



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Psicologia dello Sviluppo

1920-1-G8501R003-G8501R003M

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#### Course title

Human development in life cycle perspective

#### Topics and course structure

The course provides a historical and theoretical framework of the discipline, followed by reflections on research methodologies typically used in developmental psychology. The central and most significant part of the course will be devoted to major psychological functions and their development.

- Historical Framing: concept development and life cycle in psychology
- Research methodology in developmental psychology: quantitative and qualitative methods
- Main psychological functions and their development in the life cycle (lead authors): perception, language, thought, memory and learning processes, emotions, sociability

#### Objectives

The course aims to stimulate a critical approach to the discipline and a reflection on the implications of this knowledge for understanding the development of the different pupils and the class system and the variables involved in the teaching-learning process. In particular, the course aims to develop the following aims in terms of knowledge and skills:

- Development of a critical approach to the discipline.
- Knowledge of perspectives and theoretical models related to the processes of development and learning.
- Exploiting the knowledge on the evolution of the subject to design, understand, interpret the development of each pupil and class system.
- Recognize and valorize the different learning styles and the different ways of acquiring a personal study method.

## Methodologies

The course aims to promote the achievement of objectives through lectures, seminars, tutorials and workshop activities.

In line with one of the main themes discussed in the course, the workshop is on study method: through exercises and discussions, students will reflect on their learning processes on one hand in order to make them more appropriate to the university context, on the other hand to know how to use this experience a key competence in their future profession.

## Online and offline teaching materials

- Slides of the course lessons
- Articles (both as individual deepening of some themes and as a preparation for class discussion)
- Web forum and online practices

## Programme and references for attending students

### COMMON PART (FOR ALL THE STUDENTS)

- Slides from the webpage of the course
- Vianello R., Gini G., Lanfranchi S. (2012 or 2nd edition). *Psicologia dello sviluppo*. Utet
- Fiorilli C. (2009). *Gli insegnanti pensano l'intelligenza*. Unicopli

### THEMATIC DEEPENING: ONE OUT OF THREE AMONG THE FOLLOWING POSSIBILITIES

#### 1. Two texts from this list:

- Antonietti A., Molteni S. (2014). Educare al pensiero creativo, Trento, Erickson, SOLO prima e seconda parte + capp. 15, 18 e conclusioni.

- Grazzani Gavazzi I. (2012). Psicologia dello sviluppo emotivo (2<sup>a</sup> ed.), Bologna, Il Mulino.
- Caravita, S. C. S., Gini, G. (2010). L'(Im)moralità del bullismo, Milano, Unicopli.
- Fiorilli C., Grilli S., Buonomo I., Moritz Rusadill K. (2017). Il temperamento dei bambini a scuola. Roma, Carocci.

2. Five scientific papers (uploaded on the web page of the course)

3. Practices only for regular attending students

## **Programme and references for non-attending students**

The same as the one for attending students.

## **Assessment methods**

The students, in order to access the exam, must have attended and passed the workshop. The workshop trainers approve attendance and participation in the activities also through exercises and / or brief reflections produced by the students.

**ATTENTION: considering the new teaching methods and the virtual interaction methods following the covid-19 emergency, the Developmental Psychology exam, for the sessions of June, July and September 2020, will be held only in oral form, with a single interview.**

In the oral exam will be evaluated, in particular:

relevance of exposed content  
 richness / articulation of exposed content  
 internal consistency of concepts and arguments  
 correctness of the concepts illustrated and discussed  
 explicit references to the texts studied  
 terminological, orthographic and syntactic correctness

## **Office hours**

Tuesday, 10 -12 a.m.

## **Programme validity**

Two academic years.

## **Course tutors and assistants**

Barbara Girani De Marco

Stefania Molteni

Chiara Deprà

Letizia Della Zoppa

Laura Fortina

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