Syllabus

Course Description

Course Title	Developmental and Educational Psychology 1 - Basics
Course Code	11445
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
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 Dr. Francesco Rovatti, Francesco.Rovatti1@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31734
Teaching Assistant	
Semester	Second semester
Course Year/s	1.
CP	8
Teaching Hours	60
Lab Hours	40
Individual Study Hours	100
Planned Office Hours	24
Contents Summary	The module aims to provide students with the fundamental scientific knowledge -of the developmental psychology of children in early childhood,

	particularly from 0 to 7 years; - of the psychology of education and learning that guides the processes of teaching and learning, motivation and talent development, and the structuring of the learning environment, with a focus on integration processes and environments that foster inclusion in both typical and atypical developmental situations. The above-mentioned contents are preparatory to the knowledge that will be developed in the second-year module (M-9). Lectures and workshops will help to focus on methodologies for observing child behaviour and provide the tools to support inclusive teaching.
Course Topics	The course aims both to convey the basic knowledge of developmental psychology relating to early childhood,and to enable future teachers to acquire specific professional psycho-pedagogical skills.
Keywords	Developmental psychology, early childhood, cognitive development, language development, socio-emotional development.
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lecture with multimedia tools, debate and guided discussions, flipped classroom.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and understanding Students: - know the methodological, theoretical and conceptual foundations of Developmental Psychology, Educational and Learning Psychology with a focus on early childhood education and inclusion; - they know the phases of physical, cognitive, emotional and social development that characterise early childhood and the corresponding theories; - they know the forms and methods of systematic observation and documentation; - they know the difference between everyday observations, structured observations, observations in educational institutions and in scientific contexts; - they know the relevant theories of learning, motivation, cognition

	and memory in early childhood; - know the conditions and criteria for the establishment of learning-promoting environments; - they know the criteria for assessing the developmental progress of children in early childhood; - know the significance of developmental psychology and educational and learning psychology with regard to inclusion processes in early childhood. Ability to apply knowledge and understanding Students - can relate the disciplinary foundations of developmental psychology and educational and learning psychology to concrete situations and cases and can develop corresponding action strategies in the field of early childhood education and inclusion; - are able to use knowledge of developmental stages in early childhood for scientifically based educational action; - are in a position to systematically observe and document; - are able to support developmental progress and promote inclusive educational environments. Autonomy of judgement Students - are able to use the disciplinary foundations of Developmental Psychology and Educational and Learning Psychology to assess changes and progress in education during the early years; - can use observations and documentation to assess learning processes in children; - can assess the quality of the learning environment; - can weigh up the advantages and disadvantages of observation and documentation methods; - can expertly evaluate the role of motivation, cooperation, strategy development and feedback in the learning process. Communication skills Students - are able to use the fundamentals of developmental and educational psychology to communicate in teams and to conduct process- and outcome-oriented evaluations; - They are able to use psychological knowledge to establish a constructive dialogue with pupils' families; - can document and report the results of observations.

	Learning skills Students - are able to use learning theories and strategies for personal and professional development; - are able to use the disciplinary foundations for further education, and to incorporate them independently into other areas of research; - are able to employ learning strategies as an experienced and scientifically trained person knows how to do.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	There are ongoing assessments in both courses and workshops. Final written examination with multiple-choice and open-ended questions.
Evaluation Criteria	The exam is a single assessment, but partial evaluations are foreseen for the individual modules. In the event of a negative result for the overall course, any partial tests passed successfully will be considered as already completed during the next attempt at the full exam. It should be noted that, even in this case, a negative evaluation of the entire course will still count toward the total number of available attempts to pass the exam. According to the Examination Regulations, if a student fails an exam in three consecutive attempts, they are not allowed to register for the same exam in the three sessions following the last attempt (Art. 6, Paragraph 4 of the current Examination Regulations). The assessment will cover the topics addressed, the expected learning outcomes, and the specific educational objectives (Syllabus). The evaluation criteria are as follows: relevance of the answer to the question asked, clarity of exposition and argumentation with reference to the literature, ability to analyze and reflect critically based on the knowledge and content presented, use of scientific disciplinary terminology, and autonomy of judgment.
Required Readings	- Berti, Anna Emilia, Bombi, Anna Silvia (2013). Corso di Psicologia dello sviluppo. Bologna, Il Mulino (first and second part). - Ligorio Maria Beatrice, Cacciamani Stefano (2013). Psicologia

	dell'Educazione. Rome, Carocci. - Baumgartner, Emma (2017). L'osservazione del comportamento infantile. Teorie e strumenti. Nuova edizione.. Rome, Carocci. Additional bibliographic materials will be proposed during the course and will be available on the Teams platform dedicated to teaching. .
Supplementary Readings	- Farneti, Alessandra (1998). Elementi di psicologia dello sviluppo: dalla teoria ai problemi quotidiani. Rome: Carocci. - Cadamuro, Alessia & Farneti, Alessandra (2008). Insegnanti e bambini: idee e strumenti per favorire la relazione. Rome: Carocci. - Woolfolk, Anita (2016). Psicologia dell'educazione. Teorie, metodi e strumenti Pearson. - Rollo, Dolores (2005). Breve dizionario di psicologia dello sviluppo e dell'educazione. Rome: Carocci. Additional recommended further reading will be indicated in the course of the lectures.
Further Information	
Sustainable Development Goals (SDGs)	No poverty, Quality education, Good health and well-being

Course Module

Course Constituent Title	Developmental Psychology of Early Childhood
Course Code	11445A
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	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	20
Planned Office Hours	6
Contents Summary	The course aims to provide an introduction to the fundamentals of developmental psychology in early childhood (0-7 years), with a focus on the implications for education in this age group. The topics of cognitive, emotional, physical, motor, linguistic and moral development that characterise the first years of life, as well as the development of relationships and social behaviour, and of the child's identity, will be covered. The course will highlight the importance and significance of changes in these areas of development for educational activities that can be carried out with pre-school children. The teaching will take into consideration the significance of the knowledge acquired in the field of developmental psychology for teaching training and with respect to the peculiarities, also institutional, of the South Tyrolean territory.
Course Topics	The course aims to provide an introduction to the fundamentals of developmental psychology in early childhood (0-7 years), with a focus on the implications for education in this age group. The topics of cognitive, emotional, physical, motor, linguistic and moral development that characterise the first years of life, as well as the development of relationships and social behaviour, and of the child's identity, will be covered. The course will highlight the importance and significance of changes in these areas of development for educational activities that can be carried out with pre-school children. The teaching will take into consideration the significance of the knowledge acquired in the field of developmental psychology for teaching training and with respect to the peculiarities, also institutional, of the South Tyrolean territory. - Introduction to development: definition of the object of

	psychology, methods and instruments of research in the discipline; - Nature and culture in human behaviour - Very early childhood (0-2 years): sensory, physical, motor, cognitive, emotional and social development; - Early childhood (2-7 years): sensory, physical, motor, cognitive, emotional and social development. Areas of development: - Cognition; - Intelligence; - Emotions; - Language development; - Social relations and morality.
Teaching Format	Lecture with multimedia tools, debate and guided discussions, flipped classroom.
Required Readings	1. Berti, Anna Emilia, Bombi, Anna Silvia (2013). Corso di Psicologia dello sviluppo. Bologna, Il Mulino (prima e seconda parte).
Supplementary Readings	1. Farneti, Alessandra (1998). Elementi di psicologia dello sviluppo: dalla teoria ai problemi quotidiani. Roma: Carocci. 2. Rollo, Dolores (2005). Breve dizionario di psicologia dello sviluppo e dell'educazione. Roma: Carocci.

Course Module

Course Constituent Title	Observation and Analysis of Child Behaviour
Course Code	11445B
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	Second semester

CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1, 2 e 3: Dr. Sangiuliano Intra Francesca
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	Description of teaching: The ability to observe and reflect on a child's behaviour is a basic competence in teaching, especially with a view to inclusion. The workshop introduces the theory and practice of observation in the teaching context. Processes and factors influencing observation and its interpretation will be identified, the advantages and disadvantages of using quantitative and qualitative observation methods will be discussed. Experimentation and the use of various types of observation, as well as the ability to document observed data and their interpretation, based on theory, should guide students both during their training and subsequent professional life so as to support the developmental progress and learning strategies of their learners, to enhance their resources and to choose appropriate tools and methodologies for training and education. Furthermore, the workshop aims to help students to take account of individual differences in the construction of inclusive learning environments and to use observation from an ethical, pedagogical, reflective, constructive and productive perspective.
Course Topics	The ability to observe and reflect on a child's behaviour is a basic competence in teaching, especially from an inclusion perspective. The workshop introduces the theory and practice of observation in the teaching context. Processes and factors influencing observation and its interpretation will be identified, the advantages and disadvantages of using quantitative and qualitative observation methods will be discussed. The experimentation and use of various types of observation, as well as the ability to document the observed data and their interpretation, based on theory, should guide students both during their training and subsequent professional life so as to support the developmental progress and learning strategies of their learners, to

	enhance their resources and to choose appropriate tools and methodologies for training and education. Furthermore, the workshop aims to help students to take account of individual differences in the construction of inclusive learning environments and to use observation from an ethical, pedagogical, reflective, constructive and productive perspective. - Socio-psychological elements influencing perception and observation (biological, biographical, role aspects); - Errors in observation; - Ethical attitudes in observation; - Forms of observation; - Criteria for written observation; - Observation checklists; - Data analysis.
Teaching Format	Practical exercises based on theoretical inputs; analysis of observation sequences in small groups; analysis of observation and documentation procedures; exercises with observation of cases, their evaluation and interpretation.
Required Readings	Baumgartner, Emma (2017). L'osservazione del comportamento infantile. Teorie e strumenti. Nuova edizione. Roma, Carocci.
Supplementary Readings	

Course Module

Course Constituent Title	Educational Psychology for Childhood and Pre-Adolescent Learning with Reference to Inclusion
Course Code	11445C
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	Second semester
CP	2

Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	20
Planned Office Hours	6
Contents Summary	The course aims to provide an introduction to the psychology of early childhood education and learning, with a focus on the implications for early years education and training, and for the provision of inclusive learning contexts. In addition, the course aims to clarify the significance of basic knowledge of psycho-pedagogy and learning psychology for teaching in early childhood, particularly for pre-school age and in the transition to the formal education system. The teaching will take into consideration the significance of the knowledge acquired in the field of educational and learning psychology for training in inclusive teaching and with respect to the peculiarities, also institutional, of the South Tyrolean territory.
Course Topics	- Introduction to the psychology of education and learning; - Theories of learning and motivation; - Learning, Cognition and Memory; -. Effective learning environments; -. Individual differences and special educational needs; - Understanding the significance and impact that different conceptions of development and learning have on educational and didactic activity in different educational cycles. Topics such as learning, intelligence and talent; aspects that promote growth and development and those that hinder it; attention and memory; behaviour disorders; motivation and cognition; learning by discovery; learning as a formative experience; communication and conflict management will be covered.
Teaching Format	Lecture with multimedia tools, debate and guided discussions, flipped classroom.
Required Readings	Berti, Anna Emilia, Bombi, Anna Silvia (2013). Corso di Psicologia dello sviluppo. Bologna, Il Mulino (prima parte). Ligorio Maria Beatrice, Cacciamani Stefano (2013). Psicologia dell'Educazione. Roma, Carocci.

Supplementary Readings	Rollo, Dolores (2005). Breve dizionario di psicologia dello sviluppo e dell'educazione. Roma: Carocci.

Course Module

Course Constituent Title	Educational Psychology for Childhood and Pre-Adolescent Learning with Reference to Inclusion (Lab.)
Course Code	11445D
Scientific-Disciplinary Sector	PSIC-02/A
Language	Italian
Lecturers	Dr. Francesco Rovatti, Francesco.Rovatti1@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31734
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1, 2 e 3: Dr. Rovatti Francesco
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The workshop explores and gives concrete form to the themes of the psychology of education and learning in early childhood, with particular reference to inclusion, along three lines - By offering the opportunity to reflect and analyse in depth the results of current research and their importance in education and training in the early years of life; - Offering the possibility of experimenting and exercising scientific thinking, describing and analysing experiments, and contents of educational psychology concerning early childhood; - Enabling the reconstruction and transfer of theoretically developed knowledge to concrete and specific processes and structures in early childhood in South Tyrol, with a focus on the topic of inclusion.

Course Topics	The workshop explores and gives concrete form to the themes of the psychology of education and learning in early childhood, with particular reference to inclusion, along three lines - By offering the opportunity to reflect and analyse in depth the results of current research and their importance in education and training in the early years of life; - Offering the possibility of experimenting and exercising scientific thinking, describing and analysing experiments, and contents of educational psychology concerning early childhood; - Enabling the reconstruction and transfer of theoretically developed knowledge to concrete and specific processes and structures in early childhood in South Tyrol, with a focus on the topic of inclusion. - The applications of behaviourism in education with reference to inclusion: the concept of reinforcement; reinforcement programmes; the token economy; d) classical conditioning and emotions: consequences from an educational point of view; the influence of emotions on learning processes; problem behaviour: hints at functional analysis; educational strategies in the management of problem behaviour in schools - Applications of cognitivism in education: the relationship between depth of encoding and the learning process through presentation of empirical studies on the subject and subsequent classroom exercises; implications of depth of encoding for teaching; visual processing and memory processes (presentation of empirical studies and classroom exercises); the role of working memory in learning processes (presentation of empirical studies and classroom exercises); working memory and implications from an educational perspective in children with normotypical functioning and special educational needs. - Motivation and its role in learning processes
Teaching Format	In-depth exercises, linked to professional practice based on what was proposed in the lecture; small group work; exercises with observation of cases, their evaluation and interpretation.
Required Readings	Material made available by the teacher during the workshop
Supplementary Readings	