UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Developmental Psychology

2324-1-E3901N028

Learning objectives

Knowledge and understanding

The course aims to provide a deep knowledge of the main theories and specific topics of developmental psychology. A further aim is to encourage a better understanding of methodological aspects involved in the study of human development from early infancy to adolescence.

Applying knowledge and understanding**

At the end of the course, each student will learn fundamental knowledge necessary to critically assess the major research findings in developmental areas, and to evaluate the quality of information in order to distinguish empirical evidence from speculation. Furthermore, it will be encouraged the ability to apply theoretical and methodological principles of developmental psychology to real-life situations, in order to better understand some of the psycho-social issues related to early infancy and adolescence

Contents

PART ONE:

- Main questions and theories of Developmental Psychology

- Main methodological approaches in Developmental Psychology

- Nature and Nurture

- Human motivational systems

- Learning theories

- Communicative and linguistic development

- Affective development

- Self-development

- Moral development

PART TWO:

- Motor and perceptual development

- Emotional development

- Cognitive development and Theory of Mind

- Role of the family in the educational system

- Role of educational services in early infancy

- Risk and protective factors in dysfunctional caregiving

Detailed program

The course is divided into two parts: 1) Fundamental principles of Developmental Psychology 2) typical and atypical developmental trajectories.

The first part of the course is focused on theorical and methodological approaches of Developmental Psychology, considering the main areas of child development.

In the second part of the course specific attention will be devoted to the main theories and concepts of motor, perceptual and cognitive development, taking into consideration both classical and contemporary theoretical perspectives. In addition, the relationship between typical and atypical developmental trajectories will be taken into consideration by focusing on the parental and educational environments early in life.

Prerequisites

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

Teaching methods

In addition to frontal lectures, the course will offer guided discussions of video presentations. Slides and scientific papers are made available to all students, even thoe who are not attending classes, 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. 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.

Textbooks and Reading Materials

Slides of the lectures

Schaffer H.R. (a cura di), *Lo sviluppo sociale*. 1998, Cortina Editore

Caravita S., Milani L., Traficante D. (a cura di), *Psicologia dello sviluppo e dell'educazione*. 2018, Il Mulino

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING