UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Emotions and Relationships in Learning Processes

2324-1-F5103P083

Learning area

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. Questions will be aimed at ascertain the proper knowledge of the theoretical foundations of the course. The evaluation criteria are: the correctness of the answers, the ability to argue, synthesize, create links, and apply the course contents to the reality. For those students who request it, an oral interview is also provided, on all the topics of the course, which can lead to an increase or decrease of the score of the written exam.
During the course a group assignement will be presented to the students. Depending on the assessment, the assignment could lead to an increase of the final grade up to 3 points.
No mid semester examination will be presented.
Although this course is held in Italian, for Erasmus students, course material can also be available in English, and

students can take the exam in English if they wish to do so.

Textbooks and Reading Materials

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.
- Slides provided by the teacher

Sustainable Development Goals

QUALITY EDUCATION