# Educational Psychology (with Workshop)

## Prof. Annalisa Valle

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

The course illustrates the main models of psychology which, via the analysis of cognitive, emotional and relational components in relation to its specific context, investigate the relationship between psychological development and education. In addition, the course takes an in-depth look at topics related to the context of school, namely the main psychological functions at the heart of learning, school motivation and the role of teachers in educational relations. Particular emphasis will be placed on the contribution made by psychology and space for intervention in this environment within the framework of “Good School”, pausing, therefore, to consider the peculiarities of the Italian context.

At the end of the course, students will be able to promote pupils’ learning paths and adapt them to individual ability and pace of development, while placing particular emphasis on the underlying psychological components of the learning processes. Furthermore, thanks to the exercises completed during the workshop, students will be able to recognise the role emotional components in their own relationship with pupils play during individual learning paths, and to critically analyse their own teaching work so as to build positive educational relations.

***COURSE CONTENT***

Lectures will mainly analyse the relationship between development and learning via the most important theoretical perspectives of psychology. The course sheds light on basic concepts and educational turning points. Particular attention will be placed on the social-constructivist perspective, which will enable the analysis of the teaching-learning dynamic within its broadest cultural context and will encourage the analysis of teacher-pupil relations from both cognitive and emotional viewpoints. The workshop aims to take a detailed look at the last two topics by offering students experiential paths in the classroom where they can consider certain aspects of the relationship as well as learn to be aware of these considerations when planning teaching activities for nursery and primary school children.

***READING LIST***

M.B. Ligorio-S. Cacciamani (edited by), *Psicologia dell'educazione*, Carocci, Rome, 2013. Study chapters 1 to 14.

A. Marchetti-T. Rinaldi-M. Rivelli-A. Valle (edited by) (2020). *Educazione finanziaria: Io la insegno! Proposte e strumenti per educare i bambini alla cittadinanza economica responsabile e consapevole*. Edizioni dEste, Firenze.

M. Smorti-R. Tschiesner-A. Farneti, *Psicologia per la Buona scuola*, libreriauniversitaria.it Editore, 2016.

Course slides and any materials available on the Blackboard platform.

***TEACHING METHOD***

The course is mainly composed of lectures integrated by exercises carried out individually or in small groups using applicative material prepared by the lecturer.

***ASSESSMENT METHOD AND CRITERIA***

There will be an oral examination – preceded by a mid-term written test – based on all the material on the reading list indicated by the lecturer: particular attention will be placed on the definitions of constructs and key concepts of theories explored during the course. Students must successfully complete the workshop before sitting the examination. Information regarding modality, typology and date of the mid-term written test will be posted on the lecturer’s webpage.

***NOTES AND PREREQUISITES***

The lecturer will introduce course topics while taking into consideration students’ prior knowledge; however, basic knowledge of Psychology of Development will facilitate students’ understanding of course topics.

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.

# Workshop of: Educational Psychology

## Prof. Giulia Peretti

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

The workshop aims to offer students the opportunity to apply theoretical knowledge in the psychology of typical and atypical development acquired during the course of study, in order to implement their competences in observation and analysis of the different realities with which an indicator can get in touch. Upon completion of the workshop, student will be able to:

- Examine children and their developmental processes in a competent and aware way

- Use their knowledge in the field of developmental psychology to support the different educational strategies that can be applied to the different contexts of a child's life

- Recognise any signs of discomfort or criticality in the development of children, with particular reference to the 0–3-year-old age group

- Consciously reflect on themselves as a future educator in multiple contexts

***COURSE CONTENT***

The workshop will offer students the tools to be able to problematise the relational need within the main educational and school contexts. Special attention will be paid to the relational processes between teachers/educators and pupils, teachers/educators and caregivers, and among colleagues. Students will be invited to practice observation, understanding and hypothesis-making - in simulation scenarios - of the educational and school relational dynamics in order to develop a careful and aware meta-competence on relationships.

***TEACHING METHOD***

The workshop meetings will provide students with the main theoretical and reflective guidelines to problematise the relational need within educational and school contexts. It will specifically focus on the 0-3 year-old age group, in order to provide students with the most complete overview of all educational areas and the educational and training needs of each context. Students will have the opportunity to discuss topics by working in small groups, as well as individually and in plenary, working on practical activities for the development of paths related to school relational dynamics.

***ASSESSMENT METHOD AND CRITERIA***

The final assessment includes an in-depth study of one of the topics dealt with in the workshop in small working groups. The lecturer will provide in class the methodology to be used for this in-depth study, as it is closely linked to the various contents covered. The assignment will have to be presented and discussed in plenary during the last meeting. The modalities of participation in the workshop, in the proposed activities and in the group work will provide further elements to verify the students’ intended learning outcomes and therefore approve their passing of the workshop. The workshop can be validated after checking the students’ attendance at classroom activities for the total number of hours expected.

***NOTES AND PREREQUISITES***

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.