UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

School Organizational Psychology

2122-1-F5103P103-F5103P104M

Learning area

Typical development and educational contexts

Learning objectives

Knowledge and understanding

- 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 operate consciously and critically within educational settings
- Application of acquired knowledge in a perspective of prevention and intervention

Contents

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 a critical awareness of the surrounding social, cultural and institutional networks.

Detailed program

- 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

Good knowledge of the basis of Psychology (in particular of 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

Libro di testo:

- Guglielmi, D. e Fraccaroli, F. (2016). Stress a scuola. 12 interventi per insegnanti e dirigenti. Bologna: Il Mulino.

Articoli:

- Herman, K. C., Hickmon-Rosa, J. E., & Reinke, W. M. (2018). Empirically derived profiles of teacher stress, burnout, self-efficacy, and coping and associated student outcomes. *Journal of Positive Behavior Interventions*, 20(2), 90-100.

- Paletta, A. (2015). Leadership per l'apprendimento: una revisione della letteratura internazionale. *Ricercazione, 7 (1)*, 17-37.

- Lipowsky, F. e Rzejak, D. (2015). Key features of effective professional development programmes for teachers. *Ricercazione, 7 (2)*, 27-51.

- Ansley, B. M., Houchins, D. E., Varjas, K., Roach, A., Patterson, D., & Hendrick, R. (2021). The impact of an online stress intervention on burnout and teacher efficacy. *Teaching and Teacher Education*, *98*, 103251.

Le slide delle lezioni fanno parte del programma di esame.