UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Educational Psychology in Learning Contexts

2425-1-F5103P082

Learning area

Typical development and educational contexts

Learning objectives

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

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

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 psychologist
• School well-being
• Motivation
• Emotion in school context
• Cognitive processes implied in learning
• Self-regulation
• Prerequisites of reading, writing, and mathematical skills
• The development of mathematical, reading, and writing skills
• Teacher-students relationship
• Peer relationships
• Bullying

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 to supplement the bibliography.

Teaching methods

The course consists of 28 2-hour lessons.
The lessons will be delivered mainly in a didactic format (24 lessons of 2 hours), but supplemented, when possible, by short videos and small group work followed by collective debate. Three lessons of 2 hours in interactive format will be provided: exercises on the use of tests to evaluate reading and writing skills will be proposed, and group works will be presented.
The entire course will be conducted in person and in Italian.
To deepen topics related to the course, students will be asked to choose between one of these two options:

1. study a book from among the books of your choice indicated in the bibliography
2. carry out a group work; in particular, students will be asked, under the supervision of the teacher, to find scientific articles relating to a topic of their choice, analyze them and write a group report for the teacher; these students will also be asked to present the work to the class.
   The slides of the lessons will be available on the e-learning site of the course, also accessible to non-attending students.

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.
Group work and the study of the chosen book (see section "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.
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

- Slides are available on the e-learning page associated with the course
- Bonifacci, P. & Tobia, V. (2017). Apprendere nella scuola dell'infanzia. Lo sviluppo dei prerequisiti. Roma: Carocci
- Camodeca, M. & Gelati, C. (2024). Il benessere a scuola. Una prospettiva psicologica. Roma: Carocci
- Cornoldi, C., Molinari, L. (2019). Lo psicologo scolastico. Bologna: Il Mulino (Chapters 1, 3, 4, 5)
- Linee di indirizzo per la promozione del benessere psicologico a scuola. The document is available on the e-learning page associated with the course and on the following website:: https://www.psy.it/protocollo-scuola
- Moè, A. (2020). La motivazione. Teorie e processi. Bologna: Il Mulino (chapter 6 from pag. 139 to pag. 148 and chapter 7).

Furthermore, each student can choose to realize a group work (procedure explained at the beginning of the course and described in the slides "Psicologia dell'educazione – aspetti organizzativi") or to study one of the following books:

- Fiorilli, C. et al. (2017). Il temperamento dei bambini a scuola. Roma: Carocci.
- Riva, G. (2019). Nativi digitali. Bologna: Il Mulino.

Sustainable Development Goals

QUALITY EDUCATION