

# Syllabus

## *Course Description*

<b>Course Title</b>	Cognitive Processes in Teaching-Learning
<b>Course Code</b>	82008
<b>Course Title Additional</b>	
<b>Scientific-Disciplinary Sector</b>	PSIC-01/A
<b>Language</b>	Italian
<b>Degree Course</b>	University course for initial training of secondary school teachers in the Italian language - 60CP
<b>Other Degree Courses (Loaned)</b>	Training course 30 CP - Italian section
<b>Lecturers</b>	Prof. Demis Basso, demis.basso@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/30397">https://www.unibz.it/en/faculties/education/academic-staff/person/30397</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	Second semester
<b>Course Year/s</b>	1
<b>CP</b>	2
<b>Teaching Hours</b>	12
<b>Lab Hours</b>	0
<b>Individual Study Hours</b>	38
<b>Planned Office Hours</b>	0
<b>Contents Summary</b>	<p>The course will provide an overview of psychological knowledge relating to cognitive processes and their development, with a focus on the life stages of puberty and adolescence.</p> <p>Students will be encouraged to ask questions, critique and compare the topics discussed in the lectures with their own experience.</p>
<b>Course Topics</b>	<ul style="list-style-type: none"> <li>- phases of cognitive and socio-relational development;</li> <li>- learning and memory;</li> <li>- emotions and motivation;</li> </ul>

	- reasoning, problem solving, creativity, life-skills.
<b>Keywords</b>	Psychology; cognitive processes; behaviour; development; adolescence
<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	Online lessons with a high degree of interactivity
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>The aim of the course is to provide students with theoretical and applied skills relating to cognitive processes and their development, with a focus on the life stages of puberty and adolescence. Emphasis will be placed on the cognitive processes of learning and memory, together with the other cognitive processes that are related to them, as well as the motivational and emotional components.</p> <p>The information provided by the course will make it possible to</p> <ul style="list-style-type: none"> <li>- create lessons and teaching materials considering the limits and potential of learning and cognitive processes;</li> <li>- improve the intuition of future teachers, aimed at identifying the strengths and problems inherent in their practices and solving them;</li> <li>- develop a critical sense founded on solid and credible foundations.</li> </ul> <p><b>Disciplinary skills</b></p> <p>Knowledge and understanding: teachers will demonstrate good basic knowledge of general and developmental psychology, the learning process and related cognitive processes.</p> <p>Ability to apply knowledge and understanding: teachers will develop their insight into their own and others' behaviours and mental processes relevant to the school, and will be able to apply effective strategies.</p> <p>They will apply psychological theories, concepts and methods to school and current situations from an inclusive perspective.</p> <p><b>Transversal skills</b></p> <p>Autonomy of judgement: teachers will be strongly encouraged to consider and use critical and creative thinking, to be curious but</p>

	<p>scientifically sceptical.</p> <p>Communication skills: teachers will acquire the necessary theoretical and applied skills to better relate to students.</p> <p>Learning skills: the theoretical and practical knowledge acquired on cognitive processes and their development will enable teachers to transpose them into the pedagogical and didactic field, knowing how to choose and use the best learning method and, therefore, to improve their skills as teachers.</p>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	
<b>Assessment</b>	<p>Written exam - 22 multiple-choice questions (1 right, 3 wrong). Questions will focus on applying course content to typical classroom situations.</p>
<b>Evaluation Criteria</b>	<p>Starting from a score of 9, one point will be added for each correct answer. The resulting score will correspond to a grade out of 30. A grade of 18 or higher is considered successful.</p>
<b>Required Readings</b>	<p>1- Magro T., Muffolini E. (2011). <i>Fondamenti di Psicologia Generale</i> - vol. 1 - Milano, LED Edizioni (new edition): chapters 4, 5, 6, 7.1, 8, 10.</p> <p>2- Slides and lecture notes.</p>
<b>Supplementary Readings</b>	<p>- Palmonari, A. (2011, Ed.). <i>Psicologia dell'adolescenza</i> (terza edizione). Bologna: Il Mulino;</p> <p>- Boscolo, P. (2016). <i>La motivazione ad apprendere tra ricerca psicologica e convinzioni comuni</i>. In: M. Smorti, R. Tschiesner, &amp; A. Farneti (Eds.), <i>Psicologia per la Buona Scuola</i>, Edizioni Libreriauniversitaria.it, Padova. (pp. 27-40). ISBN: 9788862927710</p> <p>- <a href="http://apps.who.int/iris/bitstream/10665/63552/1/WHO_MNH_PSF_93.7A_Rev.2">http://apps.who.int/iris/bitstream/10665/63552/1/WHO_MNH_PSF_93.7A_Rev.2</a></p>
<b>Further Information</b>	
<b>Sustainable Development Goals (SDGs)</b>	<p>Quality education, Good health and well-being</p>