**Psychology of Education and Digital Media**

Prof. Cinzia Di Dio

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

The course aims to provide students with knowledge and understanding of the digital media’s role, of new digital technology and of robotics, as well as their interaction within the knowledge processes and psychological dynamics involved in learning. The latter is understood as the interaction between the information processing structures of individuals and the characteristics of a given digital technology, with the aim of understanding or exchanging a particular content or knowledge.

At the end of the course, students will have acquired a good basic knowledge of the main topics of educational psychology, and gained a complex view of the skills necessary for building and managing the relational dynamics in educational processes mediated by digital tools.

***COURSE CONTENT***

Internet-based courses, *tablets* and multimedia textbooks and also the robots have entered the classroom and everyday life. People not only regularly search for information on the Internet but also use their knowledge in online networks, and students have begun to actively access and transform information through interactive screens with robots and bodily activities such as gesture or touch. Combining all these trends, the building, exchanging and acquiring of knowledge has undergone a fundamental transformation in the last thirty years. The challenge that the psychology of education has accepted, and which will be presented in the course, has been to include in the classical topics of study (eg. attention, memory, metacognition, ...) also those characteristics that digital technology brings to learning processes insisting on a view of students/individuals as social agents, actively participating in the construction of knowledge and linking the modalities and technologies of digital learning to the models and paradigms of psychology with particular reference to the use of tecnologia digitaldevices in the classroom and the teaching methods linked to them.

***READING LIST***

F. Alnajjar, C. Bartneck, P. Baxter, T. Belpaeme, M.L. Cappuccio, C. Di Dio ... & N. Reich-Stiebert. *Robots in Education: An Introduction to High-tech Social Agents, Intelligent Tutors, and Curricular Tools.* Routledge, 2021. Capitoli 1,2,3,6,8,9.

D. Villani-C. Carissoli, *Mai più dietro la lavagna? A scuola con il tablet. Una scelta consapevole*. Edizioni Unicopoli, 2018.

Explanatory materials summarised in Italian will be provided for those reading list texts in English. The articles, lecture materials - made available online during the course on Blackboard - and activities carried out during the course are an integral part of the exam.

***TEACHING METHOD***

The course uses a blended approach, comprising five intensive modules in the classroom and four units of online work. The course requires the remote consultation of video lectures and in-depth study materials, as well as the analysis of case studies, used both as an active teaching technique (with discussion in class and during the webinar practicals) and as a self-evaluation aid (with feedback provided during the webinars).

***ASSESSMENT METHOD AND CRITERIA***

The contents of the exam will focus on the reference reading list and on what is shown in the video lectures. The written exam will consist of 2 open-ended questions which will assess students' morphosyntactic correctness, accuracy of their arguments and, where present, their personal reflections. Should a student pass both open-ended questions, marked out of thirty, they will be able to undertake the oral interview. The mark for the written test will be the average of the marks given to the two questions. The interview will focus on the exam contents and will be used to finalise the written test mark, either confirming it, or raising or lowering it up to a maximum of 2 points (+ or - 2 points). The assessment of the oral exam will be based on the following criteria: the relevance of the answers, the appropriate use of specific terminology, the reasoned and consistent structuring of the speech, the ability to identify conceptual links and open questions. The overall assessment will also take into account the students’ mastery of the aforementioned classification levels.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course.

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.