Syllabus

Course Description

Course Title	Developmental and Educational Psychology 2 - In-depth Analysis of Selected Topics
Course Code	11446
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)	
Lecturers	Prof. Antonella Brighi, Antonella.Brighi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39352 Dr. Francesco Rovatti, Francesco.Rovatti1@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31734 Dott. Mag. Sofia Cramerotti, Sofia.Cramerotti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37376 Dott. Mag. Massimo Turrini, Massimo.Turrini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37509
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	9
Teaching Hours	60
Lab Hours	40

Individual Study Hours	125
Planned Office Hours	27
Contents Summary	Building on the knowledge previously acquired in the preparatory courses (M-4), this module aims to develop a greater scientific understanding of: a) Developmental psychology in children and pre-adolescents, with references to inclusion issues and projects in the school context; b) Educational and learning psychology guiding teaching and learning processes, motivation and talent development, the structuring of the learning environment, the assessment of learning levels achieved in childhood and pre-adolescence. The above-mentioned contents will be carried out in the module's teaching with reference to a time span from childhood to early adolescence and will be complemented by workshops on inclusion processes and individual differences in learning contexts. The entire module aims both to convey the basic knowledge of Developmental, Educational and Learning Psychology relating to second childhood and early adolescence, and to enable future teachers to acquire specific professional psycho-pedagogical skills.
Course Topics	1) Developmental Psychology in Children and Pre-Adolescents This section covers multiple dimensions: physical, cognitive, affective, social, and moral, with particular attention to school contexts and inclusion processes. General Aspects and Definitions Developmental Stages: Early Childhood (approximately 5-7 years), Middle School Age (8-11), Pre-Adolescence (11-13/14). Individual Differences: Variability in Typical Development, Genetic, Environmental, and Sociocultural Factors. Cognitive Development Classical theories (Piaget: concrete operational stage; neo-Piagetians; Vygotsky: zone of proximal development, mediation; constructivism) Cognitive functions: attention, memory (working memory, long-term memory), processing speed, executive functions (inhibition, cognitive flexibility, planning)

	Metacognition: awareness of mental processes, learning strategies, self-regulation Language and logical thinking: syntactic and lexical development, reasoning skills, classification, seriation, concrete mental operations Social and emotional development Identity, self-esteem, self-efficacy Emotions: recognition, regulation, empathy Friendships, peer relationships: social skills, cooperation, conflict, bullying, cooperative and competitive play Family and attachment: how family relationships influence academic development, behavior, emotional security Social norms, moral sense: development of moral judgment, understanding of rules, conscience, concepts of Justice Aspects of physical and psychomotor growth Bodily changes, gross and fine motor development Interaction between physical and cognitive development (e.g., coordination, motor skills in games, sports) Precocious puberty / individual variations in maturation time and their psychological implications Typical and atypical development: ADHD, intellectual disability, autism Developmental and inclusion contexts School: physical and social environment, lessons, groups, implicit norms

	Culture, socioeconomic class, linguistic diversity, disabilities, minorities Educational inclusion: special educational needs, curricular adaptations, inclusive school models, tools and strategies (e.g., Individualized Education Plan, cooperative learning, peer tutoring) Prevention and intervention: early identification of difficulties, psychopedagogical support, school-family collaboration Transition to pre-adolescence Changes in relationships with authority figures and adults, progressive autonomy New awareness of the "I," the social self, the body, and one's identity Influences of the media, peer groups, and social networks Regarding Educational and Learning Psychology: This section focuses on how to teach/learn, how to motivate, how to assess, and how to design environments conducive to learning, with particular attention to the 5-14 age group. Social constructivism: learning as active construction, the role of social context, mediation (Vygotsky, Bruner) Situated learning, cooperative and collaborative learning Teaching support: scaffolding, feedback, tutoring, peer learning Classroom relationships and group dynamics Bullying and cyberbullying Learning processes and effectiveness theories Interest, curiosity, engagement, flow as optimal experiences Metacognition and reading comprehension Study methods Learning disabilities and interventions at school Learning environment

	Physical and social structure of the classroom: layout, resources, materials, environmental stimuli
Keywords	Human development; educational psychology; learning; cognitive processes; relationships at school.
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	See the individual course content
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 Psychology and Learning Psychology with a focus on education in second childhood and school age (5-12 years); - they know the phases of physical, cognitive, emotional and social development that characterise second childhood and the corresponding theories; - they know the forms and methods of systematic observation and documentation; - know the relevant theories of learning, motivation, cognition and memory in later childhood; - they know the conditions and criteria for the establishment of learning-promoting environments; Ability to apply knowledge and understanding Students - know how to use the theories of Developmental Psychology and Educational Psychology to develop action strategies to solve problems in the classroom; - can use knowledge of developmental stages in childhood and adolescence for scientifically based educational action; - are able to use observations for team and parent interviews; - are able to construct and evaluate learning-friendly environments; - are able to recognise and modify the emotional, social and cognitive limitations of learning processes using strategies for the promotion of well-being

	Autonomy of judgement Students - are able to use the disciplinary foundations of Developmental Psychology and Educational Psychology to assess changes and progress in education during school age; - can use observations and documentation to evaluate learning processes in children and the quality of teaching processes (e.g. evaluation of the effectiveness of intervention projects) - 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 Psychology 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; - are able to document, report and interpret the results of observations; - are able to use specialised and scientific disciplinary vocabulary for communication and cooperation in teams as well as with social and health service personnel. 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 will be ongoing assessments in both courses and workshops. Final written examination with open-ended questions and/or critical case discussion
Evaluation Criteria	The examination is a single examination, but partial assessments

	are provided for the individual examinations of the module itself. In the case of a negative mark for the entire module, any partial examinations successfully passed will be considered as already passed in the next attempt to sit the entire module examination. It should be noted that, even in this case, a negative mark for the entire module will be counted towards the number of attempts available to take an examination. According to the Examinations Regulations, if a student fails an examination in three consecutive attempts, he/she may not sit the same examination in the three sessions following the last attempt (Art. 6(4) of the current Regulations for Proficiency Examinations). The subjects covered, the expected learning outcomes and the specific learning objectives (Syllabus) will be assessed. The assessment criteria are as follows: relevance of the answer with respect to the proposed question, clarity of presentation and argument with reference to the literature, ability to analyse and reflect critically on the knowledge and content proposed, use of the scientific disciplinary vocabulary, autonomy of judgement.
Required Readings	**Berti, A. E., Bombi, A. S.,** (quarta ed. 2020). *Corso di Psicologia dello sviluppo*. Bologna, Il Mulino (dal capitolo 6 al capitolo 11). **Ligorio M. B., Cacciamani S., (2013)**. Psicologia dell`Educazione. Roma, Carocci. **Cassibba, R., Salerni, N.** *(2023). L'osservazione nei contesti educativi. Tecniche e strumenti.* Roma : Carocci. Additional bibliographical materials will be proposed during the course and will be available on the Teams platform dedicated to teaching.
Supplementary Readings	**Woolfolk, A.** (2016). *Psicologia dell'educazione. Teorie, metodi e strumenti.* Pearson. **Cornoldi, C.** (2023). *I disturbi dell'apprendimento*. Bologna, Il Mulino **Mortari, L.,** *Emozioni e virtù. Educazione affettiva, educazione etica* (Raffaello Cortina, 2025)

	Sellari, G. & Visioli, T. (a cura di), *Educare alle emozioni. Promuovere relazioni positive nella scuola* (3a ed., Universitalia, 2020) **Sawyer, R.¿K.,** Explaining Creativity: T*he Science of Human Innovation* (Oxford, 2024) **Cavioni, V. & Grazzani, I.**, *L'apprendimento sociale ed emotivo. Teorie e buone pratiche per promuovere la salute mentale a scuola* (Il Mulino, 2023) .
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Quality education, Peace, justice and strong institutions, Reduced inequalities, Gender equality

Course Module

Course Constituent Title	Developmental Psychology of Childhood and Adolescence with Reference to Inclusion
Course Code	11446A
Scientific-Disciplinary Sector	PSIC-02/A
Language	Italian
Lecturers	Prof. Antonella Brighi, Antonella.Brighi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39352
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0

Individual Study Hours	45
Planned Office Hours	9
Contents Summary	In continuity with module 4, the course aims to offer an introduction to the fundamentals of developmental psychology in second childhood and early adolescence, with a focus on the didactic implications for inclusive pedagogy. The topics of cognitive, emotional, physical, motor, linguistic and moral development that characterise the age groups in question will be covered, as well as the development of relationships and social behaviour, identity and personality. The course will emphasise the importance and significance of changes in these areas of development with particular reference to the primary school age. 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	Second childhood: 5 to 12 years. 1- Physical and motor development; 2- Cognitive development (memory, attention, language, thinking and reasoning); 3- The relationship between intelligence and school success; 4- Emotional development and emotion regulation; 5- The development of self-concept and personality; 6- Relationships with peers and family; 7- Moral development; 8- Gender identity construction and development.
Teaching Format	Frontal lesson with use of multimedia, short group work, study of literature, case studies.
Required Readings	**Berti, Anna Emilia, Bombi, Anna Silvia, (quarta edizione 2018)** Corso di Psicologia dello sviluppo. Dalla nascita all'adolescenza. Bologna, Il Mulino (capitoli da VI a XI).
Supplementary Readings	Further readings will be indicated during the lectures and uploaded on Teams

Course Module

Course Constituent Title	Observation and Reflection of Child Behaviour with Reference to Inclusion (Lab.)
Course Code	11446B
Scientific-Disciplinary Sector	PSIC-02/A
Language	Italian
Lecturers	Dott. Mag. Sofia Cramerotti, Sofia.Cramerotti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37376 Dott. Mag. Massimo Turrini, Massimo.Turrini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37509
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1: Dott. Mag. Massimo Turrini Gruppi 2 e 3: Dott. Mag. Sofia Cramerotti
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The ability to observe children's behaviour and to reflect on it constitute basic teaching competences, especially with regard to inclusive processes and structures. The workshop introduces - based on the knowledge and skills acquired in the course lectures and module 4 - the theory and practice of observation in the teaching context. Processes and factors influencing observation and its interpretation will be identified, and 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 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 into account multiple individual differences in the construction of inclusive learning environments and to use observation from an ethical, pedagogical, reflective, constructive and productive perspective.
Course Topics	1) Methodology of observation: from the research question to the choice of observational instruments; Observational instruments for social, cognitive and relational skills 2) Interviews with parents on the basis of observations; 3) The relationship between observation and pedagogical intervention; 4) Development of learning opportunities on the basis of observations; 5; 5) Systematic documentation of observations and reflection on them; meaning and construction of a portfolio.
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	**Cassibba, R., Salerni, N.** (2023). *L'osservazione nei contesti educativi. Tecniche e strumenti.* Roma : Carocci.
Supplementary Readings	Further readings will be recommended during the Lab

Course Module

Course Constituent Title	Psychology of Education and Learning in Childhood and Youth
Course Code	11446C
Scientific-Disciplinary Sector	PSIC-02/A
Language	Italian
Lecturers	Prof. Antonella Brighi, Antonella.Brighi@unibz.it https://www.unibz.it/en/faculties/education/academic-

	staff/person/39352
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	20
Planned Office Hours	6
Contents Summary	Building on the knowledge and skills acquired in module 4, the course aims to provide an introduction to the Psychology of Education and Learning for Childhood and Pre-adolescence, with a particular focus on the implications for education in later childhood, 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 second-childhood education, and in particular for school age 5-12. The teaching will take into consideration the significance of the knowledge acquired in the field of educational and learning psychology for teaching training and with respect to the peculiarities, also institutional, of the South Tyrolean territory.
Course Topics	1. Introduction to Educational Psychology in Childhood and Pre-adolescence 2. The promotion of well-being at school 3. Teaching, learning, instructing and co-constructing; 4. Individual differences and special educational needs: DSAs 5. Emotions and learning motivation 6. Complex cognitive processes in reading-writing and problem solving: Metacognition and learning strategies; Problem solving; Creativity and reasoning development 7. Classroom management, group dynamics, and strategies to prevent bullying. As in module 4, topics central to the teaching profession such as: learning, attention and concentration, the development of self-concept and self-efficacy, learning as behaviour modification and as knowledge acquisition (metacognition), learning strategies and

	the conditions of learning processes, learning and behavioural disorders, motivation and its relationship to learning, the role of judgements and prejudices; aspects of educational interaction, communication, conflict management, group dynamics, bullying and social exclusion.
Teaching Format	Frontal lesson with the use of multimedia, short group work, study of literature, problem-based learning
Required Readings	**Ligorio Maria Beatrice, Cacciamani Stefano, (2013)**. Psicologia dell`Educazione. Roma, Carocci.
Supplementary Readings	To be indicated by the lecturer

Course Module

Course Constituent Title	Psychology of Education and Learning in Childhood and Youth (Lab.)
Course Code	11446D
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 Dott. Mag. Sofia Cramerotti, Sofia.Cramerotti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37376
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1: Dott. Mag. Sofia Cramerotti Gruppi 2 e 3: Dr. Francesco Rovatti
Individual Study Hours	30

Planned Office Hours	6
Contents Summary	The workshop investigates and gives concrete form to the themes of educational and learning psychology with particular reference to the 5-12 age group along three lines: 1. By offering the opportunity to reflect and analyse in depth the results of current research and their importance in the first cycle of education; 2. By offering the possibility of experimenting and exercising scientific thinking, describing and analysing experiments, and learning psychology content relating to primary school; 3. By enabling the reconstruction and transfer of theoretical knowledge to educational processes and structures, particularly in primary schools in South Tyrol; tools will therefore be provided for the application of research results in the teaching environment.
Course Topics	The topics of the workshop reflect the topics of the course lectures. They will be chosen and discussed in collaboration with the course lecturers and the module leader.
Teaching Format	In-depth, internship-related exercises based on lecture proposals; small group work; fieldwork and evaluations.
Required Readings	Readings provided by the lecturer
Supplementary Readings	Mortari, L., Emozioni e virtù. Educazione affettiva, educazione etica (Raffaello Cortina, 2025) Sellari, G. & Visioli, T. (a cura di), Educare alle emozioni. Promuovere relazioni positive nella scuola (3a ed., Universitalia, 2020) Sawyer, R.¿K., Explaining Creativity: The Science of Human Innovation (Oxford, 2024) Cavioni, V. & Grazzani, I., L'apprendimento sociale ed emotivo. Teorie e buone pratiche per promuovere la salute mentale a scuola (Il Mulino, 2023)