



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Developmental Psychology

1920-1-E3901N028

Learning objectives

Knowledge and understanding

A further aim is to encourage a better understanding of human development from childhood to adolescence.

Applying knowledge and understanding

The course will provide the knowledge necessary to critically assess the major research findings in developmental areas and to evaluate the quality of information, including differentiating empirical evidence from speculation.

It will also be encouraged the ability to apply the theoretical and methodological principles of developmental psychology to real-life situations, in order to better understand some of the psycho-social issues related to childhood and adolescence.

Contents

- Introduction to developmental psychology (theoretical assumptions, goals, current trends);
- research methods in developmental psychology;
- physical, motor and perceptual development;
- cognitive development;

- relational and social development;
- emotional development;
- communicative and linguistic development;
- the classic theories of Piaget and Bowlby;
- the elective contexts of development.

Detailed program

The course is divided into four parts. In the first phase it illustrates: the concepts of developmental age, development and stage of development. The second part deals with the development of motor, cognitive, communicative-linguistic, emotional and affective skills, focusing on the changes that occur from early childhood to adolescence, on the factors that determine these changes and on the processes underlying them. The third phase will focus on: Piaget's constructivist theory, Bowlby's attachment theory and the innovations brought about by some contemporary theoretical positions. In the last part, the social contexts of development (the family, peers and school) and some possible intervention practices with subjects of developmental age will be presented.

Prerequisites

Sufficient educational skills in logic and social culture; reasonable capacities in learning, writing and communication.

Teaching methods

Lectures, discussions and reflections, video, students' work presentations.

Assessment methods

The exam consists of a **written test** relating to all the topics covered for a duration of 2 hours and consists of: 2 open questions and 18 closed multiple choice questions.

The final mark will be out of thirty. The answers to the two open questions will be able to obtain a maximum score of 12 points (max 6 points for each answer). For multiple choice questions, 1 point will be awarded for each correct answer for a maximum of 18 points (there are no penalties for wrong or undecided answers).

It is possible to integrate the written test with an **optional oral examination**. The examination can obtain a maximum evaluation of 6 points.

Textbooks and Reading Materials

L. Barone (a cura di), *"Manuale di psicologia dello sviluppo"*. Nuova edizione 2019, Carrocci editore. ISBN: 9788843096657 (esclusi cap. 4 e cap. 7)

Only one chosen from the following books:

Rosalinda Cassibba (2003), *Attaccamenti multipli*, Unicopli

Sue Gerhardt, (2018) *Perché si devono amare i bambini*, Cortina Raffaello

Massimo Ammaniti, Luca Cerniglia (2019) *I passi della crescita. La sicurezza degli affetti e dei legami*, Gedi (Gruppo Editoriale)

Francine Ferland, (2018) *Lo sviluppo del bambino nella vita quotidiana da 6 a 12 anni*, San Paolo Edizioni

Francine Ferland, (2017) *Lo sviluppo del bambino nella vita quotidiana. Da 0 a 6 anni*, San Paolo Edizioni

Suzanne Maiello a cura di, (2018) *Gioco e linguaggio. Lo sviluppo della comunicazione, la scoperta del gioco, i segnali di disagio, il ritiro autistico* (Cento e un bambino Vol. 6), Astrolabio

Isabelle Filliozat (2019) *Le emozioni dei bambini*, Piemme
