Syllabus

Kursbeschreibung

Titel der Lehrveranstaltung	Entwicklungspsychologie
Code der Lehrveranstaltung	87002
Zusätzlicher Titel der Lehrveranstaltung	
Wissenschaftlich-disziplinärer Bereich	PSIC-02/A
Sprache	Italienisch
Studiengang	Lehrgang für den Unterricht Deutsch Zweite Sprache an Grundschulen mit italienischer Unterrichtssprache in Südtirol
Andere Studiengänge (gem. Lehrveranstaltung)	
Dozenten/Dozentinnen	Dott. Giulia Prestera, Giulia.Prestera@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46528
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Erstes Semester
Studienjahr/e	1
KP	2
Vorlesungsstunden	20
Laboratoriumsstunden	0
Stunden für individuelles Studium	30
Vorgesehene Sprechzeiten	0
Inhaltsangabe	The course aims to provide an introduction to the fundamental topics of early childhood developmental psychology, with a particular focus on language acquisition within both typical and atypical developmental trajectories. The lectures will cover cognitive, emotional, linguistic and social development in the age group covered by the course.

	The course will take into account the significance of knowledge acquired in the field of developmental psychology for teacher training, whilst respecting the specific characteristics, including institutional ones, of the South Tyrol region.
Themen der Lehrveranstaltung	1. Cognitive development 2. Emotional development 3. Language development 4. Social development 5. Typical and atypical developmental trajectories
Stichwörter	Cognitive development; Language development; socio-emotional development; Atypical trajectories
Empfohlene Voraussetzungen	
Propädeutische Lehrveranstaltungen	
Unterrichtsform	Lectures using multimedia resources, short group discussions to explore topics in greater depth, and study and discussion of the texts provided for the exam.
Anwesenheitspflicht	In accordance with the regulation
Spezifische Bildungsziele und erwartete Lernergebnisse	Subject-specific skills: Students • are familiar with the theoretical, methodological and conceptual foundations of developmental psychology relating to early childhood and school age; Knowledge and understanding: Students • are familiar with the stages of cognitive, emotional, linguistic and social development that characterise middle childhood and the corresponding theories; • are familiar with the conditions and criteria for creating environments that promote learning; Ability to apply knowledge and understanding: Students • are able to use theories of developmental psychology and educational psychology to develop strategies for addressing issues in the classroom;

	• are able to use their knowledge of the stages of development in early childhood and school age to inform scientifically grounded educational practice; • are able to use observations to inform team meetings and discussions with parents; • are able to create and evaluate environments that foster learning; • are able to recognise and address the emotional, social and cognitive limitations of learning processes by employing strategies to promote well-being. Independence of judgement: Students • are able to apply the disciplinary foundations of developmental psychology and educational psychology to assess changes and progress in children's development; • are able to use observations and documentation to assess children's learning processes and the quality of teaching processes (e.g. evaluating the effectiveness of intervention projects); • are able to expertly assess the role of motivation, cooperation, strategy development and feedback in the learning process. Communication skills: Students • are able to apply the fundamentals of developmental psychology and educational psychology to communicate within teams and to conduct process- and outcome-oriented assessments; • are able to use psychological knowledge to establish constructive dialogue with pupils' families; • are able to document, report and interpret the results of observations made during teaching interactions; • are able to use specialist and scientific disciplinary vocabulary for communication and cooperation within the school team as well as with social and health service staff. Learning skills: Students • are able to apply learning theories and strategies for personal and professional development; • are able to apply disciplinary foundations to continuing

	professional development and integrate them independently into other areas of research; • are able to employ learning strategies as an expert and scientifically trained professional would. Transversal 'soft skills': Students: • are able to apply subject-specific knowledge and acquired skills to manage children's learning by monitoring their development and coordinating their work with the teaching team; • have developed critical thinking skills regarding children's development and learning; • are able to communicate with the teaching team, parents, educational staff and children regarding the work objectives achieved and those to be achieved.
Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)	
Art der Prüfung	Oral exam with discussion of an individual assignment applying the module's theoretical content to the candidate's professional context.
Bewertungskriterien	The course assessment will focus on students' understanding of the material covered and their ability to apply it to the learning context. The criteria for awarding marks will be based on the following indicators: the relevance of the answer to the question, clarity of expression, and the ability to present a coherent argument.
Pflichtliteratur	Leman, Bremner, Parke, Gauvain (2023). *Psicologia dello Sviluppo* (2 Edizione). Milano: McGraw Hill. Alternativa: Lohaus, A. & Vierhaus, M. (2015). *Entwicklungspsychologie des Kindes- und Jugendalters fu¨r Bachelor (3. Auflage)* . Berlin: Springer.
Weiterführende Literatur	
Weitere Informationen	
Ziele für nachhaltige	Hochwertige Bildung

Entwicklung (SDGs)	