



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Emotions and Relationships in Learning Processes

2425-1-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, from a

psychoanalytic perspective, on the characteristics of mental development within primary relationships and on the qualities of subsequent reference environments (family, school), as protective and/or risk factors for an individual's learning throughout their life cycle.

Detailed program

1. Learning, emotions, and relationships: a psychoanalytic perspective.
2. Models of mind development (relational-affective) in the primary caregiver-child relationship.
3. Mentalization, affective regulation, and the development of the Self in learning processes.
4. Protective and/or risk factors of learning with respect to family and school.
5. Affective-relational dynamics in learning contexts during the life cycle: the relationship with the teachers, peers, and the classroom group.
6. Specific learning disorders: framework, assessment, and intervention.
7. Learning difficulties as a symptom (e.g., school failure and narcissistic fragility; overinvestment in thinking, narcissism, and the false Self; learning, trauma, and deprivation).

Prerequisites

None.

Teaching methods

Teaching will be carried out entirely through lectures. The course will consist of approximately 50% traditional lectures and 50% interactive activities (class discussions, case presentations, group work). There will be, in particular, group exercises in class focused on both theoretical (discussion through selected articles and readings on the topics covered) and clinical topics (group work on clinical cases).

These methods aim to facilitate the acquisition of specific knowledge and skills through experiential 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. No mid semester examination will be presented.

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

- Salzberger-Wittenberg I., Williams Polacco G., Osborne E. (1993). L'esperienza emotiva nel processo di insegnamento e di apprendimento. Liguori.
- Tagliani P. (2017). Difficoltà di apprendimento come sintomo. Legami, trauma e identità. Mimesis.
- Materials and articles/chapters used during lectures.

The complete bibliography, useful for exam preparation, will be provided by the middle of the course.

Sustainable Development Goals

QUALITY EDUCATION
