Syllabus

Course Description

Course Title	Developmental and Educational Psychology
Course Code	64182
Course Title Additional	
Scientific-Disciplinary Sector	PSIC-02/A
Language	English; German
Degree Course	Bachelor for Social Education
Other Degree Courses (Loaned)	
Lecturers	Dr. phil. Manuel Kiesswetter, Manuel.Kiesswetter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46216 Dr. Sabrina Beber, Sabrina.Beber@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50627
Teaching Assistant	
Semester	First semester
Course Year/s	3
CP	8
Teaching Hours	45
Lab Hours	15
Individual Study Hours	140
Planned Office Hours	24
Contents Summary	See the individual course modules
Course Topics	The course programme includes the following topics: - 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 - Cognitive Development and Neurodevelopmental Disorders - Learned helplessness - Pet and music therapy - Progressive muscle relaxation
Keywords	development; education; psychology
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Frontal lectures, exercises, discussions
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	During the course, students should familiarise themselves with central development theories, development areas and theories and approaches from educational psychology that are central to the field of social pedagogy. The focus is also on getting to know specific ways of experiencing and behaving in the various phases of life as well as theoretically and empirically based strategies for dealing with people in these phases of life. Special attention is paid in the course to the aspect of pedagogical interventions and prevention, taking into account the developmental and educational contexts. After completing the module, students should be able to use the theoretical concepts and empirical findings and be able to reflect on observed behaviour from a developmental and educational psychology perspective. Knowledge and understanding The students - are familiar with the methodological, theoretical and conceptual foundations of developmental psychology and educational psychology with a particular focus on the fields of action of social pedagogy; - know the essential physical, cognitive, emotional and social stages of development; - know the relevant theories on emotion, motivation, cognition and

	behaviour across the lifespan; - know the conditions and criteria for conducive learning environments; - know criteria for assessing developmental steps; Applying knowledge and understanding The students - are able to relate the technical foundations of developmental psychology and educational psychology to specific situations and cases and develop appropriate strategies for action; - are able to use their knowledge of developmental stages for scientifically based socio-educational action; - are able to interpret and reflect on pedagogical situations; - can support developmental steps on a case-by-case basis and organise them in settings that promote development; Judgement The students - are able to apply the specialist principles of developmental psychology and educational psychology to assess developmental and learning progress; - can assess the quality of conducive development and learning environments; - can assess the advantages and disadvantages of socio-educational approaches; - can reasonably assess the role of motivation, co-operation and the development of strategies as well as the importance of feedback and recognition for the learning and development process; Communication - are able to use the specialist principles of developmental psychology, educational psychology and learning psychology to communicate within a team, to carry out process- and result-orientated assessments; - can report and document observation results; Learning strategies The students - Can utilise theories from developmental and educational psychology 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 other areas of research; - Are able to use learning strategies as a hallmark of a 'scientifically trained practitioner'.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	(A) Written examination on the lecture (B) immanent achievements within the laboratory (presentation and term paper)
Evaluation Criteria	The overall assessment of the examination is made up of various partial performances together: A) Written multiple-choice tests on the contents of the lecture. - Criteria for the assessment are: Appropriate answers, logical structure, knowledge of the specialist literature, ability to critically analyse and reflect, use of scientific terminology, independent and reasoned judgement. B) Positive assessment of immanent coursework in the laboratory. Assignments and presentations are assessed. All work must be completed before the first examination session in order to be considered immanent. All submission deadlines are announced by the individual lecturers for their laboratories at the beginning of the semester. In the event of absence from the presentation date (e.g. for health reasons), the outstanding immanent performance must be completed in the form of a compensatory performance (seminar paper): - Criteria for the assessment are Information competence, factual accuracy, own argumentation and reflection skills, theory-practice transfer performance. - Formal correctness (e.g. language, compliance with the citation rules according to APA or the formal requirements for examination performance announced by the lecturers) is a prerequisite for a positive partial performance. According to 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	Benecke, C. (2014). Klinische Psychologie und Psychotherapie. Kohlhammer. Cierpka, M. (Hrsg.) (2012). Frühe Kindheit. Springer. Lohaus, A. & Vierhaus, M. (2013). Entwicklungpsychologie des Kindes und Jugendalters (2. Auflage). Springer. Kracke, B. & Noack, P (Hrsg) (2018). Handbuch Entwicklungs- und Erziehungspsychologie. Springer The materials for the Laboratory Module will be provided during the lectures. Relevant literature for student's presentations will be provided during the lab course or can be proposed by the student.
Supplementary Readings	Largo, R. (2021). Babyjahre (4. Auflage). Piper. Largo, R. (2017). Kinderjahre (21. Auflage). Piper. Largo, R. & Cazernin, M. (2021). Jugendjahre (7. Auflage). Piper. Bornstein, M. H., & Lamb, M. E. (Eds.). (2024). Developmental science: An advanced textbook. Psychology Press. Bortfeld, H., & Bunge, S. A. (2024). Fundamentals of developmental cognitive neuroscience. Cambridge University Press. Courtney, J. A., Langley, J. L., Wonders, L. L., Heiko, R., & LaPiere, R. (Eds.). (2022). Nature-based play and expressive therapies: Interventions for working with children, teens, and families. Routledge. de Haan, M. D., Dumontheil, I., & M. H., Johnson(2023). Developmental Cognitive Neuroscience: An Introduction. John Wiley & Sons. Durkin, K., & Schaffer, H. R. (2016). The Wiley handbook of

	developmental psychology in practice: Implementation and impact. Fine, A. H., Mueller, M. K., Ng, Z. Y., Griffin, T. C., & Tedeschi, P. (2025). Handbook on Animal-Assisted Therapy - 6th Edition. Academic Press. Mercer, J. (2013). Child development: myths and misunderstandings. SAGE Plahl, C., & Koch-Temming, H. (Eds.).(2008). Musiktherapie mit Kindern: Grundlagen Methoden-Praxisfelder. Hogrefe AG. Rogers, C., & Thomas, M.S.C. (2022). Educational Neuroscience: The Basics. Routledge. Shaffer David, R., & Katherine, K. (2020). Developmental Psychology: Childhood and Adolescence. Cengage Learning, Inc Valsiner, J., & Connolly, Kevin J. (2005). Handbook of developmental psychology. Sage Publications. Wheeler, B. L. (2015). Music therapy handbook. Guilford Publications.
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Good health and well-being

Course Module

Course Constituent Title	Developmental and Educational Psychology
Course Code	64182A
Scientific-Disciplinary Sector	PSIC-02/A
Language	German
Lecturers	Dr. phil. Manuel Kiesswetter, Manuel.Kiesswetter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46216
Teaching Assistant	
Semester	First semester
CP	6
Responsible Lecturer	
Teaching Hours	45

Lab Hours	0
Individual Study Hours	105
Planned Office Hours	18
Contents Summary	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
Course Topics	
Teaching Format	Lectures
Required Readings	Benecke, C. (2014). Klinische Psychologie und Psychotherapie. Kohlhammer. Cierpka, M. (Hrsg.) (2012). Frühe Kindheit. Springer. Lohaus, A. & Vierhaus, M. (2013). Entwicklungpsychologie des Kindes und Jugendalters (2. Auflage). Springer. Kracke, B. & Noack, P (Hrsg) (2018). Handbuch Entwicklungs- und Erziehungspsychologie. Springer Grob, & Jaschinski, (2003). Erwachsen werden. Beltz. Heinrichs, N. & Lohaus, A. (2020). Klinische Entwicklungspsychologie. Beltz. Lohaus, A. (Hrsg.) (2018). Entwicklungspsychologie des Jugendalters. Springer Siegler, R., Eisenberg, N., DeLoache, J. & Saffran, J. (Hrsg.) (2016). Entwicklungspsychologie des Kindes- und Jugendalters. Springer.
Supplementary Readings	Largo, R. (2021). Babyjahre (4. Auflage). Piper. Largo, R. (2017). Kinderjahre (21. Auflage). Piper. Largo, R. & Cazernin, M. (2021). Jugendjahre (7. Auflage). Piper.

Course Module

Course Constituent Title	Developmental and Educational Psychology (lab.)
Course Code	64182B
Scientific-Disciplinary Sector	PSIC-02/A
Language	English
Lecturers	Dr. Sabrina Beber, Sabrina.Beber@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50627
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	15
Individual Study Hours	35
Planned Office Hours	6
Contents Summary	- Cognitive Development and Neurodevelopmental Disorders - Learned helplessness - Pet and music therapy - Progressive muscle relaxation
Course Topics	
Teaching Format	Frontal lectures, exercises, discussions, presentations and activities in the gym
Required Readings	The material will be provided during the lectures. Relevant literature for student's presentations will be provided during the lab course or can be proposed by the student.
Supplementary Readings	Bornstein, M. H., & Lamb, M. E. (Eds.). (2024). Developmental science: An advanced textbook. Psychology Press. Bortfeld, H., & Bunge, S. A. (2024). Fundamentals of developmental cognitive neuroscience. Cambridge University Press.

	Courtney, J. A., Langley, J. L., Wonders, L. L., Heiko, R., & LaPiere, R. (Eds.). (2022). Nature-based play and expressive therapies: Interventions for working with children, teens, and families. Routledge. de Haan, M. D., Dumontheil, I., & M. H., Johnson(2023). Developmental Cognitive Neuroscience: An Introduction. John Wiley & Sons. Durkin, K., & Schaffer, H. R. (2016). The Wiley handbook of developmental psychology in practice: Implementation and impact. Fine, A. H., Mueller, M. K., Ng, Z. Y., Griffin, T. C., & Tedeschi, P. (2025). Handbook on Animal-Assisted Therapy - 6th Edition. Academic Press. Mercer, J. (2013). Child development: myths and misunderstandings. SAGE Plahl, C., & Koch-Temming, H. (Eds.).(2008). Musiktherapie mit Kindern: Grundlagen Methoden-Praxisfelder. Hogrefe AG. Rogers, C., & Thomas, M.S.C. (2022). Educational Neuroscience: The Basics. Routledge. Shaffer David, R., & Katherine, K. (2020). Developmental Psychology: Childhood and Adolescence. Cengage Learning, Inc Valsiner, J., & Connolly, Kevin J. (2005). Handbook of developmental psychology. Sage Publications. Wheeler, B. L. (2015). Music therapy handbook. Guilford Publications.