

Syllabus

Course Description

Course Title	Foundations of Psychology for Educational Work
Course Code	64216
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German; Italian
Degree Course	Bachelor for Social Education
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Reinhard Tschiesner, reinhard.tschiesner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29821 Prof. Demis Basso, demis.basso@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/30397
Teaching Assistant	
Semester	Second semester
Course Year/s	1
CP	10
Teaching Hours	60
Lab Hours	0
Individual Study Hours	190
Planned Office Hours	30
Contents Summary	The course will provide an overview of psychological knowledge related to cognitive processes, developmental and educational psychology, with particular attention to the life cycle from infancy to adolescence. Students will be encouraged to ask questions, criticize, and compare the topics discussed in the lectures with their own experience.

Course Topics	The following topics are covered in the lectures: - Introduction to General Psychology; perception, attention, awareness, learning, memory, communication, emotions, motivation, psychology of thoughts, planning. - Introduction to developmental and educational psychology; global developmental theories, prenatal development, developmental areas, development and education in the family/peer microsystem, means of education, developmental risks. In both cases, the themes will be described with reference to social work, so as to bridge the gap between theory and practice.
Keywords	Psychology; cognitive processes; behavior; development; life cycle
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Frontal lectures
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and understanding Students will demonstrate familiarity with the most important concepts, theoretical perspectives, scientific findings and recent trends in general, educational and developmental psychology. They are expected to improve their understanding of behaviour, its biological, emotional and cognitive components and effects. Applied knowledge and understanding Students will develop insight into their own and others' behaviours and mental processes, and will be able to apply effective strategies for self-management and development over the life-span. They are expected to apply psychological theories, concepts and methods to contemporary problems, using this knowledge in their own lives and work to solve practical situations and problems. Autonomy of judgement Students will be strongly encouraged to consider and use critical and creative thinking, to be curious but scientifically sceptical and, when possible, to recognise valid versus invalid approaches and findings. Communication skills Students will be able to communicate adequately using

	psychological content and topics. Furthermore, they are expected to improve their communication strategies, particularly regarding written and non-verbal communication. Ability to learn Once they understand mental processes (and that they rarely work as it is described through common sense), students will be able to choose and use the best learning method and thus improve their study skills. Besides, such solid information will differentiate their performance from that of other professionals with whom they collaborate, enabling them to be more effective and considered.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written exam with open questions about knowledge and comprehension. Duration: 3 hours in total.
Evaluation Criteria	Criteria for evaluation are: factual accuracy, logical structure, reference to the literature, ability for critical analysis and reflection, correct expression and use of scientific terminology, independent and reasoned judgment.
Required Readings	A: Magro T., Muffolini E. (2011). Fondamenti di Psicologia Generale - vol. 1 - Milano, LED Edizioni (new edition). B: Benecke, C. (2014). Clinical Psychology and Psychotherapy. Kohlhammer. Cierpka, M. (ed.) (2012). Early Childhood. Springer. Lohaus, A. & Vierhaus, M. (2013). Developmental Psychology of Childhood and Adolescence (2nd edition). Springer. Grob, & Jaschinski, (2003). Growing up. Beltz. Heinrichs, N. & Lohaus, A. (2020). Clinical Developmental Psychology. Beltz. Lohaus, A. (ed.) (2018). Developmental Psychology of Adolescence. Springer Mentzos, S. (2005). Neurotic Conflict Processing. Fischer.

	Siegler, R., Eisenberg, N., DeLoache, J. & Saffran, J. (eds.) (2016). <i>Developmental Psychology of Childhood and Adolescence</i>. Springer. Sonneck, G., Kapusta, N.; Tomandi, G. (eds.) (2016). <i>Crisis Intervention and Suicide Prevention</i> (3rd edition). Facultas.
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Good health and well-being

Course Module

Course Constituent Title	General Psychology for Educational Work
Course Code	64216A
Scientific-Disciplinary Sector	PSIC-01/A
Language	Italian
Lecturers	Prof. Demis Basso, demis.basso@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/30397
Teaching Assistant	
Semester	Second semester
CP	5
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	95
Planned Office Hours	15
Contents Summary	The course will provide an overview of psychological knowledge related to cognitive processes relevant to those working in the social field. Students will be encouraged to ask questions, criticize, and compare the topics discussed in the lectures with their own experience.
Course Topics	- Introduction to General Psychology;

	- sensation and perception; - attention, consciousness and awareness; - learning and memory; - communication and language; - intelligence, emotions and motivation; - decision making, problem solving and reasoning; - action planning and motor processing.
Teaching Format	Frontal lectures with high degree of interaction
Required Readings	Magro T., Muffolini E. (2011). Fondamenti di Psicologia Generale - vol. 1 - Milano, LED Edizioni (new edition):
Supplementary Readings	

Course Module

Course Constituent Title	Developmental Psychology and Education
Course Code	64216B
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	Second semester
CP	5
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	95
Planned Office Hours	15
Contents Summary	The course will provide an overview of psychological knowledge related to cognitive processes, developmental and educational psychology, with particular attention to the life cycle from infancy to adolescence. Students will be encouraged to ask questions, criticize, and compare the topics discussed in the lectures with their own

	experience.
Course Topics	The following topics are covered in the lecture: - Introduction to developmental and educational psychology - Global developmental theories (psychodynamic, systemic, cognitive, behavioural, ..., demand-coping approach) - Prenatal development - Developmental areas (attachment, interpersonal behaviour, self and identity development, motor and sensory development) - Development and education in the family/peer microsystem - Parenting: disposition-environment discussion - Means of education - Developmental risks
Teaching Format	Lecture supported by media; discussions
Required Readings	• Benecke, C. (2014). <i>Clinical Psychology and Psychotherapy</i>. Kohlhammer. • Cierpka, M. (ed.) (2012). <i>Early Childhood</i>. Springer. • Lohaus, A. & Vierhaus, M. (2013). <i>Developmental Psychology of Childhood and Adolescence (2nd edition)</i>. Springer. • Grob, & Jaschinski, (2003). <i>Growing up</i>. Beltz. • Heinrichs, N. & Lohaus, A. (2020). <i>Clinical Developmental Psychology</i>. Beltz. • Lohaus, A. (ed.) (2018). <i>Developmental Psychology of Adolescence</i>. Springer • Mentzos, S. (2005). <i>Neurotic Conflict Processing</i>. Fischer. • Siegler, R., Eisenberg, N., DeLoache, J. & Saffran, J. (eds.) (2016). <i>Developmental Psychology of Childhood and Adolescence</i>. Springer. • Sonneck, G., Kapusta, N.; Tomandi, G. (eds.) (2016). <i>Crisis Intervention and Suicide Prevention (3rd edition)</i>. Facultas.
Supplementary Readings	