Syllabus

Course Description

Course Title	Developmental Psychology and Educational Psychology 1 and Behavioral Observation
Course Code	500001
Course Title Additional	
Scientific-Disciplinary Sector	PSIC-02/A
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	LM-85 bis Education Ladin section - 2026
Lecturers	Prof. Livia Taverna, Livia.Taverna@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/4202 dr. Francesca Sangiuliano Intra, Francesca.SangiulianoIntra@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/40459
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	This course provides the theoretical and conceptual foundations of developmental and educational psychology, with a particular focus on the processes characterizing early childhood. It examines in depth the key dimensions of cognitive, linguistic, emotional, and social development during the preschool years and the transition to primary school, while also considering learning processes, the

	characteristics of educational settings, and the role of the adult as a mediator and facilitator of development. The practical workshop component complements the course by introducing the main methods and tools for observing child behavior in educational settings. Observation is thus presented as a fundamental tool for understanding children's developmental needs, assessing their development, and informing the design of educational activities in an intentional manner.
Course Topics	Developmental and Educational Psychology - Key theoretical models of development and their implications for educational practice. - Cognitive, linguistic— with particular attention to the prerequisites for learning to read and write—emotional, and social development during the preschool years and the transition to primary school. - Early childhood learning processes, teaching strategies, and learning environments. - The role of the adult as a mediator and facilitator of development. - Understanding developmental needs and designing informed, inclusive educational interventions. Observation Methodology Lab - Main observation techniques: free, systematic, participant, and non-participant. - Observational tools: grids, checklists, diaries, and video recordings. - Documentation and analysis of observational data. - Use of observation in developmental assessment and educational planning. - The role of the observer in educational settings.
Keywords	Child development; Learning; Observational methodology
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	The teaching activities for the developmental and educational psychology component consist of lectures supplemented by guided discussions, exercises, analysis of educational scenarios, viewing of video materials, and individual or small-group tasks. The observational methodology component will be primarily workshop-

	based, involving practical exercises in analyzing video recordings; using grids, checklists, logs, and observational protocols; and documenting collected data. The integration of the two components will be ensured by applying knowledge of child development to the observation of behaviors and to educational planning.
Mandatory Attendance	According to the Academic Regulations
Specific Educational Objectives and Learning Outcomes	By the end of the course, students will have acquired knowledge of the main models and concepts in developmental and educational psychology and will be able to understand the cognitive, linguistic, emotional, and social processes that characterize early childhood. They will be able to identify developmental needs and individual differences across educational contexts, linking knowledge of child development to learning strategies and the planning of educational interventions. Students will also understand the aims, characteristics, and limitations of the main observational techniques and will be able to select observation tools that are appropriate to the objectives of the assessment and the specific features of the context. They will be able to collect, document, organize, and analyze observational data, distinguishing between the description of behaviour and its interpretation. Finally, students will be able to formulate well-founded assessments, communicate observations using appropriate scientific and professional language, and integrate theoretical knowledge with observational data in the analysis of educational situations.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The exam consists of a written test comprising multiple-choice questions and open-ended questions.
Evaluation Criteria	Assessment verifies the achievement of expected learning outcomes for both components of the course. For the developmental and educational psychology section, evaluation focuses on the accuracy and completeness of knowledge, the understanding of developmental processes, and the ability to apply theoretical models to the analysis of educational situations. For the observational methodology section, assessment considers

	knowledge of techniques and tools, the ability to select them based on objectives, the capacity to document and analyze data, and the ability to distinguish between description and interpretation. Closed-ended questions test knowledge acquisition, while open-ended questions evaluate relevance, the ability to make connections and apply concepts, clarity of argumentation, and appropriate use of terminology. A passing grade requires meeting the essential requirements of both sections; higher grades presuppose in-depth mastery, critical thinking skills, and the ability to independently integrate theory, observation, and educational planning.
Required Readings	Santrock, J. W., Deater-Deckard, K., Lansford, J. E., & Rollo, D. (2026). *Psicologia dello sviluppo* (5ª ed.). McGraw-Hill Education (Cap: 1, 2, 3, 4, 5, 6; 8, 9; ISBN: 978-8838613036) L'osservazione nei contesti educativi, *Tecniche e strumenti* Rosalinda Cassibba, Nicoletta Salerni, Carocci Editore, 2023 (ISBN: 9788829020157)
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	500001A
Scientific-Disciplinary Sector	PSIC-02/A
Language	Italian
Lecturers	Prof. Livia Taverna, Livia.Taverna@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/4202
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 course aims to provide the theoretical and conceptual foundations of developmental psychology and educational psychology, with particular attention to early childhood educational contexts. The analysis will focus specifically on the preschool period and the transition to primary school, which are crucial stages for the development of cognitive, linguistic, emotional, and social competencies.
Course Topics	During the course, the main theoretical models of development will be explored in depth, highlighting their implications for educational practice in preschool and primary school. Learning processes in early childhood will also be examined, with particular attention to teaching strategies, learning contexts, and the role of the adult as a mediator and facilitator of development. The course ultimately aims to provide conceptual and practical tools to understand children's developmental needs and to design informed, inclusive, and developmentally appropriate educational interventions.
Teaching Format	Teaching activities will include lectures, complemented by guided discussions, the observation and analysis of video materials, and individual or small-group activities. Students' active participation will be encouraged through questions, practical exercises, peer discussion, and critical reflection on the topics covered.
Required Readings	Santrock, J. W., Deater-Deckard, K., Lansford, J. E., & Rollo, D. (2026). *Psicologia dello sviluppo* (5ª ed.). McGraw-Hill Education (Cap: 1, 2, 3, 4, 5, 6; 8, 9).
Supplementary Readings	

Course Module

Course Constituent Title	Observation and Documentation of Children's Behavior (lab.)
Course Code	500001B

Scientific-Disciplinary Sector	PSIC-02/A
Language	Italian
Lecturers	dr. Francesca Sangiuliano Intra, Francesca.SangiulianoIntra@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/40459
Teaching Assistant	
Semester	First semester
CP	1
Responsible Lecturer	
Teaching Hours	0
Lab Hours	16 Gruppi 1,2,3+4: Dr. Sangiuliano Intra Francesca
Individual Study Hours	9
Planned Office Hours	3
Contents Summary	The laboratory aims to introduce the main methods and tools for observing children's behavior in early childhood educational contexts. Particular attention is devoted to the use of different observation techniques and instruments to support educational planning and the assessment of development. The course also promotes a reflective, critical, and ethically grounded approach to the role of the observer in educational settings.
Course Topics	The laboratory explores the main observation techniques (free, systematic, participant, and non-participant) and key observational tools, such as grids, checklists, diaries, and video recordings, along with methods for documenting and analyzing the data collected. It also addresses the use of observation in educational planning and the role of the observer within educational contexts.
Teaching Format	Workshop-based teaching and practical exercises
Required Readings	L'osservazione nei contesti educativi, *Tecniche e strumenti* Rosalinda Cassibba, Nicoletta Salerni, Carocci Editore, 2023 (ISBN: 9788829020157)
Supplementary Readings	