Syllabus

Course Description

Course Title	Developmental and Educational Psychology 1 - Basics
Course Code	12445
Course Title Additional	
Scientific-Disciplinary Sector	PSIC-02/A
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Reinhard Tschiesner, reinhard.tschiesner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29821 Dott. Johanna Happacher, Johanna.Happacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46213 Mag. rer. nat Manuel Schmelzer, Manuel.Schmelzer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/53939
Teaching Assistant	
Semester	Second semester
Course Year/s	1.
CP	8
Teaching Hours	60
Lab Hours	40
Individual Study Hours	100
Planned Office Hours	24
Contents Summary	The module provides basic knowledge in a) the developmental psychology of early childhood, i.e. up to around the age of 7, and

	b) educational psychology and the psychology of learning. Learning processes and motivational processes that come into play during teaching and learning are also addressed. The development of talent, the design of learning environments and the diagnosis of learning status with special consideration of inclusive processes and settings are also addressed. All thematic focuses and perspectives of the lectures are explored in greater depth in a corresponding laboratory to the lectures, which focus on the observation of children's behaviour on the one hand and on educational psychology and learning psychology in connection with inclusion on the other. The overall module aims to impart basic pedagogical knowledge as well as to develop specific professional competences.
Course Topics	See the individual course modules
Keywords	developmental psychology, psychology, observation, learning
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lecture, Laboratory
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and understanding The students - are familiar with the methodological, theoretical and conceptual foundations of developmental psychology, educational psychology and learning psychology with a particular focus on early childhood education and inclusion; - know the main physical, cognitive, emotional and social developmental stages in early childhood and the corresponding theories; - know forms and procedures of systematic observation and documentation; - recognise differences between everyday observations, structured observations, observations in educational institutions and in scientific contexts; - know the relevant theories on learning, motivation, cognition and memory in early childhood; - know the conditions and criteria for conducive learning environments; - know criteria for assessing early childhood development;

	- know the importance of developmental psychology, educational psychology and learning psychology in relation to processes of inclusion in early childhood education. Applying knowledge and understanding The students - are able to relate the technical foundations of developmental psychology, educational psychology and learning psychology to specific situations and cases and develop appropriate strategies for action in the field of early childhood education and inclusion; - can use their knowledge of the developmental stages in early childhood for scientifically based pedagogical action; - are able to systematically observe and document pedagogical situations; - can support early childhood development stages on a case-by-case basis and promote them in inclusive settings; Judgement The students - are able to apply the specialist principles of developmental psychology, educational psychology and learning psychology to assess developments and progress in early childhood education; - can use observations and documentation to assess learning processes; - can assess the quality of conducive learning environments; - can assess the advantages and disadvantages of methods of observation and documentation; - can assess the role of motivation, co-operation and the development of strategies as well as the importance of feedback and recognition for the learning process; Communication - are able to use the professional foundations of developmental psychology, educational psychology and learning psychology to communicate within the team in order to carry out process- and result-orientated assessments; - can report and document observation results; Learning strategies

	The students - Can use theories of learning and learning strategies for their own personal and professional development; - Are able to use the professional foundations for their own further education and training and to familiarise themselves independently with further areas of research; - Are able to use learning strategies as a hallmark of a 'scientifically trained practitioner'.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written examination
Evaluation Criteria	The overall assessment is based on an examination covering all four courses: Written examination with open questions on the content of the two lectures and the two laboratories. Criteria for the assessment are: Factual accuracy, scientific relevance, reference to specialized literature, logical structure, ability of critical analysis and reflection, use of scientific terminology, clarity of expression. The handwriting must be legible so that the examination can be corrected and graded. In order to be able to take the examination, immanent work must be completed in the laboratories and positively assessed in advance. All immanent work must be completed by the last date of the respective laboratory at the latest. In the event of absence from the presentation date (e.g. for health reasons), the outstanding immanent performance must be completed in the form of a compensatory performance (to the extent of a seminar paper). Criteria for a positive assessment of the immanent performance are Information competence, factual accuracy, own argumentation and reflection skills, theory-practice transfer performance. Formal correctness (e.g. language, observance of the APA citation rules or the formal requirements for examination performance

	announced by the lecturers) is a prerequisite for a positive partial performance. The use of artificial intelligence is not permitted. According to the examination regulations, taking the examination three times without passing will result in a suspension for three examination dates. (see also Article 6, Paragraph 4 of the current examination regulations).
Required Readings	VL Entwicklungspsychologie der frühen Kindheit: • Arbeitskreis OPD-KJ (Hrsg.) (2013). *OPD-KJ-2 Operationalisierte Psychodynamische Diagnostik für das Kindes- und Jugendalter. Grundlagen und Manual.* Huber. • Cierpka, M. (Hrsg.) (2012). *Frühe Kindheit 0-3*. Springer. • Benecke, C. (2014). *Klinische Psychologie und Psychotherapie.* Kohlhammer. • Heinrichs, N. & Lohaus, A. (2020). *Klinische Entwicklungspsychologie Kompakt.* Beltz. • Lohaus, A., Vierhaus, M. & Lemola, S. (2024). *Entwicklungspsychologie des Kindes- und Jugendalters.* Springer. • Mentzos, S. (2005). *Neurotische Konfliktverarbeitung.* Fischer. • Siegler, R., Saffran, J.R., Gershoff, G.T. & Eisenberg, N. (2022). *Entwicklungspsychologie des Kindes- und Jugendalters.* Springer. VL Pädagogische Psychologie und Lernpsychologie der frühen Kindheit im Hinblick auf die Inklusion: • Bak, P.M. (2020). *Wahrnehmung, Gedächtnis, Sprache, Denken*. Springer. • Kidman, G. & Casinader, N. (2017). *Inquiry-Bases Teaching and Learning across Disciplines.* Palgrave Macmillan. • Oerter, R. (1997). Psychologie des Spiels (2. Auflage). Beltz. • Seidel, T. & Krapp, A. (Hrsg.) (2014). *Pädagogische Psychologie (6. Auflage)*. Beltz. • Tschiesner, R. & Pahl. A. (2020). Von kleinen und großen Forscherinnen und Forschern. Entwicklungs- und lernpsychologische Reflexionen zum Forschenden Lernen. In: S. Luttenberger & S. Pustak (Hrsg.), *Entdecken. Forschen. Fördern* (S. 185-210). Leykam. • Wild, E. & Möller, J. (Hrsg.) (2015*). Pädagogische Psychologie (2. Auflage)*. Berlin: Springer.
Supplementary Readings	

Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Reduced inequalities, Quality education

Course Module

Course Constituent Title	Developmental Psychology of Early Childhood
Course Code	12445A
Scientific-Disciplinary Sector	PSIC-02/A
Language	German
Lecturers	Prof. Dr. Reinhard Tschiesner, reinhard.tschiesner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29821
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	20
Planned Office Hours	6
Contents Summary	The lecture provides an insight into the developmental psychology of early childhood and shows cross-connections to early childhood educational processes. The course focuses on the various developmental theories and paradigms of developmental psychology. The development of social relationships and interpersonal behaviour is also discussed. The microsystems of kindergarten and family play a major role in the course. Developmental processes that predominantly take place at toddler and preschool age are at the centre of attention. Regional particularities are taken into account.
Course Topics	Introduction Research methods in developmental psychology Developmental theories - Psychoanalytical/psychodynamic - Systemic

	- Cognitive - Demand-coping approach Prenatal development Early parent-child interaction (bonding) Development of the Self
Teaching Format	Lecture with media support. Study of literature. Preparation is expected.
Required Readings	Arbeitskreis OPD-KJ (Hrsg.) (2013). *OPD-KJ-2 Operationalisierte Psychodynamische Diagnostik für das Kindes- und Jugendalter. Grundlagen und Manual.* Huber. Cierpka, M. (Hrsg.) (2012). *Frühe Kindheit 0-3*. Springer. Benecke, C. (2014). *Klinische Psychologie und Psychotherapie.* Kohlhammer. Heinrichs, N. & Lohaus, A. (2020). *Klinische Entwicklungspsychologie Kompakt.* Beltz. Lohaus, A., Vierhaus, M. & Lemola, S. (2024). *Entwicklungspsychologie des Kindes- und Jugendalters.* Springer. Mentzos, S. (2005). *Neurotische Konfliktverarbeitung.* Fischer. Siegler, R., Saffran, J.R., Gershoff, G.T. & Eisenberg, N. (2022). *Entwicklungspsychologie des Kindes- und Jugendalters.* Springer.
Supplementary Readings	

Course Module

Course Constituent Title	Observation and Analysis of Child Behaviour
Course Code	12445B
Scientific-Disciplinary Sector	PSIC-02/A
Language	German
Lecturers	Dr. phil. Gertraud Girardi Battisti, Gertraud.Girardi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/754
Teaching Assistant	
Semester	Second semester

CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1, 2, 3 und 4: Dr.phil. Gertraud Girard Battisti
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The ability to observe and analyse children's behaviour is one of the basic skills of professional pedagogical work, also with regard to the design and organisation of inclusive settings. The laboratory introduces the theory and practice of observation. It addresses processes and factors that influence the observation process. The advantages and disadvantages of different observation methods and quality characteristics such as quality criteria of observation instruments are also discussed. Students will be introduced to the testing and practical application of various observation methods used in educational institutions in the region as well as the principles of documenting observation data and the theory-based interpretation of such data.
Course Topics	- Socio-psychological aspects of perception and observation (biological, biographical, role-specific aspects); - Observation errors; - Ethical principles of observation; - Forms of observation; - Learning stories; - Structured observation forms.
Teaching Format	Practical exercises based on theoretical input; analyses of observation sequences in small groups; analysis of observation and documentation procedures; case observation, evaluation and interpretation.
Required Readings	See mandatory literature of the two lessons
Supplementary Readings	

Course Module

Course Constituent Title	Educational Psychology for Childhood and Pre-Adolescent Learning with Reference to Inclusion

Course Code	12445C
Scientific-Disciplinary Sector	PSIC-02/A
Language	German
Lecturers	Prof. Dr. Reinhard Tschiesner, reinhard.tschiesner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29821
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	20
Planned Office Hours	6
Contents Summary	The lecture offers an introduction to educational psychology and the psychology of learning in early childhood, taking inclusion into account. The course will focus in particular on early childhood forms of learning, taking into account development-dependent cognitive resources.
Course Topics	- Introduction to educational psychology and the psychology of learning in early childhood; - Methodology and theoretical foundations of psychological cognition and observation; - The structuring of thinking - Thinking processes - Forms of learning in early childhood - Psychology of play Special attention is also paid to the role of higher cognitive abilities, such as logical reasoning in toddlers and preschool children. However, abnormalities and disorders in the experience and behaviour of toddlers and preschool children as well as teachers, particularly in the context of kindergarten, are also addressed, as well as how they can be dealt with and which risk and protective factors are known. Preventative measures such as forms of communication and a mature approach to conflicts are

	also addressed in the course.
Teaching Format	Lecture with media support, in-depth short group work, literature study. Preparation is expected.
Required Readings	Bak, P.M. (2020). *Wahrnehmung, Gedächtnis, Sprache, Denken*. Springer. Kidman, G. & Casinader, N. (2017). *Inquiry-Bases Teaching and Learning across Disciplines.* Palgrave Macmillan. Oerter, R. (1997). Psychologie des Spiels (2. Auflage). Beltz. Seidel, T. & Krapp, A. (Hrsg.) (2014). *Pädagogische Psychologie (6. Auflage)*. Beltz. Tschiesner, R. & Pahl. A. (2020). Von kleinen und großen Forscherinnen und Forschern. Entwicklungs- und lernpsychologische Reflexionen zum Forschenden Lernen. In: S. Luttenberger & S. Pustak (Hrsg.), *Entdecken. Forschen. Fördern* (S. 185-210). Leykam. Wild, E. & Möller, J. (Hrsg.) (2015*). Pädagogische Psychologie (2. Auflage)*. Berlin: Springer.
Supplementary Readings	

Course Module

Course Constituent Title	Educational Psychology for Childhood and Pre-Adolescent Learning with Reference to Inclusion (Lab.)
Course Code	12445D
Scientific-Disciplinary Sector	PSIC-02/A
Language	German
Lecturers	Prof. Dr. Reinhard Tschiesner, reinhard.tschiesner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29821 Dott. Johanna Happacher, Johanna.Happacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46213 Mag. rer. nat Manuel Schmelzer, Manuel.Schmelzer@unibz.it

	https://www.unibz.it/en/faculties/education/academic-staff/person/53939
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1: Prof. Dr. Reinhard Tschiesner Gruppe 2 und 3: Dott. Johanna Happacher Gruppe 4: Mag.rer.nat. Manuel Schmelzer
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The laboratory deepens and concretises the topics of educational psychology and learning psychology of early childhood dealt with in the lecture, especially with regard to inclusion, in three ways: - it serves as an in-depth reflection and analysis of research findings and their significance for inclusive processes in the field of early childhood education. - to practise and test scientific thinking and attempts to scientifically describe and analyse learning psychology. 3. to reconstruct and transfer theoretical knowledge to specific, concrete processes and structures of the early childhood education landscape in South Tyrol, with a particular focus on inclusion.
Course Topics	The topics correspond to the topics of the lecture; they are selected and agreed upon in consultation with the lecturers of the lecture and the module coordinator.
Teaching Format	In-depth and practical exercises based on the lecture; work in small groups; case observation, evaluation and interpretation.
Required Readings	See mandatory literature list of the lessons
Supplementary Readings	