-. Analysis of Typical and Atypical Development

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WORKSHOP AIMS AND INTENDED LEARNING OUTCOMES

The workshop aims to offer students the opportunity to apply their theoretical knowledge of the psychology of typical and atypical development acquired during their studies, in order to implement their skills of observation and analysis of the different circumstances they may come into contact with.

At the end of the workshop, students will be able to:

- Apply a competent and conscious look at children and their growth processes;

- Use their knowledge in the field of developmental psychology to support the different educational strategies that can be applied in the different contexts of the child's life;

- Recognise any signs of a disturbance or critical issue in the development of children, with particular reference to the 0-3 year age group;

- Consciously reflect on themselves as future educators in multiple contexts.

***WORKSHOP CONTENT***

The workshop aims in an experiential way to reflect on the emotions at stake in educational relationships. To encourage reflections on issues related to developmental psychology and teach students how to analyse the key elements of educational relationships and typical and atypical development, practical tutorials and activities will be proposed in which students will be called upon to express their points of view and thoughts.

In particular, graphic-pictorial activities, brainstorming, image analysis and excerpts of ad hoc films will be proposed to encourage reflection on the relational dynamics that emerge in educational contexts and to reflect on the emotions that are triggered within each direct and indirect actor in the educational relationship (children, parents, extended family, colleagues...). Through small group work, stimulus situations and internship experiences will also be analysed in which students may reflect on their efforts, on the resources as future educators, and on their ability to rationally identify signs of fatigue, criticality and discomfort in children and, consequently, draw up an educational project. Particular attention will be given to analysing the emotions at play in typical and atypical development, including the expectations and fears of the educator, impotence and failure.

TEACHING METHOD

The meetings involve the use of an active methodology, which is based on the principle of learning through doing, experimenting with activities that stimulate reflection by the individual, the small working group, and the individual within the plenary group. Each meeting involves the alternation of theoretical teaching, group work and plenary discussions.

When analysing stimulus situations and when implementing activities, particular attention will be paid to the 0-3 year age range, proposing also ad hoc stimulus situations.

ASSESSMENT CRITERIA

The final assessment includes an in-depth exploration of one of the topics discussed during the workshop in small working groups. The methodology used to conduct this in-depth exploration will be indicated in class by the lecturer, as it is closely linked to the different contents covered. The task will have to be presented and discussed in plenary during the last meeting. The ways of participating in the workshop, the proposed activities and the group work will provide additional elements for ascertaining students' acquisition of the intended learning outcomes and, therefore, a pass mark for the workshop. The workshop can be validated after verifying the student's attendance at classroom activities for the entire expected number of hours.

NOTES AND PREREQUISITES

Information on office hours available on the teacher's personal page at http://docenti.unicatt.it/.