UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Emotions and Relationships in Learning Processes

2627-1-F5113P008

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.

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.

? Promoting communication skills in order to manage psychological refresher and training activities, as well as conducting meetings effectively with groups of parents, educators and teachers.

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 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

The course is held in Italian.
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. (selected chapters)
- Tagliani P. (2017). Difficoltà di apprendimento come sintomo. Legami, trauma e identità. Mimesis. (selected chapters)
- 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