



COGNITIVE DEVELOPMENT	
Anno immatricolazione	2020/2021
Anno offerta	2020/2021
Normativa	DM270
SSD	M-PSI/04 (PSICOLOGIA DELLO SVILUPPO E PSICOLOGIA DELL'EDUCAZIONE)
Dipartimento	DIPARTIMENTO DI SCIENZE DEL SISTEMA NERVOSO E DEL COMPORTAMENTO
Corso di studio	PSYCHOLOGY, NEUROSCIENCE AND HUMAN SCIENCES
Curriculum	PERCORSO COMUNE
Anno di corso	1°
Periodo didattico	Primo Semestre (05/10/2020 - 18/12/2020)
Crediti	6
Ore	36 ore di attività frontale
Lingua insegnamento	INGLESE
Tipo esame	SCRITTO E ORALE CONGIUNTI
Docente	LECCE SERENA (titolare) - 6 CFU
Prerequisiti	Basic knowledge of developmental psychology
Obiettivi formativi	<p>The course offers updated and research-related knowledge in the field of cognitive development psychology with explicit reference to the experimental research conducted in the area of socio-cognitive development.</p> <p>The target are students with specific interests in psychology and cognitive process, as well as students who wish to acquire knowledge that will allow them to evaluate different areas of cognitive development and to intervene in order to promote socio-cognitive skills of children and adults.</p> <p>On completion of this course, the student will be able to:</p>

	<ul style="list-style-type: none"> <li>- demonstrate an understanding of main developmental stages of cognition;</li> <li>- critically evaluate existing scientific literature</li> <li>- apply the existing tasks tapping on socio-cognitive skills</li> <li>- know the main intervention programs designed to promote socio-cognitive skills</li> </ul>
<b>Programma e contenuti</b>	The course covers the topic of age-related changes in children's thinking ability. Particular attention will be devoted to the topics of socio-cognitive development and theory of mind, in a life span perspective. Evaluation tasks and intervention programs in the area of theory of mind will be presented.
<b>Metodi didattici</b>	<p>Lectures, group discussions and individual exercises based on scientific papers.</p> <p>In accordance with the University Guidelines on teaching methods for the academic year 2020/2021, the course takes place through lessons that can be attended remotely in streaming on scheduled dates and times and provides the possibility to download the lesson and consult the slides or other teaching material from the university platform. The possibility of teaching with blended method, ie with a part of students in the classroom, is foreseen in relation to the number of students and the progress of the health emergency. More information will be given at the beginning of the course</p>
<b>Testi di riferimento</b>	<p>Hughes C. (2011). Social understanding and social lives. Psychology Press</p> <p>Banerjee, R., Watling, D., &amp; Caputi, M. (2011). Peer relations and the understanding of faux pas: Longitudinal evidence for bidirectional associations. <i>Child Development</i>, 82, 1887–1905.</p> <p>?</p> <p>Henry M. Wellman (2018): Theory of mind: The state of the art, <i>European Journal of Developmental Psychology</i>, DOI: 10.1080/17405629.2018.1435413</p> <p>Hughes, C., &amp; Devine, R. T. (2015). Individual differences in theory of mind from preschool to adolescence: Achievements and directions. <i>Child Development Perspectives</i>, 9, 149–153.</p> <p>Wellman, H. M., &amp; Liu, D. (2004). Scaling of theory-of-mind tasks. <i>Child Development</i>, 75, 523–541</p>
<b>Modalità verifica apprendimento</b>	<p>oral exam</p> <p>Student will receive an integrative mark based on the in-class work that will take a variety of forms, such as active participation in class discussions, essays and the presentation of selected scientific papers. The final mark will be the mean of this integrative mark and the one obtained in the written exam.</p>
<b>Altre informazioni</b>	

