UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

School Organizational Psychology

2324-1-F5103P103-F5103P104M

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

Applying knowledge and understanding

- Ability to understand the intergroup dynamics in 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 and professional identity;
- 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.

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

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

Papers:

1. Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. Teaching and Teacher Education, 20(2), 107-128.
2. Daniëls, E., Hondeghem, A., & Dochy, F. (2019). A review on leadership and leadership development in

educational settings. Educational Research Review, 27, 110-125.
3. 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.
4. Lipowsky, F. e Rzejak, D. (2015). Key features of effective professional development programmes for teachers. Ricercazione, 7 (2), 27-51.

The slides commented on during the lessons are part of the exam material.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION