



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Psicologia dell'Educazione nei Contesti di Apprendimento

2021-1-F5103P082

Learning area

Typical development and educational contexts

Learning objectives

Knowledge and understanding

- School well-being
- Cognitive, metacognitive and motivational processes involved in learning
- Theories on the acquisition of mathematical, reading, writing, and study skills
- Relational and emotional aspects in the school context

Applying knowledge and understanding

- Abilities to monitor the cognitive and motivational processes involved in learning
- Abilities to use instruments for analyzing reading, writing, and mathematical skills and recognizing any difficulties
- Abilities to use instruments for analyzing motivational and relational factors in the school context

Contents

The course is aimed at providing students with a deep knowledge of cognitive, metacognitive, motivational, and socio-emotional aspects related to learning, factors that play an important role in the school well-being. The role of the school psychologist will be mentioned. Instruments will be also presented.

Detailed program

- School well-being
- Cognitive processes implied in learning
- Metacognition
- Self-regulation
- Prerequisites of reading, writing, and mathematical skills
- The development of mathematical, reading, and writing skills
- Motivation
- Socio-emotional competence and relationships in the classroom
- School psychologist

Prerequisites

A good knowledge of the basis of Developmental psychology enables a more aware use of the course contents. Students lacking such basic knowledge are encouraged to ask for a list of basic references.

Teaching methods

In addition to classroom lectures, part of the lessons will take place through discussions in the classroom, video presentations, and guided exercises. Smartphone apps (e.g., Socrative, Mentimeter) that allow students to respond in real time to open or closed questions will be used. These methods aim to engage students, make the course contents more usable and facilitate the acquisition of specific skills on the use of instruments related to the course topics.

Students are given the opportunity to deepen topics related to the course working in group; specifically, these students, under the supervision of the teacher, will be asked to search material, analyze and present it to the class using slides; in addition, these students will be asked to write in group a brief report for the teacher.

The slides of the lessons will be available on the e-learning site of the course, also accessible to non-attending students.

During the Covid-19 emergency period the lessons will take place on-line and the lessons will be recorded.

Assessment methods

The exam is written with open questions and multiple-choice questions. The questions are aimed at ascertaining the effective acquisition of the course topics.

Answers to the open-ended questions will be evaluated on the base of correctness, completeness, the ability to synthesize, argue, and make links between concepts.

Participation in the group work proposed during the course, (see teaching methods) contributes to the final evaluation.

An oral interview on all course topics is provided to students who request it, which can lead to an increase or decrease of up to 2 points compared to the score of the written exam.

Itinere examinations were not proposed, but at the end of the lessons, before the summer exam session, an exam will be open to all students.

During the COVID-19 emergency, the examination methods will be defined and updated on the basis of the University rules.

Textbooks and Reading Materials

The material prepared by the teacher will be available on the e-learning page.

Boscolo, P. (2012). La fatica e il piacere di imparare. Psicologia della motivazione scolastica. Torino: Utet (Capitoli 2, 3, 4, 6, 8)

Cornoldi, C., Meneghetti, C., Moè, A., & Zamperlin, C. (2018). Processi cognitivi, motivazione e apprendimento. Bologna: Il Mulino (Capitoli 4, 6, 7, 8, 9, 10, 11, 12, 13)

Molinari, L. (2010). Alunni e insegnanti. Bologna: Il Mulino (solo cap. 5 "Le relazioni fra insegnanti e alunni"). Il capitolo è reperibile dal seguente sito, autenticandosi con le credenziali di Ateneo: <https://www.darwinbooks.it/doi/10.978.8815/229441>

Menesini, E., Corbo, E., & Nocentini, A. (2019). La prevenzione del cyberbullismo a scuola. Un approccio a molteplici livelli. *Media Education Studi, Ricerche e Buone Pratiche*, 10, 160-180.

Linee di indirizzo per la promozione del benessere psicologico a scuola. Il documento è reperibile dal seguente sito: <https://www.psy.it/protocollo-scuola>
