Syllabus

Course Description

Course Title	0-3 year olds
Course Code	11368
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 German section LM-85 bis Education Ladin section
Lecturers	Prof. Livia Taverna, Livia.Taverna@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/4202
Teaching Assistant	
Semester	Second semester
Course Year/s	All
CP	4
Teaching Hours	30
Lab Hours	0
Individual Study Hours	70
Planned Office Hours	12
Contents Summary	This course aims to promote knowledge of the main stages of perceptual, motor, cognitive, emotional, linguistic and social development of children from birth to three years of age. In parallel with the development of knowledge and theories concerning early childhood, it is also intended to promote opportunities for reflection aimed at assessing the ways in which children's development can be favoured, supported and stimulated in relation to their age.
Course Topics	- The infant's perceptual and sensory development - The stages of a child's motor development and autonomy

	- Cognitive development: theories and perspectives of cognitive development assessment - Social interaction, early attachment figures - Self-regulation and emotional control in children - Tools and techniques for observing motor, language and social development - Adaptive behaviour
Keywords	Developmental milestones, early childhood, first meaningful relationships
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	The lesson takes place remotely.
Mandatory Attendance	In accordance with the regulation.
Specific Educational Objectives and Learning Outcomes	The course objectives are: - To know the stages of physical, perceptual and motor development in early childhood - To know the cognitive development of the child from the first months to three years of age - Mastering the stages of communicative and linguistic development from birth to three years of age - Know the developmental stages and modes of social interaction in early childhood - Know the tools and techniques for observing child behaviour - To develop theoretical and methodological reflection on appropriate ways of interacting with children in different age groups and their families - Develop the ability to apply the psychological knowledge acquired during the course to situations that may be encountered in professional practice Disciplinary skills Knowledge and understanding - To know the main stages of child development from 0 to 3 years of age in sensory, motor, cognitive, linguistic and social areas; - Understand how developmental changes influence the child's relational and exploratory world of the child in early childhood;

	- Knowing and understanding the child's communicative signals and how they change in relation to age; Ability to apply knowledge and understanding Transversal/soft skills Autonomy of judgement - Use acquired knowledge as a basis and stimulus for reflection for understanding of early childhood and vocational training; - To be able to identify formulate key issues concerning the development processes in the life cycle; - To be able to evaluate critical aspects or advantages arising from practices that can be adopted in the professional sphere for the promotion of child development; Communication skills - Be able to communicate basic knowledge of developmental psychology concerning early childhood to those with whom one relates on a professional level (parents professional level (parents, integration assistants, pedagogues etc.); - knowing how to communicate in order to know how to plan with the other professional figures who revolve around children in the 0-3 age group; - Knowing how to report observations and documentation gathered in the exercise of their professional role; - Mastering scientific and disciplinary vocabulary to foster cooperation with colleagues and staff of social and health services. Learning skills - To be able to independently develop learning processes and development of the child in early childhood in order to improve very early childhood in order to improve, support and promote their growth; - Knowing and being able to use the knowledge gained in

	conducting of team and parent interviews.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The examination will be in written form with multiple-choice questions and open questions.
Evaluation Criteria	The written test will be assessed on the basis of the correctness of the answers for the multiple-choice part and according to the following criteria for the part relating to open questions: relevance of the answer to the proposed question, clarity of exposition and argumentation, ability to reflect critically on the knowledge and content proposed.
Required Readings	Murray, L. & Andrews, L. (2005). *Il linguaggio prima delle parole*. Fidenza, IT: Mattioli. Murray, L. (2015).*Le prime relazioni del bambino. Dalla nascita a due anni, i legami fondamentali per lo sviluppo.* Milan. IT: Raffaello Cortina. Elfer, P., Goldschmied, E., Sellech, D. (2010). *«Persone chiave» al nido. Costruire rapporti di qualità.* Azzano San Paolo, IT:Edizioni Junior.
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Reduced inequalities, Quality education