

Psychological sciences and techniques

General information	
Academic subject	Educational Psychology
Degree course	Bachelor
Academic Year	III
European Credit Transfer and Accumulation System (ECTS)	9
Language	Italian
Academic calendar (starting and ending date)	First semester (October 1 st 2021 – January 8 th 2022)
Attendance	No mandatory

Professor/ Lecturer	
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Virtual headquarters	Team room called Psicologia dell'Educazione – code gzbvr06
Tutoring (time and day)	

Syllabus	
Learning Objectives	Identify and appreciate the specificity of the discipline and its interconnections with neighboring disciplines. Know the contribution of the main authors and fields of study. Know the specific methodologies of the discipline.
Course prerequisites	Fundamental knowledge of developmental psychology, general psychology and social psychology. Basic methodological knowledge
Contents	During the course, attention will be focused on the learning process, framed through different approaches: from behaviorist and cognitive theories to the most modern approaches of constructivism and cultural psychology. Particular attention will be placed on 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 lesson and collaborative learning models will be illustrated. In particular, Educational Psychology will be discussed as an intersubjective process based on discourse and action. In addition, the various community models will be reviewed both in face-to-face and virtual environments. With respect to the latter, the possibilities offered by the design of learning paths will be explored thanks to the support offered by technology.
Books and bibliography	Ligorio, Cacciamani (2013). Psicologia dell'Educazione. Roma: Carocci
Additional materials	

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
225	60	----	165
ECTS			
9			
Teaching strategy			
The course will take place through lectures supported by watching videos and discussions. There will be 1 or 2 in-depth seminars with external speakers.			
Expected learning outcomes			
Knowledge and understanding on:	<ul style="list-style-type: none"> o Specific knowledge of educational psychology o Ability to understand motivational dynamics o Ability to recognize teaching / learning dynamics o Understanding of learning process analysis tools 		

	<ul style="list-style-type: none"> o Understanding of socio-educational dynamics o Knowledge of the tools for observation and analysis of educational processes o Knowledge of the main characteristics of the school psychologist
Applying knowledge and understanding on:	<ul style="list-style-type: none"> o Specific knowledge of educational psychology applied to various educational contexts, from primary school to adult education o Knowledge of the categories of educational interaction analysis applicable for the analysis of educational discourse o Knowledge of the tools for data collection, analysis and interpretation of data collected in educational contexts o Knowledge of tools and technologies suitable for distance learning o Ability to recognize the motivating or inhibiting aspects of learning processes
Soft skills	<ul style="list-style-type: none"> • <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> o Knowing how to bring teaching strategies back to their theoretical framework o Knowing how to recognize the appropriate tools to analyze teaching processes o Identify the multidisciplinary nature of Educational Psychology • <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> o Effective communication in learning contexts o Digital communication skills in educational contexts o Knowing how to report the concepts of the discipline in technical language • <i>Capacities to continue learning</i> <ul style="list-style-type: none"> o Knowing how to identify the critical points of the discipline

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Assessment and feedback	
Methods of assessment	At the first session, the test consists of 33 multiple choice questions defined during the course. Honors will be awarded to those who answer all questions exactly. 30 will be awarded to those who answer 30 to 32 questions. In subsequent appeals, the assessments will be in the form of an oral interview. The evaluation will always be out of thirty and 18 is the minimum mark to pass the test. Honors will be awarded to those who demonstrate knowledge of the entire program, independent judgment and critical and comparative evaluation of the concepts.
Evaluation criteria	<ul style="list-style-type: none"> • <i>Knowledge and understanding</i> <ul style="list-style-type: none"> ○ Through discussions at the end of the lesson and during the final exam • <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> ○ Through the elicitation of examples or the discussion of cases • <i>Autonomy of judgment</i> <ul style="list-style-type: none"> ○ during class discussions and the final exam • <i>Communication skills</i> <ul style="list-style-type: none"> ○ language properties and use of technical terms • <i>Capacities to continue learning</i> <ul style="list-style-type: none"> ○ Through feedback during the presentation of concepts
Criteria for assessment and attribution of the final mark	Students will be actively involved in the construction of the final exam by generating the questions they will be asked to answer during the final exam.
Additional information	