

Course of Study in
"PSYCHOLOGICAL SCIENCES AND TECHNIQUES OF HUMAN RESOURCES" - [L24].
 a.y. 2021/2022

SUBJECT
DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

SDS: M-PSI/04 - ECT: 6
 II YEAR; I SEMESTER

Lecturer: **Prof. Tiziana De Vita**
 Disciplinary tutor: **Dr Angela De Pace**

<p>Qualification and scientific background of the lecturer</p>	<p>Psychologist, Ph.D. in Clinical Psychology XVI Cycle University of Lecce. Honorary Judge of the Court of Appeal of Lecce - Taranto branch, Technical Consultant for the Ordinary Court of Taranto. Postgraduate course in General and Penitentiary Criminology at the University of Bari and postgraduate course in Neuropsychology and Forensic Psychodiagnostics at the University of Siena. Master's degree in "<i>GAME-SPORT: nuove FRONTIERE</i>", "Autism Spectrum Disorder: theory and teaching methods based on behavioural science", "Didactics and Psychopedagogy for pupils with intellectual disabilities (Mental Retardation)". Postgraduate degree in Family Mediation and in educational support activities for pupils with disabilities. Adjunct lecturer in several Italian Universities. Author of numerous publications in national and international journals.</p>
<p>Description of contents and subdivision of the programme into teaching modules</p>	<p>Module 1 - Developmental and educational psychology: origins, theories, methods of investigation What is educational psychology; perspectives and theories of educational psychology; methods for research and intervention in educational contexts. Learning. Memory. The ICF.</p> <p>Module 2 - Teaching strategies and objects of study Cooperative learning; Problem-solving; Motivation to learn; Learning to study and self-regulated learning. Thinking style. Metacognition.</p>

<p>Abstract</p>	<p>Module 1 - Developmental psychology and educational psychology: origins, theories, methods of investigation</p> <p>What is the psychology of education; perspectives and theories of educational psychology; methods for research and intervention in educational contexts. Learning. The memory. The ICF.</p> <p>Module 2 - Didactic strategies and objects of study</p> <p>Cooperative learning; Problem-solving; The motivation to learn; Learn to study and self-regulated learning. The style of thinking. Metacognition.</p>
<p>Learning objectives</p>	<p>A. Knowledge and understanding</p> <p>Knowledge and ability to understand the main thematic nuclei of Developmental Psychology and Educational Psychology, also with reference to different historical perspectives and contemporary research.</p> <p>B. Applied knowledge and understanding</p> <p>Ability to understand how some fundamental concepts of developmental and educational psychology have been employed in education. Knowledge of some working tools.</p> <p>C. Autonomy of judgement</p> <p>Ability to critically evaluate the strengths and weaknesses of the various perspectives, their link with the historical and socio-cultural context; to be able to approach a topic with a scientific method, according to the research methods typical of the discipline.</p> <p>D. Communication skills</p> <p>To know how to use appropriate language, to be able to clearly explain the main themes of the discipline, to take on board certain definitions central to work in the educational field.</p> <p>E. Learning ability</p> <p>To know how to use multiple channels for the learning to learn and to be able to imagine ways of transferring the knowledge and skills learned to one's own life and work context.</p>

<p>Expected learning outcomes</p>	<p>A. Use of advanced textbooks, knowledge of some cutting-edge topics within the subject studied, use of information sources available on the Internet in various formats (videos, databases, etc.).</p> <p>B. Professional approach to work and possession of adequate skills to devise arguments, support them and solve problems within the subject studied.</p> <p>C. Ability to collect and interpret data (both online and from other sources) useful for making independent judgments given the subject studied and different perspectives on the subject.</p> <p>D. Ability to communicate information, ideas, problems and solutions to specialists and non-specialists.</p> <p>E. Ability to undertake further studies with a high degree of autonomy.</p>
<p>Skills to be acquired</p>	<p>EXPECTED RESULTS</p> <p>A. Use of advanced textbooks, knowledge of some cutting-edge topics within the subject studied.</p> <p>B. A professional approach to work and possession of appropriate skills to devise arguments, support them and solve problems within the subject studied. Ability to collect and interpret data useful for making independent judgements.</p> <p>C. Ability to communicate information, ideas, problems and solutions to specialists and non-specialists.</p> <p>D. Ability to undertake further studies with a high degree of autonomy.</p>
<p>Didactics organisation</p>	<p>DIDACTICS PROVISION</p> <ul style="list-style-type: none"> ➤ 6 hours of recorded video lessons available on the platform. ➤ 2 synchronous meetings on the platform. ➤ Podcasts of all the above-mentioned video lessons. <p>INTERACTIVE DIDACTICS</p> <ul style="list-style-type: none"> ➤ 1 course orientation forum.

	<ul style="list-style-type: none"> ➤ 2 thematic follow-up forums (1 per module). ➤ Possibility to carry out work in groups. ➤ 2 structured <i>e-activities</i> (as described in the section "<i>in itinere assessment methods</i>"). <p>SELF-LEARNING</p> <p>Teaching materials are provided for each module: in-depth thematic studies, articles and slides by the lecturer, open access readings, online resources, reference bibliography, etc.</p>
Recommended examination texts	<ul style="list-style-type: none"> ➤ Ligorio, M.B., Cacciamani, S. (2013), <i>Psicologia Dell'educazione</i>, Rome: Carocci publisher. ➤ Cottini L., (2019) <i>Didattica speciale e inclusione scolastica</i>, Carocci Editore Roma
In itinere assessment methods	<p>Access to the final examination is subject to the following 2 e-activities:</p> <ul style="list-style-type: none"> ➤ E-activity 1 - Conscious reflection on the models of reference in the teacher-learner relationship: the student will elaborate in written form a reflection by answering the questions WHO AM I? WHAT WAS MY REFERENCE MODEL? WHAT ARE MY SUCCESSES AND FAILURES? ➤ E-activity 2 - Using the ICF in the educational context: The student will learn to apply the concepts and conceptual model of the ICF in practice, e.g. in coding and statistical uses, clinical documentation, education and social policies.
Procedure for the final examination	<p>The assessment of learning will take the form of an oral interview on the course contents and on the final report submitted, if any. The grade (min 18, max 30 with possible honours) is determined by the level of performance for each of the following dimensions of the oral interview: mastery of contents, appropriateness of definitions and theoretical references, clarity of argument, command of specialist language.</p>
Language of instruction	Italian