



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Psicologia dello Sviluppo nei Contesti Educativi

2627-2-E2403P020

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.

Making judgements

- The teaching presents different theoretical perspectives on each of the illustrated phenomena in order to stimulate critical thinking, independence of judgement and the development of skills in planning, problem solving and synthesis.

Communication skills

- The interactive teaching methods used in the classroom and the examination method, which includes a substantial section of open questions, enable students to develop their verbal communication skills on topics central to the psychology profession. These opportunities for verification and in-depth examination allow students to develop an adequate ability to communicate information, ideas, problems and solutions to specialist and non-specialist interlocutors while mastering the disciplinary language.

Learning skills

- The teaching covers topics that are useful for continuing studies in various professional fields (developmental, educational, family and school psychology).

Contents

The course examines child development within the educational contexts in which the child lives directly, but also in the more general cultural context. In particular, child development within the family and school context is considered. Particular attention is paid to the relationships with adults and peers.

Detailed program

Introduction to the Bronfenbrenner theory.

Relationships within the family.

New families and families with special needs (monoparental, homoparental, families facing disability).

The effects of the socio-cultural context on child development.

The school context between teaching and education.

Psychological and social development and possible deviations.

The school psychologist: areas of intervention with students, teachers, ad parents.

The influence of new media on psychological development.

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

The course consists entirely of lectures (28 lessons of 2 hours).

The nature of the course is predominantly lecture-based (approx. 22 lectures of 2 hours) with an interactive teaching part (approx. 6 lectures of 2 hours) in which videos related to the course topics are viewed and commented on and discussions on the topics addressed are initiated.

The course is delivered in presence and in Italian.

The material (slides and scientific articles) will be made available on the course's e-learning site so that it can also be used by non-attending students.

Assessment methods

There are no interim assessments.

The exam is written with open questions and multiple-choice questions. Open-ended questions require short answers that address and summarise some of the course topics. Multiple-choice questions require selection of the correct alternative on more detailed aspects.

The questions aim to ascertain the acquisition of theoretical knowledge and the ability to apply it to real-world contexts.

Assessment criteria are: correctness of answers, ability to argue, synthesise, make connections and analyse different developmental contexts.

The final mark takes into account the overall score achieved in the various parts of the examination, according to the following grading scale:

- 18: barely sufficient knowledge, minimal ability to apply and interpret;
- 19–22: sufficient knowledge of the fundamental content, with some uncertainty in application;
- 23–26: reasonable knowledge, good ability to apply with some inaccuracies;
- 27–30: solid knowledge, good command of the subject matter and critical thinking skills;
- 30 with distinction: fully adequate knowledge, complete mastery, excellent command of language.

The bibliography and exam are in Italian. Erasmus students have the option of taking the exam in English (they should contact the lecturer around 10 days before the exam to allow time for the exam to be prepared).

Textbooks and Reading Materials

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

Sustainable Development Goals

