



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Psicologia dello Sviluppo - 2

2526-1-E2403P006-T2

Learning area

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

Learning objectives

Knowledge and understanding

The course introduces students to the challenges related to explaining development and identifying the mechanisms of change. It provides a basic understanding of the main theories of psychological development and the changes in psychological functioning and behavior that characterize perceptual, cognitive, emotional, and social development from birth to adolescence.

Applying knowledge and understanding

The course addresses the challenges involved in understanding and explaining development.

It includes the acquisition of basic knowledge of changes in behavior and psychological functions across the life cycle.

It promotes the development of the ability to critically evaluate the explanations of development offered by different theories.

Making judgements

By presenting and discussing developmental phenomena and empirical research, students will gain the capacity to independently assess the strengths and weaknesses of various theoretical approaches to psychological development, and to critically interpret research findings. The examination method, comprising open-ended questions and, upon request, an oral interview, encourages the development of independent judgment and critical thinking in explaining developmental phenomena.

Communication skills

The course provides the theoretical tools to foster autonomous learning and continuous updating in the field of developmental psychology. Students are encouraged to critically reflect on issues related to explaining development and identifying mechanisms of change, to engage with scientific literature, and to integrate interdisciplinary knowledge

Learning skills

The course provides some solid theoretical bases and instruments concerning students' critical discussion and evaluation, to permit them to acquire the autonomy concerning the critical acquisition of new knowledge concerning developmental psychology.

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

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.

Textbooks and Reading Materials

- Santrock, J.W. (2017). Psicologia dello sviluppo (3° ed.). McGraw Hill
- Murray, L. (2015). Le prime relazioni del bambino. Milano: Cortina
- Macchi Cassia V.- Quadrelli, E. (2003). Nati per apprendere. La mente del bambino nel primo anno di vita. Roma: Carocci.
- Macchi Cassia V., Valenza E., Simion F. (2012). Lo sviluppo della mente umana. Dalle teorie classiche ai nuovi orientamenti. Bologna: Il Mulino.
- Macchi Cassia V.- Quadrelli, E. (2003). Nati per apprendere. La mente del bambino nel primo anno di vita. Roma: Carocci.
- lectures' slides, articles and teacher's handout.

Sustainable Development Goals
