-. Developmental Psychology

Prof. Annalisa Valle

COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course will take into account the different areas of child and adolescent development with a dual purpose. The first aim of the course, in fact, will be to provide students with the knowledge and in-depth analysis of the main explanatory models of psychological development, paying particular attention to the basic assumptions and methodologies of each model and the main research results that each of them produces. The second aim of the course will be to outline the main stages of the child's development in relation to the different areas of development that will be discussed in class. The in-depth study of each area will be proposed from a systemic perspective, underlining the close relationship between the different skills and characteristics of the child in each area considered.

At the end of the course, students will be able to understand the role of the explanatory theories of developmental psychology in relation to specific situations, as well as to build interpretative hypotheses of the different realities observed and experienced in the classroom, based on the perspectives addressed in class. In addition, students will be able to observe the trajectories of individual development in the various areas addressed, identifying their typicality or possible atypicality, and use this competence when working in the educational field. In addition, students will be able to borrow operational tools from the different research methodologies used in the field of developmental psychology.

COURSE CONTENT

The course will deal with the main psychological dimensions and emerging topics in the various phases of typical development, in light of the main theoretical models, intersections with other fields of research and the consequent applied effects in the educational field. The study of psychological development will focus on the concept of change, highlighting for each area of interest not only the explanatory theories, but also the main evolutionary phases. In particular, motor, linguistic, emotional and affective, cognitive, mental, social and moral development will be taken into consideration, in order to offer the student the most complete panorama possible with respect to the different moments of the child's development. These issues will be addressed in light of the importance that interpersonal, family and school relationships have in the psychological development of the individual, both from a cognitive and affective point of view: particular attention will be given to the ability to understand one's own mind and that of others, since it plays a key role in daily social interactions and relational dynamics. Finally, some tools for assessing the psychological skills of children will be presented to students, with the dual purpose of encouraging reflection on the application effects of the theoretical concepts discussed and to provide tools for teachers to use in the future when working with students.

READING LIST

Compulsory texts:

S. Caravita – -L. Milani - D. Traficante (Eds.), *Psicologia dello Sviluppo e dell’Educazione*, Il Mulino, Bologna, 2018.

A. Marchetti - D. Massaro - A. Valle, *L 'ironia in psicologia: confini, modalità, scopi*, FrancoAngeli, Milan 2022.

One text to be chosen from the following:

A. Marchetti - A. Valle (Eds.), *Il bambino e le relazioni sociali. Strumenti per educatori e insegnanti*, FrancoAngeli, Milan 2010.

I. Castelli - A. Marchetti - D. Massaro, *"Dimmi che cosa pensi e ti dirò chi sei". La teoria della mente in età prescolare e scolare. Nuove frontiere teoriche e applicative*. Casa Editrice Junior, 2022.

Course slides and any materials available on the Blackboard platform.

TEACHING METHOD

The course includes mainly frontal teaching, enriched by the presentation of cases and examples and complemented by a number of group tutorials in which the material prepared by the lecturer will be applied.

ASSESSMENT METHOD AND CRITERIA

The course is annual, so the exam can be taken starting from the summer session of the academic year 2022-2023. It will focus on all the materials indicated by the lecturer in the course reading list. Particular attention will be paid to the definitions of the constructs, to the knowledge of explanatory theories, and to the evolutionary stages of each area of development analysed. The exam will be oral in nature – preceded by a written test - and will assess: theoretical knowledge of the theories, constructs and related research methods, the use of a correct specialised lexicon, and the ability to reflect critically on the possible applications of psychological concepts studied in the educational and didactic field. The method for taking the written interim test, along with its format and scheduling, will be announced on the lecturer's webpage.

NOTES AND PREREQUISITES

Being introductory in nature, there are no prerequisites for attending the course.

Should the current Covid-19 health emergency not allow face-to-face teaching, remote teaching will be guaranteed using methods that will be communicated in good time to students.

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