Syllabus

Course Description

Course Title	Developmental and Educational Psychology 2 - In-depth Analysis of Selected Topics
Course Code	12446
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)	LM-85 bis Education Ladin section
Lecturers	Dr. phil. Gertraud Girardi Battisti, Gertraud.Girardi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/754 Prof. Dr. Ursula Betty Fluegel, UrsulaBetty.Fluegel@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/5883 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 Dr. Doris Forer, Doris.Forer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44357
Teaching Assistant	
Semester	First semester
Course Year/s	2.

CP	9
Teaching Hours	60
Lab Hours	40
Individual Study Hours	125
Planned Office Hours	27
Contents Summary	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.
Course Topics	See the individual course modules
Keywords	Developmental Psychology, Educational Psychology, Psychology of Learning, Inclusion, primary school
Recommended Prerequisites	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.
Propaedeutic Courses	
Teaching Format	Lecture with media support, in-depth short group work, literature study.
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 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.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Ongoing assessment during the labs; final written module examination (single-choice test and open questions, see "Criteria...")
Evaluation Criteria	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).
Required Readings	• 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.
Supplementary Readings	• Schuster, Beate (2017): Educational Psychology. Berlin & Heidelberg: Springer.
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Reduced inequalities, Gender equality, Quality education

Course Module

Course Constituent Title	Developmental Psychology of Childhood and Adolescence with Reference to Inclusion
Course Code	12446A
Scientific-Disciplinary Sector	PSIC-02/A
Language	German
Lecturers	Dr. Doris Forer, Doris.Forer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44357
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	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.
Course Topics	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).
Teaching Format	Lecture with media support, in-depth short group work, literature study. Preparation is expected.
Required Readings	• Lohaus, A. & Vierhaus, M. (2019). Entwicklungspsychologie des Kindes- und Jugendalters für Bachelor (4. Auflage). Berlin: Springer. • Siegler, R., Saffran, J. R., Gershoff, E.¿T. & Eisenberg, N. (Hrsg., Pauen, S. Mitarbeit) (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.
Supplementary Readings	

Course Module

Course Constituent Title	Observation and Reflection of Child Behaviour with Reference to Inclusion (Lab.)
Course Code	12446B
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 Prof. Dr. Ursula Betty Fluegel, UrsulaBetty.Fluegel@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/5883
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1, 2 und 3: Prof. Dr. Ursula Betty Fluegel Gruppe 4: Dr. phil. Gertraud Girardi Battisti
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	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.
Course Topics	- 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.
Teaching Format	Practical exercises based on theoretical input; analysis of observation sequences in small groups; analysis of observation procedures and documentation; case observation, evaluation and interpretation.
Required Readings	See compulsory literature of the module
Supplementary Readings	

Course Module

Course Constituent Title	Psychology of Education and Learning in Childhood and Youth
Course Code	12446C
Scientific-Disciplinary Sector	PSIC-02/A
Language	German
Lecturers	dr. Milvia Cottini, Milvia.Cottini@unibz.it

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Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	20
Planned Office Hours	6
Contents Summary	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.
Course Topics	- 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.
Teaching Format	Lecture with media support, in-depth short group work, literature study. Preparation is expected.
Required Readings	• Hasselhorn, M., & Gold, A. (2017). Pädagogische Psychologie: Erfolgreiches Lernen und Lehren (4. Auflage). W. Kohlhammer Verlag. • Seidel, T. & Krapp, A. (Hrsg.) (2014). Pädagogische Psychologie (6. Auflage). Weinheim: Beltz. • Wild, E. & Möller, J. (Hrsg.) (2015). Pädagogische Psychologie (2. Auflage). Berlin: Springer.
Supplementary Readings	• Schuster, Beate (2017): Pädagogische Psychologie. Berlin & Heidelberg: Springer.

Course Module

Course Constituent Title	Psychology of Education and Learning in Childhood and Youth (Lab.)
Course Code	12446D
Scientific-Disciplinary Sector	PSIC-02/A
Language	German
Lecturers	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
Teaching Assistant	

Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1 und 2: dr. Milvia Cottini Gruppe 3 und 4: Dr. Yasmine Soraya Azza
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	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.
Course Topics	The topics correspond to the topics of the lecture.
Teaching Format	In-depth and practical exercises based on the lecture; work in small groups; exercises in the field and evaluation.
Required Readings	see compulsory literature of the module
Supplementary Readings	