**Psychology of Education and Socio-Cognitive Skills**

## Prof. Emanuela Confalonieri; Prof. Maria Giulia Olivari

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to explore the topic of psychology of education and its meaning which goes beyond the scope of learning and teaching and identifies its main structure from a social-relational and psycho-social wellbeing viewpoint. The course presents some social-cognitive skills (also known as life skills) which are important for daily life, professional tasks and for tackling critical moments in one’s existence such as the ability to learn, solve problems, make decisions, regulate emotions, establish and maintain interpersonal relations. For some years The European Union and the World Health Organisation have been suggesting that the promotion of life skills is one of the most important aims of social policies and they support personal empowerment programmes and the development of psychological wellbeing inspired by such skills.

At the end of the course, students will be able to:

- recognise the main organisational features of school, the psychological implications within the educational relationship between teacher and pupil and effective modalities of communication between school and families;

- understand how the development and expression of proper socio-cognitive skills are the result of complex interaction, of a psychological and relational nature, and present on both individual and social levels;

- understand the potential role of a school psychologist and his/her modes of intervention;

- recognise some modes of intervention within the school environment aimed at promoting psycho-social well-being and certain socio-cognitive abilities, with specific emphasis on peer-education and cooperative learning methodologies.

At the end of the course, students will be able to:

- create an integrated representation of an educational context, whilst being aware of interaction between individual characteristics, relational modalities and organisational features of the context;

- design and implement psychological interventions of a psycho-educational nature within different contexts of life, with particular emphasis on the perspective of the promotion of a person’s well-being and their health.

***COURSE CONTENT***

The course will outline the theoretical and applicative coordinates in reference to psychology of education and its link to the context of school. Particular emphasis will be placed on the issue of educational relations between teachers and pupils and the relationship between school and families, whilst attempting to highlight elements which could support the school experience and make it an opportunity for pupils to grow and obtain psycho-social well-being. Two particular modes of intervention and working in the school context will be presented – collaborative learning and peer-education. These are both expressions of a certain psychology of education which considers not only the student but also the person as an interlocutor, and the person teaches various skills; cognitive, social and emotional.

The course will also provide conceptual elements regarding psychological processes which lie at the heart of certain social-cognitive abilities and show how theory and research contribute to the design and implementation of intervention to strengthen life skills in various settings, with recipients of different typologies and with a primary and secondary prevention approach. Particular emphasis will be placed on specific methodologies, both practical and experience-based, which can be used to promote life skills and on the tools which can be applied to assess the effectiveness of the intervention.

Course topics will be explored both with a theory approach as well as via the presentation of cases, literature and film material.

Specifically, the course will be organised as follows:

Unit 0: psychology of education and well-being

Promoting well-being within educational contexts

Unit 1: school as a context for growth

* School as an organisation
* The relationship between school and family
* The educational relationship
* School and technology

Unit 2: intervening in educational contexts

* Co-operative learning
* Peer- education
* The role and function of the school psychologist

Unit 3: socio-cognitive skills

* Life skills
* Decision making and problem solving
* Managing and regulating emotions
* Empathy

***READING LIST***

 *The course path based on lecture content:*

1. Lecture content (slides – notes – Learning Journal)
2. Confalonieri, E., Olivari M. G. (edited by, 2022), Elementi di psicologia dell’educazione, Milano: Vita e Pensiero
3. Choose one of the following:
* Johnson D.W., Johnson R.T., Holubec E.J. (2015), Apprendimento cooperativo in classe, Trento: Erickson
* Fiorilli C., De stasio S., Benevene P., Cianfriglia L., Serpieri R. (a cura di, 2015), Salute e benessere degli insegnanti italiani, Milano: F.Angeli
* Di Cesare, G., Giammetta, R. (2011) L'adolescenza come risorsa. Una guida operativa alla peer education, Roma: Carocci
* Selleri P. (2016), La comunicazione in classe, Roma: Carocci
* Antonietti A., Valenti C., (2017) Life skills. Le abilità che aiutano ad affrontare il quotidiano, Milano: Edizioni San Paolo.

*The course path based on the reading material:*

1. Cornoldi C., Molinari L., (2019) *Lo psicologo scolastico. Competenza e aree*, Bologna: Il Mulino, Bologna.
2. Confalonieri, E., Olivari M. G. (edited by, 2022), Elementi di psicologia dell’educazione, Milano: Vita e Pensiero
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* Johnson D.W., Johnson R.T., Holubec E.J. (2015), Apprendimento cooperativo in classe, Trento: Erickson
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***TEACHING METHOD***

Theory lectures, discussion of pre-selected topics, exercises in class, presentation of film material.

***ASSESSMENT METHOD AND CRITERIA***

Students will be assessed by means of an interview, during which students should show they have learned the following elements:

1. with reference to knowledge and understanding, students will be assessed on their ability to describe and comment on theory models and key constructs presented during the course;

2. with reference to the ability to apply knowledge and understanding, students will be assessed on their ability to design intervention aimed at obtaining psycho-social well-being and the development of social-cognitive skills within educational contexts.

Overall assessment will be based on the completeness, relevance and accuracy of students’ answers as well as the use of specific terminology and students’ ability to express connections.

***NOTES AND PREREQUISITES***

Students should have basic knowledge of psychology of typical and atypical development and psychology of assessment and intervention for difficulties at school.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.