UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

General Psychology I - 1

2324-1-E2401P001-T1

Learning area

Knowledge and skills useful to describe, understand, promote the individual psychological functioning and its change.

Learning objectives

Knowledge and understanding

- The experimental approach to psychology: methods and theory
- Main themes and most relevant theories in the study of individual behavioural and cognitive functioning.

Applying knowledge and understanding

- Ability to understand the technical language of the field
- Ability to understand the research results in psychology
- Ability to identify the psychological processes involved in individual behaviour in everyday life
- Ability to recognize the non-pathological cognitive functioning

Contents

The course introduces students to the most relevant theories and theoretical approaches in the study of general psychology, analyzing in detail some cognitive processes. The intent is to clarify the subjects of interest of general psychology and how general psychology studies the processes and phenomena of interest.

Detailed program

- Experimental approach used by general psychology with particular emphasis on methodological and theoretical aspects.
- Sensory systems
- Problems, methods of investigation and relevant theories of specific cognitive processes:
- Perception
- Attention
- Learning
- Memory
- Emotions

Prerequisites

Receptive and productive language skills
Analytical abilities in understanding and reasoning
The capacity of synthesis and content processing

Teaching methods

Different teaching methods will be used:

1. Lessons. They will be used to present and explain the contents;

2. Discussions (~5). They will be used to: a) answer the questions and scrutinise the most complex topics; b) comment the results of the questionnairs and possible small assignment; c) discuss together theoretical/methodological issues of particular interest. Some lessons (up to 4) will be used to make practice exercise and discuss/comment together the results of these exercises.
   Discussions will be based on the outcomes of the following tools: Short self-evaluation and feedback questionnaires +hot questions. Approximately every 4 lessons, students will be asked to fill in a short questionnaire on the topics presented during the last lectures. The aim of the questionnaires is twofold: allowing students to self-evaluate and to give a feedback on the most recent topics presented during the lessons. Questionnaires will also include some exercises and assignments, so that students can try to apply to specific cases what they have lernt in the last lessons. The questionnaires will NOT be evaluated. However, students will be able to self-evaluate their learning progresses.
   During the same period, studens will have the chance to post questions on topics presented during the latest lessons and to vote the questions posted by collagues. Hot questions will be discussed in class.

Note Activity at point 2 will be only for students attending the course.

Teacher-to-student and student-to-student communications and discussions will be fostered through a dedicated channel (telegram group)

Assessment methods

Written exam (step 1) with optional oral exam (step 2).

Step 1 - Written exam: 4 computer-based open questions. Answers should be ~15 lines long. The maximum time for the exam is 45 minutes. Questions may be on both theoretical and empirical/methodological arguments part of the textbooks and reading materials (and independently of wether they have been discussed in class). Each question is evaluated with a scale that goes from 0 (unanswered question, or totally not consequential or patently wrong answer) to 7.5 (well-argued complete and correct answer). The sum of the scorse of the 4 questions gives the final grade of the exam or – if the grade is at least 18 – the starting grade of the optional oral exam.

The student has three days from the publication of the grades of the written exam for accepting the grade, retiring from the exam, or else requiring an oral exam (please remember that also the teacher can ask for an oral exam: in this latter case, the student cannot accept the grade of the written exam and, in case he/she is absent from the oral exam, he/she will be considered retired).

Step 2 - Optional oral exam: optional oral exam (for students that have obtained at least 18 in step 1). The oral exam has two parts. Firstly, the open answers to the written exam will be discussed and possibly self-corrected and completed by the student. This part enables a) the student to understand why his/her exam was so graded and b) the teacher to further evaluate the student on questions that received wrong (or no) responses. Secondly, each student receives new questions to test his/her depth of understanding and abilities at communicating effectively one or more critical issues of the program. The grade obtained at step 1 (written exam) is adjusted on the basis of the answers given by the student during the oral exam. Note that the oral exam may either increase or decrease the grade of the written exam.

For students attending the course(and that have obtained at least 18 in step 1 - written exam): Participating to the Discussion lessons, as well as filling the questionnaires and posting the hot questions will be evaluated with a score from 0 to 2. Note that this score is summed to the other scores only if the student obtain at least 18 in step 1.

For all students: There will be an exam few days after the end of the lessons. **Note**: Students interested in this option are encouraged to prepare themeselves well haed of time.

Textbooks and Reading Materials

Cherubini P., Bricolo E., Reverberi C. (a cura di) (2021). Psicologia generale (nuova edizione). Milano: Raffaello Cortina Editore.

The program is the following:
Chapter 1 --> the whole chapter
Chapter 2 --> only sections: 2.1, 2.2, 2.6
Chapter 3 --> the whole chapter
Chapter 4 --> the whole chapter
Chapter 5 --> the whole chapter
Chapter 6 --> the whole chapter except for: Figure 6.1, boxes 6.2, 6.5
Chapter 11 --> the whole chapter except for: 11.4.2, 11.4.3, 11.6; for what concerns 11.3.2, consider only the Theory of Appraisal by Scherer (fom p. 463, paragraph annoteted with "teoria dell'appraisal di Scherer" to p. 465, end of first paragraph).

Possible support materials will be made available by the teacher on the course website.

Note that the topics that are not explained in lectures, but are present in the indicated paragraphs of the textbook, are part of the exam programme.

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.

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES