UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Psychology of Cultural Processes

2425-1-F5702R007

Course title

Psychology of cultural processes.

Topics and course structure

The course aims to explore the basic processes that define the dimensions of culture and cultural belonging and how they are expressed within the most recent digital expressive languages. This implies the appropriation of the processes through which minds trained to interpret and read the reality of things, through multiple cultural lenses, become more open, more creative, more flexible, and therefore in possession of strategic skills to govern cultural diversity. The appropriation of these processes constitutes the premise for operating effectively on a training level in the field of expressive languages, in order to develop new forms of coexistence in the name of plurality, participation and sharing.
At the same time, considering the fact that we live in a society where change occurs at an exponential rate, we need to implement active and effective adaptation to identify new solutions and new forms of life that allow us to make the most of resources and to be able to transform constraints into opportunities. During the course, the working mechanisms of our mind will be explored in depth according to the most recent research. They largely concern simulation, understood as a general human competence to reproduce complex phenomena of reality at various levels, to anticipate possible worlds and to create new scenarios. To reach this goal, it is necessary to think of new forms of learning, flexible, dynamic and active, based on the reflection of one's own experience, which implies the need to observe and carry out operations. This is an approach focused on embodied cognition, which shifts the focus of attention from symbolic to sensorimotor aspects as central to any form of learning. Within this scenario, ample space will be dedicated to the analysis of videogame expressive languages (videogames, edutainment, serious games) understood as emerging devices for learning and training in every professional field (research, management, free time management, teaching activity etc.). Through simulation and using the most sophisticated cybernetic technologies, they promote the resources of people at any age, at any level of responsibility, for any psychological domain (leadership, communication skills, decision making, emotional regulation, definition of future strategies etc.).

Objectives

The course targets the following aims:

- Acquire knowledge regarding theories, methodologies, tools and procedures for training, management and development of human resources in the artistic and cultural field
- Apply knowledge and skills to solve problems both in concrete contexts and in unforeseen situations
- Design and coordinate responses to needs, using and enhancing the potential of digital expressive languages
- Manage organizational development processes and design professional growth paths in organizations in the educational, artistic and cultural fields
- Develop original reflections and projects in response to the needs of working contexts
- Develop the ability to analyze different professional contexts and identify their needs
- Develop the ability to relate and effectively communicate knowledge both to professional partners in the training, organizational and artistic-cultural fields (colleagues, managers, clients, administrators, etc.), and to non-professional partners (users, families, companies widespread).
- Knowing how to use digital artistic-expressive languages not only as training tools, but also as fundamental means of communication
- Ability to use personal methods of self-promotion and tools to support one's professional growth
- Reflective and metacognitive skills to monitor the adequacy of one's knowledge and skills and identify any areas that require further investigation

Methodologies

The course includes didactic activities such as frontal lessons and interactive teaching activities such as participatory lessons.
During classroom work, role playing activities, dialogue, discussion and small group exercises will be used to promote communication, planning and problem solving skills.
Speeches from guests from the world of corporate training are also expected.
Most of the lessons include interactive moments in large and small groups, individual work in the classroom and delivery moments. Indicatively, it is estimated that for each lesson a percentage of about 70% of interactive teaching and 30% of delivery teaching will be provided.
The teaching activities will take place in person and some lessons or parts of lessons (especially the delivery part) they will be recorded and uploaded to the platform.
Where available, the teaching material will be uploaded to the e-learning platform.

Online and offline teaching materials

Materials, resources and tools will be available on the course's e-learning platform.

Programme and references

Anolli, L. (2011). La sfida della mente multiculturale. Nuove forme di convivenza [The multicultural mind as a challenge. Novel trajectories for living together]. Milano: Cortina. (Chapters: 1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15).

Anolli, L. e Mantovani, F. (2011). Come funziona la nostra mente. Apprendimento, simulazione e Serious Games. Bologna: Il MUlino.

Triberti, S. e Argenton, L. (2013). Psicologia dei videogiochi. Apogeo.

Viola, F. e Cassone, V. I. (2017). L'arte del coinvolgimento. Emozioni e stimoli per cambiare il mondo. Milano: Hoepli.

Assessment methods

Written examination with 3 open questions.

Oral examination will be integrated to written test only on demand (by students or by the teacher).

Office hours

Fixed by mail at: valentino.zurloni@unimib.it

Programme validity

Two years.

Course tutors and assistants

Sustainable Development Goals

REDUCED INEQUALITIES