



Main information on teaching	
Academic subject	<b>DEVELOPMENTAL PSYCHOLOGY with laboratory of observation techniques of child behavior</b>
Degree course	Education and Training Sciences L-19
Academic Year	1st year
European Credit Transfer and Accumulation System (ECTS):	5 + 1
SSD	M-PSI/04
Language	Italian
Academic calendar (starting and ending date)	March 2023 - May 2023
Attendance	Yes, for the laboratory part

Teachers	
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Department and address	Department of Education, Psychology, Communication
Virtual headquarters	<a href="https://www.uniba.it/docenti/musso-pasquale">https://www.uniba.it/docenti/musso-pasquale</a>
Tutoring (time and day)	Wednesday 2:30 – 6:30 pm at the office (fourth floor, room 406)

Syllabus	
<b>Learning Objectives</b>	Using the knowledge of developmental psychology in planning, conducting and evaluating the educational activities as well as in managing relationships with children.
<b>Course prerequisites</b>	Nobody
<b>Contents</b>	<p><i>Presentation:</i></p> <ol style="list-style-type: none"><li>1. Introduction to developmental psychology: theoretical meta-models and conceptions of change.</li></ol> <p><i>Central themes:</i></p> <ol style="list-style-type: none"><li>2. Themes of developmental psychology.</li><li>3. Observing change: methods in developmental psychology.</li><li>4. Developmental biology.</li><li>5. Physical, motor and preceptive development.</li><li>6. Emotional development and attachment.</li><li>7. The development of language and communication.</li><li>8. The development of cognitive functions.</li><li>9. The development of intelligence and creativity.</li><li>10. Social development.</li><li>11. The development of identity.</li><li>12. Moral development.</li></ol> <p><i>Lab topics:</i></p> <ol style="list-style-type: none"><li>1. Observation as a privileged tool of educators for the in-depth knowledge of children.</li><li>2. Strategies and techniques for observation</li><li>3. Construction and implementation of an observational project.</li></ol>
<b>Books and bibliography</b>	<ol style="list-style-type: none"><li>1. Leman, P., Bremner, A., Parke, R. D., &amp; Gauvain, M. (2019). <i>Psicologia dello sviluppo</i>. Milano: McGraw-Hill.</li><li>2. D'Odorico, L., &amp; Cassibba, R. (2001). <i>Osservare per educare</i>. Roma: Carocci.</li><li>3. Cassibba, R., Coppola, G., &amp; Musso, P. (2022). <i>L'Attachment Q-sort per la valutazione dei legami d'attaccamento nell'infanzia</i>. Milano: Franco Angeli.</li></ol>
<b>Additional materials</b>	No notes

Work schedule			
Hours			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours / Self-study hours
55	35	20	95
CFU/ETCS			
6			

Teaching strategy
Frontal lesson, dialogued lesson, brainstorming, discussion between learners, discussion between teacher and learner, work in small groups, cooperative learning, case analysis, problem-solving, reverse lesson.

Expected learning outcomes	
<b>Knowledge and understand on:</b>	Knowledge of themes, theories and methods of developmental psychology as well as the main stages of physical, motor, perceptual, emotional, communicative, cognitive, relational-social, identity and moral development.
<b>Applying knowledge and understanding on:</b>	Ability to apply the perspective of one or more macro-theories of development in the educational-professional field, possessing adequate skills for the recognition of the observed behavioral dynamics, as well as the ability to add convincing arguments in support of the operational choices made to solve emerging problems in the context of reference.
<b>Soft skills</b>	<ul style="list-style-type: none"> <li>• <i>Making judgements</i> Ability to describe and critically interpret the knowledge acquired, to motivate and clearly explain the potential choices within the different approaches to development, to skillfully connect the different perspectives in the field of study of developmental psychology and/or those provided by other interlocutors on development issues, to write structured and coherent texts on topics of interest in the field of developmental psychology.</li> <li>• <i>Communication skills</i> Ability to effectively express and communicate key concepts and practices of developmental psychology.</li> <li>• <i>Ability to learn autonomously</i> Ability to retrieve bibliographic sources suitable for further study, to select and study the central aspects of developmental psychology, to reformulate and present in an organized and coherent way the learning acquired.</li> </ul>

Evaluation	
<b>Methods of assessment</b>	To access the exam, students must first elaborate, in a group structure (from 4 to 6 members), a short observational project that refers to the motivations and purposes of observation, to the models and approaches of reference, to the design hypotheses, to the contexts of observation, to the type of instruments, to the temporal dimension, to the evaluation of the observational process. The project will consist of a maximum of 2 A4 size pages (Font: Times New Roman. Size: 12pt. Line spacing: 1.5). The exam will generally take place in oral form. If the number of students to be examined in a session exceeds 20, the exam can be held in written form. For attending students, it will be possible to divide the exam into two intermediate tests, distributed over the duration of the course, which will replace the final exam.
<b>Evaluation criteria</b>	The general evaluation criteria will refer to: 1. ability to effectively describe the object of study; 2. ability to create connections between different topics and perspectives; 3. critical interpretation skills; 4. ability to use the observational technique.
<b>Criteria for assessment and attribution of the final mark</b>	The final grade will be the result of the sum of the evaluations obtained for each of the previous criteria (from 1 to 9 for the first three and from 1 to 3 for the fourth). In the case of the intermediate tests, the evaluation obtained from the average of the evaluations obtained for each of the two tests will weigh for 90% of the final grade, to which will be added the evaluation of the observational project for the remaining 10%.

Other	
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