## **Developmental Psycology**

## Prof. Antonella Marchetti

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

The aim of the course is to explore the main theories of psychological development and provide students with the necessary knowledge and skills for understanding these theories in terms of their historical roots, epistemological implications, and by illustrating them in relation to fundamental developmental issues. Specifically, students will take an in-depth look at the following authors/theoretical approaches: Piaget, Vygotskij, Bruner, Freud and Erikson, the theory of attachment and make comparisons between them in regard to the previously illustrated developmental issues.

Students will also examine and understand relational dynamics between pupil and teacher in reference to two groups of psychological evidences. The first group refers to recent neuro-scientific data regarding the dynamics of teaching and learning and the role of emotions and motivation. The second, on the other hand, refers to emotional, cognitive and relational aspects of the relationship between pupil and teacher in light of the theory of attachment and the theory of developmental systems. They will be analyzed in order to make students aware of the importance of this relationship for development, the prevention of developmental risk and the interventions in critical situations.

The course will provide the necessary knowledge for the consideration of cognitive and emotional skills on which decision-making abilities are based through development. At the end of the course, students will be able to think critically about the course content, highlighting strengths and limitations of the various psychological theories about development in potential school situations where these skills and knowledge could be applied. The theme of irony and its development as a tool that contributes to an effective social competence will be treated.

***COURSE CONTENT***

The “questions”: fundamental development issues.

Epistemic subject and epistemic objects: Piaget’s constructivism.

The role of the other, developmental education within the Zone of Proximal Development: Vygotskij’s position.

Narration and construction of meaning: Bruner’s contribution.

The advent of Freudian psychoanalysis.

The development in the life-span according to Erikson.

From the dyad to the inter-generational transmission of emotional bond: the attachment theory.

Emotional neuroscience and its contribution to the promotion of learning.

The relationship between pupil and teacher: supporting development and protection against developmental risk according to the attachment theory and the developmental systems theory.

The decision-making child: ability, processes and stages of development.

***READING LIST***

***Ggeneral part:***

P.H. Miller, *Teorie dello sviluppo psicologico,* Il Mulino, Bologna, 2011 (Introduzction and Chapters on Piaget, Vygotskij, Freud, Erikson).

M.H. Immordino-Yang, *Neuroscienze affettive ed educazione,* Raffaello Cortina, Milan, 2017.

***Monographic part:***

Choose one of the following

R. Pianta, *La relazione bambino-insegnante. Aspetti evolutivi e clinici,* Raffaello Cortina, Milan, 2001 (Chapters 1, 2, 3, 4, 7, 8).

Marchetti, A., Massaro, D., Valle A. (in printing), *L’ironia in Psicologia. Confini, modalità, scopi*, Franco Angeli, Milano.

A. Marchetti-I. Castelli, *Come decidono i bambini,* Raffaello Cortina, Milan, 2012.

***TEACHING METHOD***

The course consists of lectures, group discussions, exercises. Furthermore, there will be continuous assessment of students based on self-assessment.

***ASSESSMENT METHOD AND CRITERIA***

There will be a final oral examination in which students will be assessed on their knowledge of topics pertaining both the general and the monographic part of the course, and how they are able to interpret and apply this knowledge. Critically analysed theoretical knowledge and skills related to the contextualisation of such knowledge will also be assessed. Students’ ability to make connections between theoretical approaches presented during the course and to argue them accurately and consistently will also be taken into consideration.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course. However, an interest in human development and its the psychological aspects would be an advantage.

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 Professor’s webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.