journal of Character Education, 13(1), 1-16.

Nussbaum, M. (2013). Political emotions: why love matters for justice. Cambridge: The Belknap Press of Harvard University Press.

Peonidis, F. (2005). Autonomy and sympathy: a post – Kantian moral image. Oxford: Univeristy Press of America

Piaget, J. (1948). The moral judgement of the child. Illinois: The free press.

Prinz, J. J. (2011). Is empathy necessary for morality. Στο A. Coplan, & P. Goldie, Empathy: philosophical and sychological perspectives (σσ. 211-229). New York: Oxford University Press.

Rawls, J. (2006). Η θεωρία της δικαιοσύνης. Αθήνα: Πόλις.

Reed, D. C. (2009). A multi-level model of moral functioning revisited. Journal of Moral Education, 38, 299-313.

Rest, J. (1979). Development in judging moral issues. Mineapolis: University of Minnesota Press .

Rest, J. (1983). Morality. Στο P. H. Mussen, J. Flavell, & E. Markman, Handbook of child psychology: Vol.3 Cognitive Development (σσ. 556-629). New York: Wiley.

Rest, J., Narvaez, D., Bebeau, M., & Thoma, S. (1999). A neo-Kohlbergian approach: The DIT and schema theory. Educational Psychology Review, 11(4), 291-324.

Smith, A. (1983). The theory of moral sentiments. Indianapolis: Liberty Fund.

Sykas, Th., & Peonidis, F. Direct Democracy in High School: An Experiment from Greece. Journal of Social Science Education, 21(3), 65-84

Thoma, S. (2014). Measuring moral thinking from a neo-Kohlbergian perspective. Theory and Research in Education, 12(3), 347-365.

Williams, B. (2009). Η ηθική και τα όρια της φιλοσοφίας. Αθήνα: Αρσενίδης.

Wren, T. (2008). Philosophical moorings. In L. Nucci, & D. Narvaez, Handbook of moral and character education (pp. 11-29). New York: Routledge, Taylor and Francis.

Αριστοτέλης. Ηθικά Νικομάχεια, Βιβλία Ε'-Κ' (μτφρ. Δ. Λυπουρλής, 2006). Θεσσαλονίκη: Ζήτρος.

Βιρβιδάκης, Σ., & Καρακατσάνης, Τ. (2009). Σύγχρονες θεωρίες αρετών και αριστοτελική ηθική. Υπόμνημα στη Φιλοσοφία, 8, 183-218.

Καντ, Ι. (2012). Κριτική του πρακτικού Λόγου. Αθήνα: ΕΣΤΙΑ.

Κόντος, Π. (2017). Αριστοτελική Ηθική (Αδημοσίευες σημειώσεις). Αθήνα.

Πλάτων. Πολιτεία (Εισ. Σημείωμα, Μτφρ, Ερμ. Σημειώματα Ν.Μ. Σκουτερόπουλος, 2007). Αθήνα: Πόλις.

Πουρκός, Μ. Α. (1990). Η ανάπτυξη της ηθικής αυτονομίας. Αθήνα: αυτοέκδοση.

Πουρκός, Μ. Α. (2016). Πλαίσιο, σώμα, βίωμα, αναπαραστάσεις: Θεμελιώδη ζητήματα ψυχολογίας και ψυχοπαιδαγωγικής. Αθήνα: Gutenberg.

Συκάς, Θ. (2019). Το Εργαστήρι Ηθικής Ανάπτυξης του 1ου πειραματικού λυκείου Θεσσαλονίκης «Μ. Ανδρόνικος»: παρουσίαση, εφαρμογή, αξιολόγηση. Επιθεώρηση Εκπαιδευτικών Θεμάτων, 19, σ. 232-239.

Συκάς, Θ. (2020α). Η ηθική ανάπτυξη στο πρόγραμμα σπουδών: συμπεράσματα από τη διετή εφαρμογή μιας ολιστικής εκπαιδευτικής πρότασης για την ηθική ανάπτυξη. ΈΡΚΥΝΑ: Επιθεώρηση Εκπαιδευτικών-Επιστημονικών Θεμάτων, 17:56-66.

Φάουλερ, Τζ., & Χρηστάκης, Ν. (2010). Συνδεδεμένοι. Αθήνα: Επίκεντρο

Χάιντεγγερ, Μ. (1978). Είναι και χρόνος. Αθήνα: Δωδώνη.

Eudoxus

Συκάς, Θ. (2024). Ηθική εκπαίδευση, μάθηση και ανάπτυξη: Από τη θεωρία στις πρακτικές εφαρμογές στο σχολείο. ΔΙΣΙΓΜΑ

Feldman, R. (2019). Αναπτυξιακή ψυχολογία: δια βίου προσέγγιση. Gutemberg

Craig, G. & Baucum, D. (2008) Η ανάπτυξη του ανθρώπου (Β' Τόμος). Παπαζήσης