Syllabus

Course Description

Course Title	Developmental and Educational Psychology
Course Code	51082
Course Title Additional	
Scientific-Disciplinary Sector	PSIC-02/A
Language	German; Italian
Degree Course	Bachelor in Social Work
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Reinhard Tschiesner, reinhard.tschiesner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29821 Prof. Livia Taverna, Livia.Taverna@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/4202
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	9
Teaching Hours	60
Lab Hours	0
Individual Study Hours	165
Planned Office Hours	24
Contents Summary	In the course of the course, students should become familiar with central developmental theories and theories for understanding and planning educational behaviour and contexts that are central to the field of social work. are central to the field of social work. The focus is also on getting to know specific forms of experience and behaviour in the various phases of life as well as theoretically and empirically based

	strategies on how to meet people in the corresponding phases of life. in the corresponding phases of life. Attention will also be paid to atypical developmental trajectories and the contexts in which they arise. With regard to Educational Psychology, students are expected to develop appropriate skills for: (a) the acquisition of knowledge and intervention strategies on the main educational and training problems in current inter-cultural contexts (basic school and vocational training, family, youth groups, etc.) b) planning and managing differentiated modes of intervention according to the specific psychological problems of the different ages of the users c) implementing communication procedures and techniques that facilitate the encounter and relationship
Course Topics	The course aims to familiarise students with the most important concepts and theories from developmental and educational psychology for the field of social work. In the course of this, current empirical studies are presented and methods of psychological knowledge acquisition are discussed. - Introduction - Developmental theories (psychodynamic, cognitive, systemic, ...) - Early parent-child interaction and personality development - Psychosocial crises/life change crises - Self and identity - Developmental psychology of adolescence - Learning, training, education - Learning theories (behaviorism, constructivism, social learning theory, bioecological learning theory) - Formal and informal educational systems (school, family, community, peer group) - Motivation in learning and change - Educational needs and conditions of fragility/marginalization
Keywords	Developmental Psychology, Educational Psychology, Learning, Motivation
Recommended Prerequisites	
Propaedeutic Courses	

Teaching Format	Lectures, group discussions, games, elaboration of specific topics in groups. Lesson prof. Livia Tarverna takes place remotely.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and understanding The students - know the methodological, theoretical and conceptual foundations of developmental psychology, educational psychology and social psychology with a particular focus on social work; - are familiar with the key physical, cognitive, emotional and social stages of development in the various phases of life and the corresponding theories; - Know the conditions and criteria for favourable developmental and educational environments; - Know basic criteria for assessing "biopsychosocial" maturity and are able to identify social risk constellations for development; Apply knowledge and understanding - are able to relate the technical foundations of developmental psychology, educational psychology and social psychology to specific situations and cases and develop appropriate strategies for action in the field of social work; - are able to use their knowledge of developmental processes for scientifically sound action in the field of social work; - are able to systematically observe and document situations; make judgements - are able to apply the professional foundations of developmental psychology, educational psychology and social psychology to assess issues in the context of social work; - can assess developmental conditions; Communication - are able to apply the professional foundations of developmental psychology, educational psychology and social psychology in order to communicate in a multi-professional team; Learning strategies - can use theories of learning and learning strategies for their own personal and professional professional development;

	- are able to use the professional foundations for their own further education and training;
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Partial examination Course 1 Single-choice examination on the contents of the module
Evaluation Criteria	Criteria for the evaluation are - accuracy, - logical structure, - knowledge of the specialised literature, - ability to critically analyse and reflect, - use of scientific jargon, - independent and well-founded judgement
Required Readings	Course 1: Extracts of: • Grob, A. & Jaschinski, U. (2003). Erwachsen werden. Entwicklungspsychologie des Jugendalters. Weinheim: Beltz. • Heinrichs, N. & Lohaus, A. (2011). Klinische Entwicklungspsychologie. Kompakt. Psychische Störungen im Kindes- und Jugendalter. Weinheim: Beltz • Lohaus, A. & Vierhaus, M. (2015). Entwicklungspsychologie des Kindes- und Jugendalters für Bachelor (3. Auflage). Berlin: Springer. • Sonneck, G., Kapusta, N., Tomandl, G. & Voracek, M.(Hrsg.) (2012). Krisenintervention und Suizidverhütung (2. Auflage). Wien: Facultas UTB. Course 2: • Ligorio. B., Cacciamani, S. (2013) Psicologia dell'educazione, Roma Carocci (parti da concordare con gli studenti)
Supplementary Readings	• Largo, R. (2017). Kinderjahre (32. Auflage). München: Piper

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