Syllabus

Descrizione corso

Titolo insegnamento	Psicologia dello sviluppo e pedagogica 2 - approfondimenti tematici
Codice insegnamento	12446
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	PSIC-02/A
Lingua	Tedesco
Corso di Studio	Corso di laurea magistrale a ciclo unico in Scienze della Formazione primaria - sezione in lingua tedesca
Altri Corsi di Studio (mutuati)	LM-85 bis Education Ladin section
Docenti	dr. Milvia Cottini, Milvia.Cottini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34646 dr. Doris Forer, Doris.Forer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44357 dr. Yasmine Soraya Ortler, yasmine.ortler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47464 Mag. rer. nat Bernadette Maria Grießmair, BernadetteMaria.Griessmair@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/40756
Assistente	
Semestre	Primo semestre
Anno/i di corso	2.
CFU	9
Ore didattica frontale	60

Ore di laboratorio	40
Ore di studio individuale	125
Ore di ricevimento previste	27
Sintesi contenuti	The module provides - on the basis of Module 4 - an in-depth scientific understanding of a) the psychology of development in childhood and early adolescence over the course of the lifespan, particularly with regard to inclusion in primary school, and b) educational psychology and learning psychology as the basis for processes of teaching and learning, the motivation and development of talents, the design of learning environments and the assessment of learning processes in childhood and early adolescence. Both thematic focuses and perspectives of the lectures are related to the age range of childhood and early adolescence, i.e. the age from approx. 5 to 12 years, and are particularly focussed on processes of inclusion through labs. The overall module aims to impart basic pedagogical knowledge as well as the acquisition of specific professional competences.
Argomenti dell'insegnamento	See the individual course modules
Parole chiave	Developmental Psychology, Educational Psychology, Psychology of Learning, Inclusion, primary school
Prerequisiti	For optimal participation in this module, prior completion of Module 4 "Developmental and Educational Psychology 1 - Fundamentals" is recommended, as the content directly builds upon it.
Insegnamenti propedeutici	
Modalità di insegnamento	Lecture with media support, in-depth short group work, literature study.
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	Knowledge and understanding The students - know the methodological, theoretical and conceptual foundations of developmental psychology, educational psychology and learning psychology with a particular focus on middle childhood and primary school; - know the main physical, cognitive, emotional and social

	developmental stages in middle childhood and the corresponding theories; - know advanced forms and procedures of systematic observation and the documentation; - know the relevant theories on learning, motivation, cognition and memory in middle childhood; - know the conditions and criteria for conducive learning environments. 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 corresponding strategies for action in the area of childhood and primary school; - can use their knowledge of the developmental stages in childhood and adolescence for scientifically based pedagogical action; - can use observations for discussions within the team and with parents; - can create and evaluate conducive learning environments; - can recognise and deal with emotional, social and cognitive impairments to learning processes and apply strategies to promote the well-being of pupils. Judgement The students - are able to apply the specialist principles of developmental psychology, educational psychology and learning psychology to assess developments and progress in childhood and primary school; - can use observations and documentation to assess learning processes and the quality of educational processes (e.g. evaluate the effectiveness of intervention programmes); - can justifiably 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 basics of developmental psychology, educational psychology and learning psychology to communicate in a team in order to carry out process- and result-orientated assessments; - are able to use their psychological knowledge to establish a constructive dialogue with pupils' parents. - are able to report, document and interpret observation results; - are able to use a differentiated and professionally relevant scientific vocabulary for communication and cooperation within the team and with social and health care professionals; Learning strategies The students - Can utilise 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 like scientifically trained experts.
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	Ongoing assessment during the labs; final written module examination (single-choice test and open questions, see "Criteria...")
Criteri di valutazione	Assignment of a single final assessment for the whole module based on A) a single-choice test with additional open questions and B) immanent coursework (see below). The assessment is based on the topics covered, the expected learning outcomes and the specific educational objectives according to the syllabus. A) Single-choice test and open questions: - On the content of the two lectures (‘Developmental Psychology for Childhood and Adolescence with regard to Inclusion’ and

	'Educational Psychology and Learning Psychology for Childhood and Adolescence'). - Criteria for the assessment are Appropriate answers, logical structure, reference to literature, ability to critically analyse and reflect, use of scientific terminology, independent and reasoned judgement. B) Submission and assessment of immanent coursework for the two laboratories in the module ('Observation and reflection of child behaviour with regard to inclusion (Lab.)' and 'Educational psychology and learning psychology for childhood and adolescence (Lab.)') - Criteria for the assessment of these lab-related performances are: formal correctness, factual accuracy, own argumentation and reflection skills, theory-practice transfer performance. In accordance with the examination regulations of the faculty, the assessment for each individual course belonging to the module must also be positive for a positive overall assessment of the module performance. In the event of a negative assessment of the overall module, any positively assessed parts of the module will be credited the next time you take the module examination. Please note, however, that a negative assessment will also be included in the count of examination attempts in this case. According to the examination regulations, three attempts without passing will result in a block for three examination dates (see also Article 6, Paragraph 4 of the current examination regulations).
Bibliografia obbligatoria	• Lohaus, A. & Vierhaus, M. (2019). Entwicklungspsychologie des Kindes- und Jugendalters für Bachelor (4th edition). Berlin: Springer. • Siegler, R., Eisenberg, N. DeLoache, J. & Saffran, J. (eds.) (2016). Entwicklungspsychologie im Kindes- und Jugendalter (4th edition). Berlin: Springer • Heinrichs, N. & Lohaus, A. (2020). Klinische Entwicklungspsychologie. Kompakt. Psychische Störungen im Kindes- und Jugendalter (2nd revised edition). Weinheim: Beltz. • Hasselhorn, M., & Gold, A. (2017). Pädagogische Psychologie: Erfolgreiches Lernen und Lehren (4th edition). W. Kohlhammer Verlag. • Seidel, T. & Krapp, A. (Hrsg.) (2014). Pädagogische Psychologie (6th edition). Weinheim: Beltz. • Wild, E. & Möller, J. (Hrsg.) (2015). Pädagogische

	Psychologie (2nd edition). Berlin: Springer.
Bibliografia facoltativa	• Schuster, Beate (2017): Educational Psychology. Berlin & Heidelberg: Springer.
Altre informazioni	
Obiettivi di Sviluppo Sostenibile (SDGs)	Buona salute, Ridurre le disuguaglianze, Parità di genere, Istruzione di qualità

Modulo del corso

Titolo della parte costituente del corso	Psicologia dello sviluppo per l'infanzia e l'adolescenza con riferimento all'inclusione
Codice insegnamento	12446A
Settore Scientifico-Disciplinare	PSIC-02/A
Lingua	Tedesco
Docenti	dr. Doris Forer, Doris.Forer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44357
Assistente	
Semestre	Primo semestre
CFU	3
Docente responsabile	
Ore didattica frontale	30
Ore di laboratorio	0
Ore di studio individuale	45
Ore di ricevimento previste	9
Sintesi contenuti	As a continuation of Module 4, the lecture offers an introduction to the developmental psychological foundations of childhood and early adolescence and their pedagogical consequences, particularly with regard to inclusion. Particular attention is paid to cognitive, emotional, physical, motor, linguistic and moral development as well as the development of social bonds, social behaviour, identity

	and personality. In particular, the importance of these developmental psychological foundations for the area of middle childhood, especially primary school age and inclusion, will also be addressed. The lecture takes particular account of the significance of fundamental developmental psychological findings for the educational and institutional characteristics of the region.
Argomenti dell'insegnamento	Lebensabschnitte - ein Überblick (Lifespan - an overview): - Childhood - five/six to eleven/twelve years: Physical, cognitive, emotional and social development (Middle Childhood - Six to Eleven Years: Physical, cognitive, emotional and social development). Fields of Development: - Intelligence and Academic Achievement; - Theories of social development (Theories of Social Development); - Emotional development and regulation (Emotional Development and Regulation); - Relationship to Others and Development of Self (Atta-chment to Others and Development of Self); - Family Relationships and Peer Groups (The Family and Peer Relationships); - Moral Development; - Gender Development and Identity Construction (Gen-der Development and Identity Construction).
Modalità di insegnamento	Lecture with media support, in-depth short group work, literature study. Preparation is expected.
Bibliografia obbligatoria	• Lohaus, A., Vierhaus, M., & Lemola, S. (2024). Entwicklungspsychologie des Kindes- und Jugendalters für Bachelor (5. Auflage). Berlin: Springer. • Siegler, R., Saffran, J. R., Gershoff, E. T., Eisenberg, N., & Pauen, S. (2021) (5. Auflage 2021). Entwicklungspsychologie im Kindes- und Jugendalter. Berlin: Springer. • Heinrichs, N. & Lohaus, A. (2020). Klinische Entwicklungspsychologie. Kompakt. Psychische Störungen im Kindes- und Jugendalter (2. überarbeitete Auflage). Weinheim: Beltz.
Bibliografia facoltativa	

Modulo del corso

Titolo della parte costituente del corso	Osservazione e riflessione del comportamento infantile con riferimento all'inclusione (lab.)
Codice insegnamento	12446B
Settore Scientifico-Disciplinare	PSIC-02/A
Lingua	Tedesco
Docenti	Mag. rer. nat Bernadette Maria Grießmair, BernadetteMaria.Griessmair@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/40756
Assistente	
Semestre	Primo semestre
CFU	2
Docente responsabile	
Ore didattica frontale	0
Ore di laboratorio	20 Gruppe 1, 2, 3 und 4: Mag. rer. nat Bernadette Maria Grießmair
Ore di studio individuale	30
Ore di ricevimento previste	6
Sintesi contenuti	The ability to observe and reflect on children's behaviour is one of the basic skills of professional pedagogical work, particularly with regard to inclusive processes and structures. Based on the lecture, the laboratory deepens the knowledge and skills acquired in Module 4 on observation in theory and practice. This involves identifying processes and factors that determine observation and its interpretation with regard to inclusion, discussing the advantages and disadvantages of certain observation methods and evaluating quality characteristics, taking quantitative and qualitative methods into account. The testing and practical application of different types of observation, the documentation of observation data and theory-based interpretation should help students during their studies, in internships and in their later professional life to support the developmental steps and learning strategies of children, to

	strengthen their resources and to choose adequate educational strategies and resources. They should also help to take into account the diversity of children in inclusive settings and use observation in an ethical, pedagogically reflective and constructively productive way.
Argomenti dell'insegnamento	- In-depth study of socio-psychological aspects of perception and observation; - ethical principles and legal requirements for observation, especially in the context of inclusion; - Observation methods: from the research question to the choice of observation forms; instruments for observing cognitive, emotional and social competences; - Development of learning and support options based on the observations carried out; - the systematic documentation of observations and their reflection; the importance of portfolios; - Discussions with parents on the basis of documented observations.
Modalità di insegnamento	Practical exercises based on theoretical input; analysis of observation sequences in small groups; analysis of observation procedures and documentation; case observation, evaluation and interpretation.
Bibliografia obbligatoria	See compulsory literature of the module
Bibliografia facoltativa	

Modulo del corso

Titolo della parte costituente del corso	Psicologia dell'educazione e dell'apprendimento per l'infanzia e l'adolescenza
Codice insegnamento	12446C
Settore Scientifico-Disciplinare	PSIC-02/A
Lingua	Tedesco
Docenti	dr. Milvia Cottini, Milvia.Cottini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34646

Assistente	
Semestre	Primo semestre
CFU	2
Docente responsabile	
Ore didattica frontale	30
Ore di laboratorio	0
Ore di studio individuale	20
Ore di ricevimento previste	6
Sintesi contenuti	The lecture builds on the knowledge and skills acquired in Module 4 and offers an introduction to educational psychology and learning psychology for childhood and early adolescence, its consequences for children's education, especially for the area of inclusion. In particular, it also deals with the significance of these pedagogical-psychological and learning-psychological foundations for the area of middle childhood, especially primary school age, i.e. the age between 5 and 12. The lecture takes particular account of the significance of fundamental pedagogical-psychological and learning-psychological findings for the pedagogical and institutional characteristics of the region.
Argomenti dell'insegnamento	- Introduction to Educational Psychology - childhood (Introduction to Educational Psychology - middle childhood); - Promoting well-being in the school context; - Teaching, Learning, Instructing and (Co-)Constructing; - Individual Differences, and Special Educational Needs; Motivation, Learning Motivation and Learning Needs - Motivation, learning motivation and learning and performance emotions; - Complex cognitive processes and their influence on academic skills: Metacognition and Learning Strategies, Transfer and Problem Solving, Creativity and Logical Thinking (Cognitive Processes: Metacognition and Learning Strategies; Transfer and Problem Solving; Creativity and Logical Thinking); - Classroom Management and Strategies of Intervention; Bullying Prevention; - Evaluation and Assessment of Teaching and Learning (Assessing Teaching and Learning). This includes - also as an extension of Module 4 - topics such as learning, attention and concentration; self-concepts and self-

	efficacy; learning as behavioural change and as knowledge acquisition (metacognition); learning strategies and conditions of learning processes; learning and behavioural disorders; motivation and cognition; attributions and social cognition; aspects of pedagogical interaction; communication, dealing with conflicts; group dynamics; evaluation and feedback, etc.
Modalità di insegnamento	Lecture with media support, in-depth short group work, literature study. Preparation is expected.
Bibliografia obbligatoria	• Hasselhorn, M., & Gold, A. (2022). Pädagogische Psychologie: Erfolgreiches Lernen und Lehren (5. Auflage). W. Kohlhammer Verlag. • Seidel, T. & Krapp, A. (Hrsg.) (2014). Pädagogische Psychologie (6. Auflage). Weinheim: Beltz. • Wild, E. & Möller, J. (Hrsg.) (2020). Pädagogische Psychologie (3. Auflage). Berlin: Springer.
Bibliografia facoltativa	• Schuster, Beate (2017): Pädagogische Psychologie. Berlin & Heidelberg: Springer.

Modulo del corso

Titolo della parte costituente del corso	Psicologia dell'educazione e dell'apprendimento per l'infanzia e l'adolescenza (lab.)
Codice insegnamento	12446D
Settore Scientifico-Disciplinare	PSIC-02/A
Lingua	Tedesco
Docenti	dr. Milvia Cottini, Milvia.Cottini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34646 dr. Yasmine Soraya Ortler, yasmine.ortler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47464
Assistente	
Semestre	Primo semestre

CFU	2
Docente responsabile	
Ore didattica frontale	0
Ore di laboratorio	20 Gruppe 1 und 2: dr. Milvia Cottini Gruppe 3 und 4: Dr. Yasmine Soraya Azza
Ore di studio individuale	30
Ore di ricevimento previste	6
Sintesi contenuti	The laboratory deepens and concretises the topics of educational psychology and learning psychology dealt with in the lecture with regard to childhood and early adolescence, especially with regard to middle childhood and primary school age, i.e. approx. 5-12 years, and this in three respects: - It is for in-depth reflection and analysis of research findings and their relevance to middle childhood and primary school. - It serves to practise and test scientific thinking and attempts to scientifically describe and analyse learning psychology issues in primary school. - It serves to reconstruct and transfer theoretical knowledge to specific, concrete processes and structures of primary school and the relevant transitions.
Argomenti dell'insegnamento	The topics correspond to the topics of the lecture.
Modalità di insegnamento	In-depth and practical exercises based on the lecture; work in small groups; exercises in the field and evaluation.
Bibliografia obbligatoria	see compulsory literature of the module
Bibliografia facoltativa	