EDUCATIONAL PSYCHOLOGY

LEARNING WORDS WHILE LISTENING TO SYLLABLES: INSIGHTS FROM NEUROSCIENCE

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Abstract
Understanding the processes by which children acquire language so quickly and effortless is one of the most important issues that science is still trying to answer today. Several approaches have been adopted. From early observational studies involving the collection of data from a small number of children through parental diaries to large scale cross-sectional and longitudinal studies involving the collection of different measures of receptive and productive language skills from children at different developmental stages, recent studies, adopting an experimental approach, have taken advantage of noninvasive brain activity measures to get new insights into one of the most amazing human skills. In this work, we present event-related potentials (ERP) data collected from 24 children while they were exposed to a continuous auditory stream made of the repetition of three-syllable nonsense words with different levels of predictability (high vs. low) under implicit and explicit conditions, to illustrate how the use of brain monitoring techniques can provide exciting data into the processes and mechanisms underlying language acquisition.

Keywords: Speech segmentation, statistical learning, language acquisition, artificial language, neuroscience.

MORAL DISTRESS OF SCHOOLTEACHERS (RESEARCH REVIEW)

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Abstract
Our research review aims to identify areas in which schoolteachers experience moral distress. The research of moral distress in health professions, especially nurses, has been steadily growing in recent years. Teachers and nurses describe moral dilemmas that are similar in nature, and the environment may be considered highly similar in various aspects (Shapira-Lischinsky, 2010, Brüggemann et al., 2019). Social pressures put teachers in front of moral dilemmas, and they must repeatedly choose either to succumb to social pressure and decide with which they disagree internally, or to take a risk, oppose the pressure and do what they consider morally right (Mares, 2017). However, teachers also experience situations of ethical dilemmas involving their colleagues or superiors behaving in an unethical way (Brüggemann et al., 2019; Campbell, 1996; Tirri, 1999). Teachers then experience a moral outrage and face the dilemma of whether and how to intervene. This study is a systematic review of studies selected via keywords, narrowed down to 2010-2021 period. A summary of these studies might contribute to future research as well as to the future development of better measurement of moral distress in schools.

Keywords: Moral distress, teachers, moral stress, teacher´s job.