UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Emotions and Relationships in Learning Processes

2122-1-F5103P083

Learning area

1: Typical development and educational contexts

Learning objectives

Knowledge and understanding

? What is learning: an operational mode.

? Development of relational skills and emotional skills.

? Evaluation of the emotional-relational organization in learning.

? Mentalization, affective regulation and development of the Self in teaching-learning processes.

Applying knowledge and understanding

? Ability to understand and evaluate the evolutionary and relational factors involved in learning processes.

? Ability to understand the risk/protective factors of a family system and in the school context.

Contents

The course aims to illustrate the role of emotions and relationships in learning processes, focusing mainly on the characteristics of the environment (family and school) that can represent protection and/or risk factors for learning.

Detailed program

- Characteristics of the development of emotional skills.
- Mentalization, affective regulation and development of the Self in learning processes
- Relational characteristics of learning.
- Affectivity and emotions in learning processes.
- Protection and/or risk factors of learning with respect to family and school.
- Relational dynamics with the teacher and the class.
- Relational and emotional dynamics in learining contexts during the life cycle

Prerequisites

None.

Teaching methods

Frontal lesson will be the main mode of the course. The active participation of the students is desirable. There will be group exercises, focused on course topics. Some themes will be studied in depth by clinical cases.

These modalities, together with the discussion in the classroom, have the purpose of making the course contents more usable and facilitate the acquisition of specific skills on the emotional and relational characteristics of learning

Assessment methods

The final assessment will consist in a written exam with open questions.

Textbooks and Reading Materials

Mandatory Textbooks:

- Salzberger-Wittenberg I., Williams Polacco G., Osborne E. (1993). L’esperienza emotiva nel processo di insegnamento e di apprendimento. Liguori. Dal capitolo I al capitolo VIII

- Tagliani P. (2017). Difficoltà di apprendimento come sintomo. Legami, trauma e identità. Mimesis. Da pag 17 a pag 91, da pag 117 a pag 144, da pag 149 a pag 211, da pag 229 a pag 239.

- Williford, A. P., Carter, L. M. & Pianta, R.C. (2016). Attachment and School Readiness. In Handbook of Attachment, Third Edition, Theory, Research, and Clinical Applications, J. Cassidy & P. R. Shaver, New York: Guilford, p. 966-982.

One book between:

-Midgley N. & Vrouva I. (2007). La mentalizzazione nel ciclo di vita. Interventi con bambini, genitori e insegnanti. Raffaello Cortina. Cap I, II, IV, VI, VII.

-Ferro A. (2007). Evitare le emozioni, vivere le emozioni. Raffaello Cortina Editore. Cap I, II, III, IV, V, VII.

-Ammaniti M. (2018). Adolescenti senza tempo. Raffaello Cortina Editore. Cap I, II, IV, VII, VIII, IX.