SYLLABUS DEL CORSO

Psicologia dello Sviluppo nei Contesti Educativi

2223-2-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 child 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 within the scholastic context will be examined (starting from the nursery school).

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

Detailed program

Introduction to the Bronfenbrenner theory.

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. Moreover, practical group activities are used to teach how to project intervention programs in different developmental contexts.

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

Assessment methods

The exam is written with open questions and multiple-choice questions. The five open questions require short answers that deal with and synthesise some topics of the course. The ten multiple-choice questions require the selection of the correct alternative on more detailed aspects of the course.

The questions aim at 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.

For students who request it, the exam can be completed with an oral examination on all the course topics. The oral exam can lead to an increase or decrease of up to 2 points compared to the written exam score.

Textbooks and Reading Materials

The bibliography will be given on e-learning before the start of the course.

Sustainable Development Goals

REDUCED INEQUALITIES