UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Developmental Psychology in Educational Contexts

2021-2-E2401P133

Learning area

1: Knowledge and skills useful to understand, promote and change individual psychological functioning

Learning objectives

Knowledge and understanding

Aims of the class are:

? Highlight the effects of gene-environment interaction in psychological development.

? Examine individual development and functioning in the family and school contexts.

? Highlight the effects of socio-cultural changes and differences on individual development.

Applying knowledge and understanding

? Analyse the different development contexts highlighting the possible risk and protective factors.

? Develop intervention plans to promote the well-being of children and adolescents in different educational contexts.

? Interpret the characteristics of the individual development considering the specific contexts.

Contents

We will deal with adolescent development within the educational contexts in which she lives directly, but also in the more general cultural context. In particular, child development within the family context and residential communities will be examined.

Particular attention will be paid both to the relationship with adults (parents, educators, teachers), and relations with peers (siblings, friends, companions).

Detailed program

Developmental tasks and life cycle problems.

The effects of the socio-cultural context on child development.

Multiculturalism in contexts.

The influence of new media on psychological development.

Relationships within the family.

New families and families with special needs (mono-parenting, homo-parenting, families facing disability).

The school context and the quality of educational services.

Peer relationships at school, bullying and cyberbullying.

The psychologist in the school.

Prerequisites

Basic knowledge of Developmental psychology enables a more aware understanding of the course contents. Students lacking such basic knowledge are encouraged to report any difficulties to the teacher, to set a list of basic references.

Teaching methods

In addition to classroom lectures, part of the teaching takes place through the vision and comment of videos about the course topics.

The material (slides and scientific articles) is made available on the e-learning course page so that also non-attending students can use it.

Lessons will be held in presence or through online video lessons, according to the University's regulations regarding the COVID-19 emergency situation. In both cases, all lessons will be video recorded and made available to the students.

Assessment methods

The exam is an oral examination with the aim of ascertaining the acquisition of both theoretical knowledge and the ability to apply them to real contexts.

The evaluation criteria are: the correctness of the answers, the ability to argue, synthesise, create links and analyse the different developmental contexts.

During the Covid-19 emergency, exams will be conducted according to the University's regulations regarding the COVID-19 emergency situation.

Textbooks and Reading Materials

Maggiolini A. (a cura di) (2017) Psicopatologia del ciclo di vita. Milano: Franco Angeli.

Maggiolini A. (1997) Counseling a scuola. Milano: Franco Angeli.

Maggiolini (2004) Il lavoro con gli adolescenti nella scuola. In Vigorelli M. (a cura di) Il lavoro della cura nelle istituzioni. Progetti, gruppi e contesti nell'intervento psicologico. Milano: Franco Angeli, pp. 309-326.

Bastianoni P., Baiamonte M. (2014) Il progetto educativo nelle comunità per minori. Trento: Erikson.

Menesini E., Nocentini A., Palladino B.E. (2017) Prevenire e contrastare il bullismo e cyberbullismo. Bologna: Il Mulino.