



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2022/2023		
BACHELOR'S DEGREE (BSC)	EDUCATIONAL SCIENCE		
SUBJECT	PSYCHOLOGY OF DEVELOPMENT AND EDUCATION		
TYPE OF EDUCATIONAL ACTIVITY	B, C		
AMBIT	10677-Attività formative affini o integrative 50072-Discipline didattiche e per l'integrazione dei disabili		
CODE	10204		
SCIENTIFIC SECTOR(S)	M-PSI/04		
HEAD PROFESSOR(S)	POLIZZI CONCETTA	Professore Associato	Univ. di PALERMO
	FONTANA VALENTINA	Professore a contratto	Univ. di PALERMO
	MALTESE AGATA	Ricercatore	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	9		
INDIVIDUAL STUDY (Hrs)	180		
COURSE ACTIVITY (Hrs)	45		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	1		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>FONTANA VALENTINA Tuesday 14:15 15:15 Piattaforma Teams</p> <p>MALTESE AGATA Monday 09:00 11:00 Edificio 15 VI piano Wednesday 10:00 12:00 CLASSE TEAM CODICE: sacm7wrRICEVIMENTO STUDENTI AGATA MALTESEe richiesta la prenotazione via mail</p> <p>POLIZZI CONCETTA Friday 09:00 11:00 stanza del docente P4 - 018, edificio 15 , 4° piano</p>		

PREREQUISITES	Knowledge of basic processes: intelligence, motivation, learning, emotions.
LEARNING OUTCOMES	<p>Knowledge and ability to understand:</p> <ul style="list-style-type: none"> - Knowledge and understanding of the key points of developmental and educational psychology - Knowledge and understanding of the main models of developmental psychology - Knowledge and understanding of the implications of developmental psychology in educational contexts - Knowledge and understanding of atypical development trajectories <p>Ability to apply knowledge and understanding.</p> <ul style="list-style-type: none"> - Ability to apply the theoretical knowledge to the different educational contexts (school, family, etc.). - Ability to use psychological knowledge in order to identify risk and/or protection factors characterizing paths and developmental contexts. - Ability to critically use the results of contemporary psychological research in design and educational intervention. <p>Autonomy of judgment</p> <ul style="list-style-type: none"> - Acquisition of the ability to work independently, with a critical and conscious approach, proving to know how to make operational decisions in relation to the needs and problems encountered in the different situations. - Ability to evaluate models and educational interventions in childhood and adolescence in relation to their scientific validity. - Ability to evaluate the appropriateness of modalities and educational activities in relation to the stages of development and individual differences of individual children or adolescents. <p>Communication skills</p> <ul style="list-style-type: none"> - acquisition of the skills of description and synthesis and use of an appropriate psychological lexicon - acquisition of relational and communicative skills necessary for effective management of the educational relationship. <p>Learning skills</p> <p>Achievement of a competence in individual study and bibliographic consultation, also through data bases available on-line.</p>
ASSESSMENT METHODS	<p>The assessment of the learning will include:</p> <p>For the attending students:</p> <ul style="list-style-type: none"> - A written test in progress (to be performed during the scheduled week of teaching), which will consist of closed and/or open-ended questions. The test will be aimed at assessing acquisitions reached during the first part of the course. The test will last at least an hour. The scores on each question will depend on whether the answer is totally or partially correct, incorrect or misleading. The evaluation will be expressed in thirtieths. - A final written test, which will consist of closed questions and/or open-ended questions. The test will be aimed at assessing acquisitions reached during the course and, in particular, the ability to apply knowledge and understanding, independence of judgment and communication skills. The final test will last at least an hour. The scores on each question will depend on whether the answer is totally or partially correct, incorrect or misleading. The evaluation will be expressed in thirtieths. <p>The votes obtained in the two tests will be summed and the final vote may be validated during the examination periods. The student may choose to supplement the vote of the written tests with an oral exam.</p> <p>For all the students:</p> <ul style="list-style-type: none"> -An oral exam which will consist of an interview aimed to ascertain the possession of skills and subject knowledge provided by the course. The candidate will have to answer at least two/three questions posed orally, on all parties covered by the program, with reference to the recommended texts. Final assessment aims to evaluate whether the student has knowledge and understanding of the topics, has acquired the capacity to interpret and independent judgment. The pass mark will be reached when the student shows knowledge and understanding of the subjects at least in general terms, and has minimal application knowledge regarding the presentation of the topics of the course; he/she will also have presentation and argumentative skills as to allow the transmission of his/her knowledge to the examiner. Below this threshold, the examination will be insufficient. The more, however, the student will be able to find own connections between the topics of the course and be able to go into detail on the subject of discipline, the more the assessment is positive. The evaluation will be expressed in thirtieths.
EDUCATIONAL OBJECTIVES	<p>The course aims to analyze the historical references, methods, theories and fundamental concepts, as well as the current critical nodes of developmental psychology, with particular attention to the study of cognitive, affective and social development and the influence of the socio-cultural context on building the identity of the child and adolescent in situations of normative and risk</p>

	development.
TEACHING METHODS	- Lessons accompanied by slides downloadable from the site. For the attending students, there is a written test in progress (during the teaching period of suspension) and a final written test (the last day of class) that will be evaluated.
SUGGESTED BIBLIOGRAPHY	Psicologia dello Sviluppo e dell'Educazione. Traiettorie evolutive e contesti educativi: una prospettiva integrata. Caravita S., Milani L., Traficante D.(2018). Il Mulino. Fare inferenze. Storie e attivita' per potenziare la comprensione del testo Agata Maltese, Annamaria Pepi e Lidia Scifo. (2019) Erickson. Dispense e materiale fornite dal docente (scaricabili dal sito)

SYLLABUS

Hrs	Frontal teaching
6	Key points of developmental psychology. The main theoretical approaches to the study of development
6	Models of development and methods of investigation. Deterministic models and probabilistic models of development. Key points of a research in developmental psychology. Research designs. Instruments and techniques to collect data.
4	Key points of the psychology of education. Object of study of the psychology of education. Relationship between developmental psychology and education.
4	Motor development
8	The development of emotions and socio-emotional competence
4	The attachment theory: Bowlby; Ainsworth; Main.
6	Cognitive development: Jean Piaget; Lev Vygotsky and the socio-cultural approach; Jerome Bruner and the role of culture; Human information processing; Gardner's theory of multiple intelligences; the theory of the mind
4	The development of language and communication
6	Social and moral development
6	Developmental psychology and educational issues. Growth and educational contexts in the life cycle
6	Atypical developmental trajectories

PREREQUISITES	basic knowledge of Developmental Psychology, developed in the previous school curriculum
LEARNING OUTCOMES	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • To know the main epistemological issues of developmental and educational psychology and understand its implications on educator's intervention • to understand the relationship between development and education • to know the most important theoretical perspectives of developmental psychology • to know and understand the evolutionary implications of educational intervention - to Know the educational implications of theoretical perspectives of developmental psychology - to know issues and strategies of the educational working - to know models of educational planning • to understand the importance of educational contexts in the development path • to know and understand the specificity of the educational process, in terms of change /transformation • to know psychoeducational intervention models and understand the evolutionary meaning • to know and understand the forms of educational assessment • to know and understand the language specificity of the discipline <p>Applying knowledge and understanding:</p> <ul style="list-style-type: none"> • to trace the links between the studied subjects and professional reference profile • to know how to put into context several developmental reading patterns • to know how to contextualize the methodological choices for educational intervention • to hypothesize specific paths, educational intervention strategies and methods for the promotion of development in the life span • to know how to use the technical language of the disciplin <p>Making Judgements:</p> <ul style="list-style-type: none"> • to Start metacognition on the own learning process during the course • to Assess the learning pathways and applications experienced • to Identify results and critical points of learning and application paths <p>Communication skills</p> <ul style="list-style-type: none"> • 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 <p>Learning skills</p> <ul style="list-style-type: none"> • to research the informal knowledge on the course topics to start the proposed formalization • to learn information and to build personal knowledge • to analyze knowledge and experienced paths through the bibliographical research of the field, the participation to seminars and conferences
ASSESSMENT METHODS	<p>ONGOING WRITTEN TEST about the on the disciplinary contents addressed up to that moment (not mandatory)</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 correctly 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"> - Knowledge of the requested topic and the ability to explain clearly and correctly of the same, using the language of the discipline - The ability to make connections between the requested topic and the other topic of the discipline - The ability to recognize and explain the implications of models or theories proposed may have to practice for the educator - The ability to recognize and explain the evolutionary importance of educational expressed interventions - The ability to provide independent judgments about the subject topic required during the examination, about to the educator <p>The student will get the maximum score if the test allows to verify the full possession of the skill levels of explain knowlwdge : describe clearly and correctly, knowing how taking educational implications, knowing hypothesize</p>

	<p>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>
EDUCATIONAL OBJECTIVES	<ul style="list-style-type: none"> • to develop the knowledge of the main reading perspectives of the development for the educational intervention project • to develop the understanding of the circular relationship between reading perspectives of the development and operative choices of the educator • to develop competence in the planning and in evaluation of functional educational paths in the educational process in the life span • to develop methodological skills for the management of educational intervention
TEACHING METHODS	<p>The teaching will embrace different teaching methods:</p> <ul style="list-style-type: none"> - Frontal lessons, as classroom lessons and therefore always interactive with students - Exercises (case analysis, small-planning etc.) - Seminars with experts of the themes exposed, also in online mode - students' involvement oin Seminars / Study days, also in online mode, relate to the educational work pertaining to issues of community is provided as well <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>
SUGGESTED BIBLIOGRAPHY	<p>Perricone Giovanna, Polizzi Concetta, Burgio Sofia, Carollo Antonio, Fontana Valentina, Morales Maria Regina, Rotolo Ilenia</p> <p>Con il contributo di Michela Mammina, 2021, McGraw-Hill Education Create: ISBN: 9788838655456</p>

SYLLABUS

Hrs	Frontal teaching
4	DEVELOPMENT EPISTEMOLOGY: Epistemological issues and 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
5	Prenatal Development and contribution of foetal psychology, prenatal screening, Medically Assisted Procreation and implications for parental competence, preterm birth
6	Typical and Atypicaol Cognitive Development : theories and models
4	Typical and Atypical Emotional Development
3	Typical and Atypical Developmental course of Identity
3	Physical and motor development
3	Typical and Atypical Language Development
3	Developmental Risk: lecture models
2	Prevention Models and Educational Rehabilitation
2	Learning models, motivational profile and metacognition
Hrs	Practice
2	Developmental Risk: educational implications
Hrs	Workshops
2	Educational Methods
Hrs	Others
2	Assessment: sense and meaning; approaches (educational, psychological and didactic)

Hrs	Others
2	Seminar on on the educational work with risk conditions in early childhood
2	Constructs of Pediatric Psychology

PREREQUISITES	basic knowledge of Developmental Psychology, developed in the previous school curriculum
LEARNING OUTCOMES	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • To know the main epistemological issues of developmental and educational psychology and understand its implications on educator's intervention • to understand the relationship between development and education • to know the most important theoretical perspectives of developmental psychology • to know and understand the evolutionary implications of educational intervention - to Know the educational implications of theoretical perspectives of developmental psychology - to know issues and strategies of the educational working - to know models of educational planning • to understand the importance of educational contexts in the development path • to know and understand the specificity of the educational process, in terms of change /transformation • to know psychoeducational intervention models and understand the evolutionary meaning • to know and understand the forms of educational assessment • to know and understand the language specificity of the discipline <p>Applying knowledge and understanding:</p> <ul style="list-style-type: none"> • to trace the links between the studied subjects and professional reference profile • to know how to put into context several developmental reading patterns • to know how to contextualize the methodological choices for educational intervention • to hypothesize specific paths, educational intervention strategies and methods for the promotion of development in the life span • to know how to use the technical language of the disciplin <p>Making Judgements:</p> <ul style="list-style-type: none"> • to Start metacognition on the own learning process during the course • to Assess the learning pathways and applications experienced • to Identify results and critical points of learning and application paths <p>Communication skills</p> <ul style="list-style-type: none"> • 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 <p>Learning skills</p> <ul style="list-style-type: none"> • to research the informal knowledge on the course topics to start the proposed formalization • to learn information and to build personal knowledge • to analyze knowledge and experienced paths through the bibliographical research of the field, the participation to seminars and conferences
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	<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>
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SYLLABUS

Hrs	Frontal teaching
4	EPISTEMOLOGIA DELLO SVILUPPO: Questioni e nodi epistemologici, prospettive, tipicità e atipicità, arco e ciclo di vita, traiettoria evolutiva, crisi evolutive; contributo delle neuroscienze e implicazioni educative
5	Prenatal Development and contribution of foetal psychology, prenatal screening, Medically Assisted Procreation and implications for parental competence, preterm birth
6	Typical and Atypical Cognitive Development : theories and models
4	Typical and Atypical Emotional Development
3	Typical and Atypical Developmental course of Identity
3	Physical and motor development
3	Typical and Atypical Language Development
3	Developmental Risk: lecture models
2	Prevention Models and Educational Rehabilitation
2	Learning models, motivational profile and metacognition
Hrs	Practice
2	Developmental Risk: educational implications
Hrs	Workshops
2	Educational Methods
Hrs	Others
2	Assessment: sense and meaning; approaches (educational, psychological and didactic)
2	Seminar on the educational work with risk conditions in early childhood
2	Constructs of Pediatric Psychology