# Developmental Psychology

## Prof. Edoardo Alfredo Bracaglia

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The aim of the course is to illustrate the main theories of psychological development, providing students with the knowledge and skills necessary to contextualise these theories in terms of historical roots and epistemological implications, and illustrate them in relation to fundamental evolutionary issues. More specifically, the course will explore the theoretical perspectives of Piaget, Vygotskij, Bruner, Freud, Erikson and the attachment theory.

Students will also have to examine and understand the dynamics of student-teacher relationship with reference to recent neuroscientific evidence relating to the themes of learning and the emotional, cognitive and relational aspects of the student-teacher relationship in light of the attachment theory and the evolutionary systems theory.

The course will also present the most recent evidence of the role and metacommunicative dimension of irony as an instrument of social competence and as a key element in the attribution of meaning.

***INTENDED LEARNING OUTCOMES***

At the end of the course, students must be able to reflect critically on the knowledge contents learnt, highlighting the different perspectives that the psychological theories and the constructs examined can offer in potential school situations. The intended learning outcomes include potential scenarios for the application of knowledge, as well as the analysis of situations experienced first-hand, in which such knowledge could/can be functional.

***COURSE CONTENT***

* The “questions”: fundamental evolutionary issues.
* Epistemic subject and epistemic objects: Piaget's constructivism.
* The other and the development-education in the Zone of Proximal Development: Vygotsky's position.
* Narration and the construction of meaning: Bruner's contribution.
* Freud’s psychoanalysis and development theories according to psychoanalytic approaches of a relational nature.
* Development in the life cycle according to Erikson
* Secure base: the attachment theory in the life cycle.
* Affective neuroscience and learning
* The irony in the construction of meaning and in the resilience processes
* The decision-making child: skills, processes and evolutionary turning points.
* The student-teacher relationship between the theory of evolutionary systems and attachment theory.
* Mentalisation and social competence.

***READING LIST***

P.H. Miller,Teorie dello sviluppo psicologico*,* Il Mulino, Bologna, 2011 (Introduction and Chapters related to Piaget, Vygotskij, Freud, Erikson). [*Buy from VP*](https://libreria.vitaepensiero.it/scheda-libro/patricia-h-miller/teorie-dello-sviluppo-psicologico-9788815232441-213513.html)

M.H. Immordino-Yang, Neuroscienze affettive ed educazione, Raffaello Cortina, Milan, 2017 (Chapters 2, 5, 8, 9).  [*Buy from VP*](https://libreria.vitaepensiero.it/scheda-libro/mary-helen-immordino-yang/neuroscienze-affettive-ed-educazione-9788860309150-250474.html)

A. Marchetti, D. Massaro, A. Valle, L’ironia in psicologia: confini, modalità e scopi, FrancoAngeli, Milan, 2022

A textbook to choose from

R. Pianta, *La relazione bambino-insegnante. Aspetti evolutivi e clinici,* Raffaello Cortina, Milan, 2001 (Chapters 1, 2, 3, 4, 7, 8).  [*Buy from VP*](https://libreria.vitaepensiero.it/scheda-libro/pianta-robert-c/la-relazione-bambino-insegnante-9788870787009-175789.html)

A. Marchetti-I. Castelli, *Come decidono i bambini,* Raffaello Cortina, Milan, 2012.  [*Buy from VP*](https://libreria.vitaepensiero.it/scheda-libro/castelli-ilaria-marchetti-antonella/come-decidono-i-bambini-9788860304575-178424.html)

***TEACHING METHOD***

The teaching method will consist of lectures, group discussions, and practical exercises. Constant monitoring of the ongoing learning path based on self-assessment will be carried out in order to possibly recalibrate the teaching method.

***ASSESSMENT METHOD AND CRITERIA***

The final assessment will consist of an oral interview aimed at verifying the students’ knowledge of the topics covered by the course, their appropriate use of specific terminology, the reasoned and consistent structuring of the speech, the ability to grasp complexity and identify conceptual links, open questions and application implications. The overall assessment will take into account the students’ mastery of the aforementioned classification levels.

***NOTES AND PREREQUISITES***

There are no background knowledge prerequisites for learning the contents of the Course, while the students’ willingness to reflect on the individual’s development issues with a curiosity towards the psychological dimension of such development is considered a requirement for learning.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students*.*

Further information can be found on the lecturer's webpage at <http://docenti.unicatt.it/web/searchByName.do?language=ENG> or on the Faculty notice board.