

General information	
Year of the course	Third year
Academic calendar (starting and ending date)	First semester
Credits (CFU/ETCS):	8
SSD	M-PSI/04
Language	Italian
Mode of attendance	Optional

Professor/ Lecturer	
Name and Surname	Maria Beatrice Ligorio
E-mail	Mariabeatrice.ligorio@uniba.it
Telephone	3397420126
Department and address	Via Crisanzio, 42
Virtual room	Teams room "Psicologia dell'Educazione" Code gzbvr06
Office Hours (and modalities: e.g., by appointment, on line, etc.)	By appointment

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
225	60	60	100
CFU/ETCS			
9	4	5	

<b>Learning Objectives</b>	The course aims to provide specific knowledge of topics and authors relevant to educational psychology. After having provided the different definitions of this discipline, a review of the various psychological approaches (behavioral, cognitivist, socio-cultural) is proposed, focusing on the ways in which the teaching and learning processes are interpreted. In addition, updates and reflection stimuli will be provided to combine theory and educational practices in different contexts (scholastic, training, professional, informal, digital)
<b>Course prerequisites</b>	A general knowledge of psychology, especially developmental psychology, is required

<b>Teaching strategie</b>	The teaching method consists of lectures with discussion, video presentations and interesting sites. In-depth lessons with external experts are also planned.
<b>Expected learning outcomes in terms of</b>	
<b>Knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>o Understanding of the topics of main interest for educational psychology</li> <li>o Knowledge of the most relevant classical and contemporary authors</li> <li>o Ability to understand the psychological processes underlying learning processes such as motivation, intersubjectivity, identity and conceptual change</li> <li>o Ability to understand evaluation processes in educational contexts</li> <li>o Understanding the evolution of educational psychology</li> </ul>
<b>Applying knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>o Ability to understand which teaching strategy to use according to the training context and teaching objectives</li> <li>o Knowledge of methodologies suitable for training contexts</li> <li>o Knowledge of learning assessment methodologies</li> </ul>
<b>Soft skills</b>	<p>The autonomy of judgment will be supported through the diachronic comparison of the various concepts, highlighting their evolution and any contradictions. The skills developed mainly concern:</p> <ul style="list-style-type: none"> <li>o Ability to interpret the interrelationships between educational psychology and other fields of psychology</li> <li>o Achievement of an interdisciplinary vision of the problems and phenomena studied</li> <li>o Knowledge of ethical-professional principles</li> <li>o Awareness of the ethical and social responsibilities of the actors involved in the training processes</li> </ul> <p>- Communication skills</p> <p>The development of students' communication skills is pursued through classroom discussions related to</p>

	<p>the training contents of the course. The skills developed mainly concern:</p> <ul style="list-style-type: none"> <li>o Ability to communicate using technical language</li> <li>o Ability to find specialist information</li> <li>o Ability to examine problems, ideas and possible solutions relevant to the course contents</li> </ul> <p>The development of students' learning skills is pursued through the hours of individual study that integrate with the frontal lessons. Furthermore, the production of critical and representative questions of the course contents will be encouraged through collective discussions. The skills developed include:</p> <ul style="list-style-type: none"> <li>o Ability to understand innovative topics in the field of study, also in order to acquire the tools necessary for the continuous updating that the discipline requires.</li> <li>o Ability to work flexibly</li> <li>o Methodological, specialist and general skills, thereby acquiring interdisciplinary knowledge</li> <li>o Ability to manage time and plan training and study programs.</li> </ul> <p>At the end of the course the student should be able to:</p> <ul style="list-style-type: none"> <li>• Bringing the various teaching approaches back to the underlying theories</li> <li>• Recognize the fundamental concepts proposed by the most relevant authors in the field</li> <li>• Understands the most relevant current critical issues in the field of educational psychology</li> </ul> <p>At the end of the course the students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize the psycho-pedagogical inspiration of the different platforms and LMSs available on the market</li> <li>• Design online or blended courses</li> <li>• Participate in online working groups</li> <li>• Implement activities such as jigsaw, role taking and progressive investigation</li> <li>• Use software and digital tools to support e-learning</li> <li>• Use technical language</li> </ul> <p>At the end of the course the student should be able to:</p> <ul style="list-style-type: none"> <li>• Bringing the various teaching approaches back to the underlying theories</li> <li>• Recognize the fundamental concepts proposed by the most relevant authors in the field</li> <li>• Understands the most relevant current critical issues in the field of educational psychology</li> </ul>
<b>Syllabus</b>	
<b>Content knowledge</b>	<p>During the course, attention will be focused on the learning process, framed through different approaches: from behaviourist, cognitivist theories to the most modern approaches of constructivism and cultural psychology. Particular attention will be paid to the role played by the context in the learning process, with reference to the key concepts of the socio-cultural perspective. The different ways of organizing and managing some of the main teaching/learning techniques such as the frontal lesson and collaborative learning models will be illustrated. In particular, studies that conceptualize learning processes as intersubjective processes based on discourse and action will be presented. Finally, the various community models will be reviewed in both face-to-face and virtual environments. With respect to the latter, the possibilities offered by the design of learning paths thanks to the support offered by technology will be explored</p>
<b>Texts and readings</b>	Ligorio & Cacciamani, 2022 - Psicologia dell'Educazione (Carocci)
<b>Notes, additional materials</b>	
<b>Repository</b>	A copy of the text is present in the Department Library
<b>Assessment</b>	
<b>Assessment methods</b>	<p>At the first session, the evaluation will take place in written form, with a test consisting of 33 questions, extracted from the questions defined collectively in the classroom.</p> <p>All other sessions the assessment will be in interview mode.</p>
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding: <ul style="list-style-type: none"> <li>o Knowledge of authors and fundamental concepts</li> </ul> </li> <li>• Applied knowledge and understanding: <ul style="list-style-type: none"> <li>o Ability to recognize the comparison between theoretical, methodological and practical approaches</li> </ul> </li> <li>• Making judgments: <ul style="list-style-type: none"> <li>o Knowing how to autonomously place concepts and authors in the right interpretative and comparative framework</li> </ul> </li> <li>• Communication skills: <ul style="list-style-type: none"> <li>o Knowing how to use the technical terms of the discipline appropriately</li> </ul> </li> <li>• Ability to learn: <ul style="list-style-type: none"> <li>o Knowing how to find the information sought</li> <li>o Knowing how to connect already known information with new ones</li> </ul> </li> </ul>
<b>Final exam and grading criteria</b>	<p>The final mark is given out of thirty. The exam is considered passed when the grade is greater than or equal to 18.</p> <p>The written test consists of 33 questions with three alternative answers. 33 correct answers give the right to 30 cum laude. From 30 to 32 correct answers, the grade assigned is 30. Below 30 correct</p>

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	answers, the grade will correspond to the correct answers provided. In the oral test the following will be evaluated: depth of concepts, ability to critical comparisons, use of appropriate technical language and identification of authors and history of concepts
<b>Further information</b>	