



# UNIVERSITÀ DEGLI STUDI DI PALERMO

|                                     |  |                                 |                  |
|-------------------------------------|--|---------------------------------|------------------|
| <b>DEPARTMENT</b>                   | Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione                                  |                                 |                  |
| <b>ACADEMIC YEAR</b>                | 2023/2024  |                                 |                  |
| <b>BACHELOR'S DEGREE (BSC)</b>      | EDUCATIONAL SCIENCE  |                                 |                  |
| <b>SUBJECT</b>                      | PSYCHOLOGY OF DEVELOPMENT AND EDUCATION  |                                 |                  |
| <b>TYPE OF EDUCATIONAL ACTIVITY</b> | B, C   |                                 |                  |
| <b>AMBIT</b>                        | 50072-Discipline didattiche e per l'integrazione dei disabili  10677-Attività formative affini o integrative |                                 |                  |
| <b>CODE</b>                         | 10204  |                                 |                  |
| <b>SCIENTIFIC SECTOR(S)</b>         | M-PSI/04   |                                 |                  |
| <b>HEAD PROFESSOR(S)</b>            | GENTILE AMBRA  | Ricercatore a tempo determinato | 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>GENTILE AMBRA</b><br>Wednesday 10:00 - 13:00    Viale delle Scienze, ed 15, 4 piano                       |                                 |                  |

**DOCENTE:** Prof.ssa AMBRA GENTILE

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| <b>PREREQUISITES</b>          | students have shown listening and critical reasoning skills and know how to apply the concepts learned in class on a practical viewpoint.  |
| <b>LEARNING OUTCOMES</b>      | <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>- Knowledge and understanding of the key points of developmental and educational psychology</li><li>- Knowledge and understanding of the main models of development</li><li>- Knowledge and understanding of the implications of developmental psychology in educational contexts</li><li>- Knowledge and understanding of atypical developmental trajectories. Ability to apply knowledge and understanding.</li><li>- Ability to apply the theoretical knowledge learned to different educational contexts (school, family, etc.).</li><li>- Ability to use psychological knowledge in order to identify risk and/or protection factors characterizing development paths and contexts.</li><li>- Ability to critically use the results of contemporary psychological research in planning and educational intervention.</li></ul> <p><b>AUTONOMY OF JUDGMENT</b></p> <ul style="list-style-type: none"><li>- Acquisition of the ability to work independently, with a critical and aware approach, demonstrating the ability to make operational decisions in relation to the needs and problems encountered in different situations.</li><li>- Ability to evaluate educational models and interventions in childhood and adolescence in relation to their scientific validity.</li><li>- Ability to evaluate the appropriateness of educational methods and activities in relation to the development stages and individual differences of individual children or adolescents.</li></ul> <p><b>COMMUNICATION SKILLS</b></p> <ul style="list-style-type: none"><li>- acquisition of description and synthesis skills and use of an appropriate psychological lexicon - maturation of relational and communicative skills necessary for an effective management of the educational relationship. Learning ability. Achievement of competence in individual study and bibliographic consultation, also through databases available online.</li></ul> |
| <b>ASSESSMENT METHODS</b>     | Written exam (30 questions with multiple choice). The exam is successfully completed if the student obtains more than 18/30. Oral exam by choice.  |
| <b>EDUCATIONAL OBJECTIVES</b> | 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 construction of the identity of the child and adolescent in contexts of normative development and at risk.   |
| <b>TEACHING METHODS</b>       | Class, exercises   |
| <b>SUGGESTED BIBLIOGRAPHY</b> | John Santrock, Deater-Deckard, Lansford J., Rollo D. (2021). Psicologia dello sviluppo. Editore: McGrawHill. Materiale fornito dalla docente.  |

## SYLLABUS

| <b>Hrs</b> | <b>Frontal teaching</b>  |
|------------|--|
| 6          | Introduction to the psychology of development (unicausal and multicausal models, ecological model of Bronfenbrenner) |
| 6          | Research Methodology, observation  |
| 4          | Motor development and perceptual development   |
| 6          | Cognitive development (Piaget, Erikson, Vygotskij)   |
| 4          | Language development, Theory of mind   |
| 6          | Atypical development   |
| 4          | Emotional development, the attachment theory   |
| 3          | Adolescence  |
| <b>Hrs</b> | <b>Practice</b>  |
| 6          | The observation of children's behaviour  |