UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Educational Psychology in Learning Contexts

2526-1-F5113P003

Learning area

Typical development and educational contexts

Learning objectives

Knowledge and understanding
• Critical Knowledge and comprehension of the role of the school well-being and school psychologist
• Critical Knowledge and understanding of cognitive, metacognitive, emotional, motivational and relational processes involved in learning

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

Making judgements
• Acquiring the ability to make autonomous and critical judgements when assessing situations involving individuals, groups and intervention plans, while also taking into account the professional ethics principles formulated by the Order of Psychologists.

Communication skill
• Acquiring communication skills that enable one to interact effectively with the people, groups and institutions involved, directly or indirectly, in one's professional activities, in order to facilitate teamwork, intervene effectively within the service network, and clearly communicate one's specific psychological contribution
• Strengthening communication skills to enable effective interaction with parents, teachers, children and adolescents during counselling and psychological support activities, while taking into account individual differences and contexts

Learning skills
• Promoting the ability to update one's knowledge by learning autonomously and critically about the latest national and international scientific research in relevant disciplines, with regard to content, design and interventions. This also includes the ability to learn from the experience of practitioners, teachers and specialists in the sector or other disciplines
• Developing the analytical, investigative and critical reflective skills required for higher education courses

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
• Cognitive processes implied in learning
• Self-regulation
• Prerequisites of reading, writing, and mathematical skills
• The development of mathematical, reading, and writing skills
• Motivation
• Emotion in school context
• 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.
24 lessons will have both a didactic and interactive format; in fact, in each lesson, we will try to integrate the explanations of the topics with activities, such as watching videos, working in pairs or small groups, surveys, which encourage reflection, comparison and collective discussion on the topic. One lesson will be dedicated to an exercise on the use of tools to assess reading and writing skills and three lessons (but depending on the number of participating groups) will be dedicated to classroom presentations of the group work.
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 entire course will be conducted in person and in Italian.
   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.
Itinere examinations were not proposed.
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

Detailed information on the teaching material will be published on the e-learning page associated with the course

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION