UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Developmental Psychology - 1

2324-1-E2401P010-T1

Learning area

KNOWLEDGE AND SKILLS USEFUL TO UNDERSTAND, PROMOTE AND CHANGE INDIVIDUAL PSYCHOLOGICAL FUNCTIONING

Learning objectives

Knowledge and understanding

Aims of the class are:

- To provide students with basic knowledge about theories of psychological development.
- To illustrate changes occurring in psychological functions and behaviour from birth to adolescence in the areas of perceptual, cognitive, emotional and social development.
- To introduce students to the most critical issues related to the explanation of developmental change and the mechanisms behind those changes.

Applying knowledge and understanding

- Understanding the challenge of explaining psychological development.
- Gain perspective on biological, physical, cognitive, and social-emotional changes across the lifespan.
- Developing critical thinking about historical and current arguments in the field

Contents

Major theories of psychological development will be presented, as they relate to the physical, cognitive, and psychosocial aspects of development from conception to adolescence, with particular emphasis on Piaget's theory.

Lectures will include examples of the most representative research in the field.

Detailed program

- Defining development
- Core issues in developmental psychology
- Theories and methods in developmental psychology (Behaviorism, Constructivism, Cognitivism)
- Cognitive development
- Development of language and communication
- Affective and emotional development
- Social development
- Moral development

Prerequisites

Nothing specific.

Teaching methods

In addition to frontal lectures, the course offers guided discussions of video presentations.
Slides and scientific papers are made available to students through the e-learning website.

Assessment methods

The exam is written with oral interview upon request. The written exam includes multiple choice questions and open questions. Multiple choice questions provide extensive evaluation of knowledge acquisition; open questions evaluate students' critical thinking on such knowledge.
Students may ask to attend an oral interview, in addition to the written exam, on all the topics included in the Syllabus.
Evaluation criteria are as follows: response accuracy for multiple choice questions, adequacy of contents, formal organization and terminology for the answers to open questions.

Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so.

Textbooks and Reading Materials

1. Lecture slides.

2. Macchi Cassia, V., Valenza, E., Simion, F. (2012). Lo sviluppo della mente umana. il Mulino.
   cap. 1 - Le domande centrali delle teorie dello sviluppo cognitivo
   cap. 2 - Il comportamentismo
   cap. 3 - Il costruttivismo di Piaget
   cap. 4 - La teoria dell'elaborazione dell'informazione
   cap. 5 - Lo studio delle competenze percettive e cognitive nella prima infanzia - par. 5.1, 5.2,5.3

3. The complete list of the reading material will be made available on the course e-learning webpage before class will start.

--> This reading material is valid until February 2025..

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING