UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Social-developmental & School Organizational Psychology

2122-1-F5103P103

Learning area

Typical development and educational contexts

Learning objectives

Knowledge and understanding

- The psychological processes underlying stereotypes and prejudice in children
- The impact of stereotypes and prejudice on the target
- Analysis of the school as organization, and of the relationships between the school and the different contexts of development
- Quality of working life within educational settings

Applying knowledge and understanding

- Ability to understand the intergroup dynamics in educational settings
- Ability to operate consciously and critically within educational settings
- Application of acquired knowledge in a perspective of prevention and intervention

Contents

In the first part of the course, students will be presented with the psychological processes underlying stereotypes, prejudice and discrimination in children, the impact of such phenomenon on children and their academic

performance, and the strategies to reduce prejudice.

The second part of the course aims at providing theoretical and operational tools in order to enable the practitioner to work within a school with critical awareness of the surrounding social, cultural and institutional networks.

Detailed program

- The cognitive and social roots of children's prejudice: family, school and peers; social categories' formation and awareness (age, gender, ethnicity);
- Social identification and ingroup preference: ethnocentrism, and the effects of prejudice and discrimination on minority's children;
- The impact of the stereotype threat and self-fulfilling prophecy on children’s academic performances;
- Strategies to reduce prejudice: the contact hypothesis;

- The school as organization;
- The school and the needs of society in evolution;
- The school as working place; new demands and psychosocial risk factors for teachers;
- The quality teacher’s working life;
- The effective principal: perspectives on school leadership;
- Teachers’ professional development;
- Intervention proposals to improve the school organization and enhance personal resources.

Prerequisites

A good knowledge of the basis of Psychology (in particular of Social, Work and Organizational Psychology) enables a more aware use of the course contents. Students lacking such basic knowledge are encouraged to ask for a list of basic references.

Teaching methods

In addition to classroom lectures, part of the teaching takes place through the discussion of scientific articles, case studies, video presentations and exercises on the course topics.
The material (slides and, when possible, scientific articles) is made available on the e-learning site of the course, so that it can also be used by non-attending students.

Lessons will be held in presence, unless further COVID-19 related restrictions are imposed.

Assessment methods

The exam is written with open questions. The questions are aimed at ascertaining the effective acquisition of both theoretical knowledge and the ability to apply them to the reality.

For those students who request it, an oral interview is also provided, on all the topics of the course, which can lead to an increase or decrease of up to 2 points compared to the score of the written exam.

The evaluation criteria are: the correctness of the answers, the ability to argue, synthesize, create links, and apply the course contents to the reality.

Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so

Textbooks and Reading Materials

Detailed information about the teaching material will be published on the e-learning page associated with the course.