UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Educational Psychology in Learning Contexts

2122-1-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 analyzed. 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, video presentations, and guided exercises. Moreover, specific tools (e.g., Wooclap) that allow students to respond in real time to open or closed questions posed by the teacher through an electronic device will be used. This method aims both to make the course contents more usable and to increase the comprehension of 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 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.

Lessons will be held in presence, unless further COVID-19 related restrictions are imposed.

Assessment methods

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

Answers will be evaluated on the base of correctness, completeness, the ability to 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.

Although this course is held in Italian, Erasmus students can take the exam in English if they wish to do so.

Textbooks and Reading Materials

Slide messe a disposizione sulla pagina del corso del sito e-learning.

Bonifacci, P. & Tobia, V. (2017). Apprendere nella scuola dell'infanzia. Lo sviluppo dei prerequisiti. Roma: Carocci

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)

Cornoldi, C., Molinari, L. (2019). Lo psicologo scolastico. Bologna: Il Mulino (Capitoli 1, 2, 3, 4, 5)

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

Moè, A. (2020). La motivazione. Bologna: Il Mulino (solo capitolo 7). Libro presente in biblioteca (formato cartaceo e e-book)

Molinari, L. (2010). Alunni e insegnanti. Bologna: Il Mulino (solo capitolo 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