UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Developmental Psychology - 2

2425-1-E2401P010-T2

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

Nature and Nurture

Prenatal and infant development in psychological functioning and motor domains
Main psychology developments in preschool age
Main psychology developments in school age and preadolescence

Detailed program

The main questions and theories of Developmental Psychology,
Nature and Nurture
Motivational systems in infancy and the sensitive periods
Ecology and development
Prenatal and infant development of psychological and motor functioning
Main psychological acquisitions and changes in preschool age about the in cognitive, communicative, linguistic, social , emotional and affective processes,
The development of personal identity and Self
The Typical Developmental Trajectories of the psychological Functions
Main psychological acquisitions and changes in childhood, preadolescence and adolescence
Main methodological approaches in Developmental Psychology
Main authors and theories: Piaget, Vygotskij, Bruner

Prerequisites

Nothing specific.

Teaching methods

Didactic delivery – front lessons 90% and Interactive Delivery 10% of the entire amount of the course's hours.
In addition to frontal lectures, the course will offer guided discussions of video presentations. Slides and some psychological articles will be available to all 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.
Evaluation criteria are as follows: response accuracy for multiple choice questions, adequacy of contents, formal organization and terminology for the answers to open questions.
Ability of argument and formal exposure to oral exam.

Textbooks and Reading Materials

Macchi Cassia V., Valenza E., Simion F. (2012). Lo sviluppo della mente umana. Dalle teorie classiche ai nuovi orientamenti. Bologna: Il Mulino.

- Santrock, J.W. (2017). Psicologia dello sviluppo (3° ed.). McGraw Hill
- Murray, L. (2015). Le prime relazioni del bambino. Milano: Cortina
- lectures' slides.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING