



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
<b>ACADEMIC YEAR</b>	2018/2019		
<b>BACHELOR'S DEGREE (BSC)</b>	EDUCATIONAL SCIENCE		
<b>SUBJECT</b>	PSYCHOLOGY OF DEVELOPMENT AND EDUCATION		
<b>TYPE OF EDUCATIONAL ACTIVITY</b>	B		
<b>AMBIT</b>	50072-Discipline didattiche e per l'integrazione dei disabili		
<b>CODE</b>	10204		
<b>SCIENTIFIC SECTOR(S)</b>	M-PSI/04		
<b>HEAD PROFESSOR(S)</b>	POLIZZI CONCETTA	Professore Associato	Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>			
<b>CREDITS</b>	9		
<b>INDIVIDUAL STUDY (Hrs)</b>	180		
<b>COURSE ACTIVITY (Hrs)</b>	45		
<b>PROPAEDEUTICAL SUBJECTS</b>			
<b>MUTUALIZATION</b>			
<b>YEAR</b>	1		
<b>TERM (SEMESTER)</b>	2° semester		
<b>ATTENDANCE</b>	Not mandatory		
<b>EVALUATION</b>	Out of 30		
<b>TEACHER OFFICE HOURS</b>	<b>POLIZZI CONCETTA</b> Friday 09:00 11:00 stanza del docente P4 - 018, edificio 15 , 4° piano		

<b>PREREQUISITES</b>	to pass the access test
<b>LEARNING OUTCOMES</b>	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> <li>• To know the main epistemological issues of developmental and educational psychology and understand its implications on educator's intervention</li> <li>• to understand the relationship between development and education</li> <li>• to know the most important theoretical perspectives of developmental psychology</li> <li>• to know and understand the evolutionary implications of educational intervention</li> <li>- to Know the educational implications of theoretical perspectives of developmental psychology</li> <li>- to know issues and strategies of the educational working network</li> <li>- to know models of educational planning</li> <li>• to understand the importance of educational contexts in the development path</li> <li>• to know and understand the specificity of the educational process, in terms of change /transformation</li> <li>• to understand the differences between the education process and training process</li> <li>• to know psychoeducational intervention models and understand the evolutionary meaning</li> <li>• to know and understand the forms of educational assessment</li> <li>• to know and understand the language specificity of the discipline</li> </ul> <p>Applying knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• to trace the links between the studied subjects and professional reference profile</li> <li>• to know how to put into context several developmental reading patterns</li> <li>• to know how to contextualize the methodological choices for psychoeducational intervention</li> <li>• to hypothesize specific paths, psychoeducational intervention strategies and methods for the promotion of development in the life span</li> <li>• to know how to hypothesize, design and evaluate educational interventions that promote the psychological development</li> <li>• to know how to use the technical language of the discipline</li> </ul> <p>Making Judgements:</p> <ul style="list-style-type: none"> <li>• to Start metacognition on the own learning process during the course</li> <li>• to Assess the learning pathways and applications experienced</li> <li>• to Identify results and critical points of learning and application paths</li> </ul> <p>Communication skills</p> <ul style="list-style-type: none"> <li>• to know how to explain clearly and correctly the sense and the meaning of the main constructs of the discipline, of learning experiences and practical experiences</li> </ul> <p>Learning skills</p> <ul style="list-style-type: none"> <li>• to research the informal knowledge on the course topics to start the proposed formalization</li> <li>• to learn information and to build personal knowledge</li> <li>• to analyze knowledge and experienced paths through the bibliographical research of the field, the participation to seminars and conferences</li> </ul>
<b>ASSESSMENT METHODS</b>	<p>ONGOING WRITTEN TEST at the end of the epistemology of Development, at the end of educational assessment and at the end of prenatal development and preterm birth</p> <p>FINAL ORAL TEST</p> <p>Final evaluation of thirty.</p> <p>The exam consists of an interview aimed at ascertaining the expected learning outcomes, both in terms of knowledge and understanding of the subject topic as well as in terms of capacity of applying this knowledge, lately on the level of student's processing abilities and his/her capacity of explaining and argumenting the requested topics. In particular, the student must respond to a minimum of 3 open questions and / or semi-structured on topics of the discipline and will be evaluated on the same plane with which didactic is approach: explanatory, implicative and applicative.</p> <p>Therefore, relates to to the questions the student will be evaluated on:</p> <ul style="list-style-type: none"> <li>- Knowledge of the requested topic and the ability to explain clearly and correctly of the same, using the language of the discipline</li> <li>- The ability to make connections between the requested topic and the other topic of the discipline</li> <li>- The ability to recognize and explain the implications of models or theories proposed may have to practice for the community educator</li> <li>- The ability to recognize and explain the evolutionary importance of educational expressed interventions</li> </ul>

	<p>- The ability to provide independent judgments about the subject topic required during the examination, about to the educator community work</p> <p>The student will get the maximum score if the test allows to verify the full possession of the skill levels of explain knowledge : describe clearly and correctly, knowing how taking educational implications, knowing hypothesize educational contexts for the development, use technical language disciplinary</p> <p>The evaluation will be equal to the minimum score if the level of competency specified is not sufficiently</p> <p>In this sense , the range are shown below:</p> <p>Top marks(30 and honour): Complete, complex, rich in implications management of contents (from examples to instruments, cases, etc.); use of the technical language appropriate and articulate; complete argument.</p> <p>Excellent(30): Complete management of contents, with indications of possible implications; use of technical language with an indication of some relevant application forms; complete argument.</p> <p>Good (27-28): Correct and appropriate management of contents; relevant connections and some correct technical and disciplinary implications.</p> <p>Satisfying(26-24): Not always complete management of contents even if corrected with some implicative reflections; not always technical terms are correct; the argument is not articulated.</p> <p>Discreet(23-21): Unfinished management of some content; only a few connections; the technical language is not appropriate.</p> <p>Passing grade(20-18): Only some content is indicated, not always correctly; there are not correct terms.</p>
<b>EDUCATIONAL OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• to develop the knowledge of the main reading perspectives of the development for the educational intervention project</li> <li>• to develop the understanding of the circular relationship between reading perspectives of the development and operative choices of the educator</li> <li>• to develop competence in the planning and in evaluation of functional psychoeducational paths in the educational process in the life span</li> <li>• to develop methodological skills for the management of educational intervention</li> </ul>
<b>TEACHING METHODS</b>	<p>The teaching will embrace different teaching methods:</p> <ul style="list-style-type: none"> <li>- Frontal lessons, as classroom lessons and therefore always interactive with students</li> <li>- Exercises in class (case analysis, small-planning etc.)</li> <li>- Laboratories to test methods, tools, etc.</li> <li>- Seminars with experts of the themes exposed</li> <li>- students' involvement oin Seminars / Study days relate to the educational work pertaining to issues of community is provided as well</li> </ul> <p>In this regard, the didactic will be carried out referring to 3 levels:</p> <p>I) explanatory / descriptive: the teacher explains the subject topic (eg. with frontal lessons, seminars)</p> <p>II) implicative: the teacher directs to looking for connections between subject topic exposed and practice of the educator (eg. with classroom exercises on case analysis, work discussion and laboratory)</p> <p>III) applicative: the teacher starts operating segments in the classroom to try to apply the learned topics (eg. with exercises in class planning and laboratories)</p>
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>G. Perricone, C. Polizzi, M.R. Morales, A. Carollo, I. Rotolo, R. Caldarella (2018 ), Corso di Psicologia dello Sviluppo e dell'Educazione con elementi di Psicologia pediatrica, McGraw-Hill, Milano.</p> <p>n. 3 articoli scientifici su condizioni di rischio evolutivo nell'infanzia e nell'adolescenza, da ricercare in emeroteca in riferimento a riviste di Psicologia dello Sviluppo e dell'Educazione</p> <p>n.3 scientific papers about the educational paths in developmental risk conditions of infants and adolescence, that the student will choose from magazines present in the newspaper library, reference Developmental Psychology and Education</p>

## SYLLABUS

Hrs	Frontal teaching
6	Epistemological issues and developmental contexts (epistemological nodes, perspectives, typical and atypical development, life span and life cycle, evolutionary trajectory, developmental crisis, developmental and special educational needs); Contribution of Neurosciences and educational implications
4	Prenatal Development, prenatal screening and Medically Assisted Procreation
3	Typical and Atypicaol Cognitive Development : theories and models
3	Typical and Atypical Emotional Development
3	Typical and Atypical Developmental course of Identity
2	Physical and motor development
3	Typical and Atypical Language Development
3	Developmental Risk: lecture models

## SYLLABUS

<b>Hrs</b>	<b>Frontal teaching</b>
2	Prevention Models and Educational Rehabilitation
2	Learning models, motivational profile and metacognition
<b>Hrs</b>	<b>Practice</b>
2	Developmental Risk: educational implications
<b>Hrs</b>	<b>Workshops</b>
2	Assessment: sense and meaning; approaches (educational, psychological and didactic)
4	Educational Methods
<b>Hrs</b>	<b>Others</b>
1	Initial training contract: recovery student's expectations and representations on the relation between Development and Education, promotion of motivation to study the discipline , presentation of training course
2	Seminar on Preterm birth and educational intervent
3	The educational working network