

Syllabus

Course Description

Course Title	Developmental Psychology and Educational Psychology 1 and Behavioral Observation
Course Code	400001
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	<p>Prof. Dr. Reinhard Tschiesner, reinhard.tschiesner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29821</p> <p>Mag. rer. nat Manuel Schmelzer, Manuel.Schmelzer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/53939</p> <p>Mag. rer. nat Oliver Sparber, Oliver.Sparber@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52816</p>
Teaching Assistant	
Semester	First semester
Course Year/s	1
CP	6
Teaching Hours	40
Lab Hours	16
Individual Study Hours	94
Planned Office Hours	18
Contents Summary	The course provides students with a foundational understanding of developmental psychology, educational psychology, and systematic

	behavioural observation as essential components of professional practice in early childhood and primary education. It focuses on children's development during the preschool and primary school years, the significance of individual developmental trajectories, and the promotion of learning and developmental processes in diverse educational settings. Students develop the competencies to perceive children's behaviour in a differentiated manner, to observe and document it systematically, and to use these observations as a basis for informed pedagogical decision-making.
Course Topics	<p>Theories of Development</p> <p>Domains of Development (early parent–child interaction and attachment; interpersonal behaviour; motor and sensory development; development of the self)</p> <p>Foundations of Behavioural Observation</p> <p>Quality Criteria for Observation Methods and Instruments</p> <p>The Structuring of Thinking</p> <p>Dynamic Cognitive Processes (causal reasoning, scientific reasoning, inferential reasoning, analogical reasoning)</p> <p>Discovery Learning vs. Inquiry-Based Learning</p> <p>Play and Theories of Play</p> <p>Transitional Phenomena</p> <p>Specific Observation Methods and Instruments (screening of abilities and skills; developmental and educational domains)</p>
Keywords	Developmental Psychology, Educational Psychology, Learning Psychology, Observation
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures (with media support), discussions, group work, student presentations.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	<p>Knowledge and Understanding</p> <p>Students</p> <ul style="list-style-type: none"> - are familiar with the methodological, theoretical and conceptual foundations of developmental psychology, educational psychology and learning psychology, with a particular focus on early childhood and school-age children; - are familiar with the key physical, cognitive, emotional and social developmental stages in early childhood and school-age children,

and the corresponding theories;

- are familiar with forms and methods of systematic observation and documentation;
- recognise the differences between everyday observations, structured observations, observations in educational settings and those in academic contexts;
- are familiar with the relevant theories on learning, motivation, cognition and memory in early childhood;
- are familiar with the conditions and criteria for supportive learning environments;
- are familiar with criteria for assessing children's developmental milestones;
- understand the significance of developmental psychology, educational psychology and learning psychology in relation to processes of inclusion in early childhood education.

Applying knowledge and understanding

Students

- can relate the fundamental principles of developmental psychology, educational psychology and learning psychology to specific situations and cases, and develop appropriate strategies for action in the field of inclusion;
- can use their knowledge of developmental stages in early childhood and school age to inform scientifically grounded educational practice;
- are able to systematically observe and document educational situations;
- can support developmental stages on a case-by-case basis and promote them in inclusive settings;

Making judgements

Students

- can apply the fundamental principles of developmental psychology, educational psychology and learning psychology to assess development and progress in early childhood education;
- can use observations and documentation to assess learning processes;
- can assess the quality of supportive learning environments;
- can evaluate the advantages and disadvantages of observation and documentation methods;
- can make a reasoned assessment of the role of motivation,

	<p>cooperation and the development of strategies, as well as the importance of feedback and recognition for the learning process;</p> <p>Communication</p> <p>Students</p> <ul style="list-style-type: none"> - can apply the fundamental principles of developmental psychology, educational psychology and learning psychology to communicate effectively within a team and to carry out process- and outcome-oriented assessments; - can report on and document the results of observations; <p>Learning skills</p> <p>Students</p> <ul style="list-style-type: none"> - are able to apply theories of learning and learning strategies to their own personal and professional development; - are able to apply the subject-specific fundamentals to their own continuing professional development 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 with open questions assessing knowledge and understanding of the lecture and lab.
Evaluation Criteria	<p>The overall mark is based on a single examination covering both modules. The assessment consists of a written examination with open questions addressing the content of both the lecture and the laboratory course.</p> <p>The assessment criteria are: factual accuracy, use of scientific evidence, reference to relevant academic literature, logical structure, ability to critically analyse and reflect, appropriate use of academic terminology, and clarity of expression. Handwriting must be legible to enable the examination to be assessed and graded.</p> <p>Admission to the written examination requires successful completion of all continuous assessment components in the laboratory course. All continuous assessment requirements must be completed and positively assessed no later than the final session of the respective laboratory course.</p>

	<p>If a student is absent on the scheduled date of a presentation (e.g. due to illness), the outstanding continuous assessment component must be compensated for by completing an alternative assignment equivalent in scope to a seminar paper.</p> <p>The criteria for successful completion of the continuous assessment components are: information literacy, factual accuracy, independent argumentation and critical reflection, and the ability to transfer theoretical knowledge to practical contexts.</p> <p>Formal correctness (e.g. language, compliance with APA citation guidelines, and adherence to any formal requirements for assessment specified by the instructors) is a prerequisite for successfully completing any assessment component.</p> <p>The use of artificial intelligence tools is not permitted.</p> <p>According to the Examination Regulations, students who fail the examination after three attempts will be barred from taking the examination for the following three examination sessions (see Article 6, paragraph 4 of the current Examination Regulations).</p>
Required Readings	<ul style="list-style-type: none"> • Arbeitskreis OPD-KJ (Hrsg.) (2013). <i>OPD-KJ-2 Operationalisierte Psychodynamische Diagnostik für das Kindes- und Jugendalter. Grundlagen und Manual</i>. Huber. • Cierpka, M. (Hrsg.) (2012). <i>Frühe Kindheit 0-3</i>. Springer. • Benecke, C. (2014). <i>Klinische Psychologie und Psychotherapie</i>. Kohlhammer. • Heinrichs, N. & Lohaus, A. (2020). <i>Klinische Entwicklungspsychologie Kompakt</i>. Beltz. • Kidman, G. & Casinader, N. (2017). <i>Inquiry-Bases Teaching and Learning across Disciplines</i>. Palgrave Macmillan. • Koglin, U., Petermann, F. & Petermann, U. (2020). <i>Entwicklungsbeobachtung und -dokumentation EBD 48-72 Monate (7. Auflage)</i>. Cornelsen. • Lohaus, A., Vierhaus, M. & Lemola, S. (2024). <i>Entwicklungspsychologie des Kindes- und Jugendalters</i>. Springer. • Mayr, T., Bauer, C. & Krause, M. (2014). KOMPIK. Begleitendes Handbuch für pädagogische Fachkräfte. https://www.daten.kita.bayern/d/fae7c1e5089944e9a19e/files/?p=%2FKOI (abgerufen am 06. Juli 2026). • Mentzos, S. (2005). <i>Neurotische Konfliktverarbeitung</i>. Fischer. • Oerter, R. (1997). <i>Psychologie des Spiels</i> (2. Auflage). Beltz. • Petermann, U., Petermann, F. & Koglin, U. (2023). <i>Entwicklungsbeobachtung und Dokumentation EBD 3-48 Monate (10. Auflage)</i>. Cornelsen. • Ravens-Sieberer, U. & Bullinger, M. (1998). Revidierter

	<p>Fragebogen für KINDer und Jugendliche zur Erfassung der gesundheitsbezogenen Lebensqualität. https://www.kindl.org/ (abgerufen am 21.09.26)</p> <ul style="list-style-type: none"> • Siegler, R., Saffran, J.R., Gershoff, G.T. & Eisenberg, N. (2022). <i>Entwicklungspsychologie des Kindes- und Jugendalters</i>. Springer. • 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.), <i>Entdecken. Forschen. Fördern</i> (S. 185-210). Leykam. • Wettstein, A. (2008). <i>Beobachtungssystem zur Analyse aggressiven Verhaltens in schulischen Settings (BASYS)</i>. Hogrefe. •
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Reduced inequalities, Quality education

Course Module

Course Constituent Title	Developmental and Educational Psychology 1
Course Code	400001A
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	First semester
CP	5
Responsible Lecturer	
Teaching Hours	40
Lab Hours	0
Individual Study Hours	85
Planned Office Hours	15

Contents Summary	The objective of this course is to provide an insight into developmental and educational psychology, with a particular focus on the preschool years and the transition to primary school. The course covers developmental stages and theories relevant to both kindergarten and primary education, as well as early childhood approaches to learning.
Course Topics	Theories of Development Domains of Development (early parent–child interaction and attachment; interpersonal behaviour; motor and sensory development; development of the self) Foundations of Behavioural Observation Quality Criteria for Observation Methods and Instruments The Structuring of Thinking Dynamic Cognitive Processes (causal reasoning, scientific reasoning, inferential reasoning, analogical reasoning) Psychological Reflection: Discovery Learning vs. Inquiry-Based Learning Play and Theories of Play Transitional Phenomena
Teaching Format	Lectures with media support, discussions.
Required Readings	See required mandatory readings in Course 400001
Supplementary Readings	

Course Module

Course Constituent Title	Observation and Documentation of Children's Behavior (lab.)
Course Code	400001B
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 Mag. rer. nat Manuel Schmelzer, Manuel.Schmelzer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/53939

	Mag. rer. nat Oliver Sparber, Oliver.Sparber@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52816
Teaching Assistant	
Semester	First semester
CP	1
Responsible Lecturer	
Teaching Hours	0
Lab Hours	16 Gruppe 1, 2 und 3: Prof. Dr. Reinhard Tschiesner Gruppe 4: Mag. rer. nat Schmelzer Manuel Gruppe 5: Mag. rer. nat Oliver Sparber
Individual Study Hours	9
Planned Office Hours	3
Contents Summary	This laboratory focuses on the observation and documentation of child behavior. It covers various observation methods applied in both kindergarten and primary school settings.
Course Topics	Foundations of Behavioural Observation Quality Criteria for Observation Methods and Instruments Specific Observation Methods and Instruments (screening of abilities and skills; developmental and educational domains) Overview of the commonly most used instruments (Grenzsteine der Entwicklung, Bildungsbeobachtung nach Matthias Schäfer, MEB, PERIK, BEK, LED, RAVEK, LES-K, SBK, Bildungs- und Lerngeschichten) Free observation and standardized observation (EBD and KOMPIK) in early childhood and primary education (BASYS, KINDL).
Teaching Format	Inputs of the Lecturer, group work, students presentations.
Required Readings	See required mandatory readings in Course 400001
Supplementary Readings	