**-. Developmental Psychology**

Prof. Annalisa Valle

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

The course will take into consideration the different areas of child and adolescent development with a dual aim. The first aim of the course will be to introduce students to the knowledge and in-depth analysis of the main explanatory models of psychological development, paying particular attention to the basic assumptions, the methodologies of each model and the main research results achieved by each of them. The second aim of the course will be to outline the main developmental stages of the child in relation to the different areas of development that will be covered in the classroom. The in-depth analysis of each area will be proposed from a systemic perspective, underlining the close relationship between the different abilities and characteristics of the child in the varieties 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 interpretive hypotheses of the different realities observed and experienced in the classroom based on the perspectives addressed in the classroom. Furthermore, 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 as one of the elements to take into consideration in the teaching environment. Furthermore, 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 themes in the various phases of typical development, in light of the main theoretical models, of the intersections with other fields of research and the consequent application implications in the teaching 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, mentalistic, social and moral development will be taken into consideration, in order to provide students with an overview that is as complete as possible with respect to the different moments of the child's development. These themes will be addressed in light of the importance that interpersonal, family, and school relationships have in the psychological development of the individual, from both a cognitive and emotional point of view: particular attention will be paid to the ability to understand one's own and other people's minds, since this plays a key role in daily social interactions and relational dynamics. Finally, some tools for evaluating children's psychological skills will be presented to students, with the dual purpose of encouraging reflection on the application implications of the theoretical concepts covered and of providing tools that could also be used by teachers in their future work with students.

***READING LIST***

Compulsory textbooks:

S. Caravita – -L. Milani - D. Traficante (edited by), *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.

A textbook to choose from the following:

A. Marchetti - A., Valle (edited by), *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 mainly involves frontal teaching, supported by the presentation of cases and examples, and supplemented by some group exercises on application material prepared by the teacher.

***ASSESSMENT METHOD AND CRITERIA***

The course is annual, therefore 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, the knowledge of the explanatory theories and the evolutionary stages specific to each development area analysed. The exam will be oral - preceded by a written test - and will assess: the students’ theoretical knowledge of the theories, constructs and related research methodologies, their use of correct specialist vocabulary, and the ability to reflect critically on possible applications of psychological concepts studied in the educational and didactic field. The methods, the type and timing of the interim written test will be published on the lecturer's web page.

***NOTES AND PREREQUISITES***

Since the course is introductory there are no content-related prerequisites for attending it.

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