# Psychology of Learning and Education

## Prof. Gabriella Gilli; Prof. Lucia Colombo

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

The course aims to provide students with the basic notions relating to the Psychology of Learning and Education.

As regards the *Psychology of Learning*, the module aims to present and illustrate, also with examples and case studies, the fundamental dynamics of learning processes, the most recent theories on learning, contexts, methods, and factors that facilitate or, on the contrary, inhibit learning, and the relationships between learning and memory, attention, curiosity, and play. In particular, the course will provide an analysis of the learning processes in the first years of children's life, also from a neuroscientific point of view.

At the end of the course, students will be able to identify the different types of learning, to explain the prerequisites and obstacles, to understand the relationships between learning and some psychological, neurophysiological, and contextual dynamics; moreover, students will be able to identify learning processes in relation to educational contexts starting from the first years of children’s vision.

With regard to *Educational Psychology,* the course aims to analyse educational relationships by introducing the teaching-learning dynamic within the interpersonal relationships in which it takes place. In particular, educational relationships will be addressed from an emotional point of view, providing scientific evidence to support the hypothesis that emotions play a central role in building the relationships, their development over time and the educational goals that the educators set themselves. Special attention will be paid to the early stages of development, as in the first three years of life the foundations are laid for an adequate emotional competence that supports the individual in building meaningful educational relationships.

The course is aimed at promoting the students’ ability to build educational interventions by enhancing and applying the results made available by psychological research. With this in mind, at the end of the course, students will be able to analyse the different educational relationships that could outline their professional path in light of the level of emotional development of the people involved and the emotional relationship established, as well as apply this competence to contribute to adequately finalising the educational relationship itself.

***COURSE CONTENT***

The Psychology of Learning module aims to illustrate to students the most recent theories on learning processes, the relationship between learning and experience, the contexts in which learning takes place, especially the school and family context, and the factors facilitating an effective learning; particular attention will be paid to the early stages of childhood learning.

The Educational Psychologymodule will address the central theme of emotions in the educational relationship and the role they play both in the teaching-learning dynamic and in building the relationship from an educational point of view. The course will therefore offer an introduction to the theme of emotions and their development in childhood, and then address them from a relational point of view: in this sense, they will be considered both a real driving force for change, central to the dynamics of attribution of meanings to one's experiences, and the main vehicle for the transmission of contents, as the emotional connotation of the learning material is fundamental for a positive approach to study. The role of emotions in educational relationships will be proposed in a systemic perspective and will be addressed by paying particular attention to the relationship between emotional experience and brain structure, in light of the most recent scientific evidence on the subject.

***READING LIST***

The study material for the module of Psychology of Learning is:

S. Dehaene, *Imparare. Il talento del cervello, la sfida delle macchine,* Raffaello Cortina, Milan, 2019.

Further study materials on the topics covered are available on the Blackboard platform.

For the module of Education Psychology:

M.H. Immordino-Yang, *Neuroscienze affettive ed educazione*, Raffaello Cortina, Milan, 2017.

Course slides and any materials are available on the Blackboard platform.

***TEACHING METHOD***

Both modules of the course mainly include frontal teaching, supplemented by some individual or small group practical exercises on application material prepared by the lecturers.

***ASSESSMENT METHOD AND CRITERIA***

There will be a single exam for the entire course, consisting of two modules, and it can be taken starting from the summer session of the A.Y. 2022/2023.

It will focus on all the materials specified by the lecturers in the reading list of the course: particular attention will be paid to the definitions of the constructs, the explanatory theories and the development stages of each proposed theory. The exam will be oral - preceded by a written test - and will assess the students’: theoretical knowledge, ability to identify the research methods used, the use of a correct specialised vocabulary, and ability to critically elaborate any applications of psychological concepts to the educational and training field. The written test procedure, its contents and its scheduling will be available on the web pages of the lecturers.

***NOTES AND PREREQUISITES***

Due to the introductory character of the course, there are no content-related prerequisites for attending it.

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.