Learning objectives

Knowledge and understanding

- Main theoretical approaches of teaching learning processes
- Cognitive, metacognitive, and motivational aspects of learning
- Behavioral, relational and emotional aspects at school
- Dysfunctional developmental pathways

Applying knowledge and understanding

- Competence in recognizing difficulties in cognitive, behavioral and socio-emotional development
- Abilities to use instruments to detect risk and protective factors in preschool, childhood and adolescence periods
- Abilities to plan intervention strategies in the school context.

Contents

The course is developed in two parts.

In the first part, the behaviourist, cognitive, and sociocultural perspective of learning will be studied. Moreover, this part will focus on learning, and in particular on intelligence, individual differences, metacognition, self-regulation and motivation.
The second part of the course aims at analyzing children's relational and emotional aspects at school. In particular, topics include the role of school psychologist, social and emotional competence, bullying, self-esteem. Instruments and intervention strategies will be also presented.

**Detailed program**

- Educational Psychology: behaviourist, cognitive, and sociocultural perspective
- Intelligence and individual differences
- Metacognition
- Self-regulation
- Motivation
- The role of the school psychologist
- The role of teachers
- Self-esteem and self-concept
- Bullying at school: theoretical aspects and suggestions for interventions
- Social competence, friendship, popularity
- Emotional competence: expression, understanding and regulation

**Prerequisites**

Nothing specific. A good knowledge of the basis of Developmental psychology enables a more aware use of the course contents.

**Teaching methods**

Lessons will be held through lectures, discussions, videos or other materials.

**Assessment methods**

Learning assessment will be carried out through written open questions. Sufficient performance allows the access to an oral interview.

**Textbooks and Reading Materials**

First part of the course
Specific material will be available for the students.

Second part of the course
Lessons and their corresponding slides will not be available for students.

psicoeducative per le scuole dell'infanzia e primaria. Trento: Erickson.


5) Bombi, A. S., Bucciarelli, M., Cornoldi, C., & Menesini, E. (2014). Perché la scuola non può fare a meno della psicologia (e invece qualche volta se ne dimentica)? Giornale Italiano di Psicologia, 1, 11-22. (This article is available for students in e-learning).