UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Psicologia Sociale dello Sviluppo e Organizzazione Scolastica

2526-1-F5113P010

Learning area

Typical development and educational contexts

Learning objectives

Knowledge and understanding

- Possess critical knowledge and demonstrate the ability to understand the theoretical foundations and empirical bases relating to the processes and mechanisms of cognitive, linguistic, affective and social development in developmental age, from early childhood to adolescence
- Possess critical knowledge and demonstrate the ability to understand the relationships between the different developmental contexts, in particular between school, family and social support networks
- Possess critical knowledge and demonstrate the ability to understand the risk factors that may arise during development
- 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

- Possess the ability to apply knowledge and understanding in order to monitor developmental processes and identify any areas of difficulty and/or possible risk factors, also in reference to the peculiarities of the different developmental contexts
- 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

Autonomy of judgment

- Acquisition of the ability to make autonomous and critical judgments in the evaluation of individual and group situations and those relating to intervention plans, also taking into account the principles of professional ethics formulated by the Order of Psychologists

Communication skills

- Acquisition of communication skills that allow you to interact effectively with people, groups and institutions directly and indirectly involved in your interventions in the professional field, in order to facilitate teamwork, to intervene effectively within the network of services and to clearly communicate your specific psychological contribution

Learning skills

- Promote the acquisition of the ability to update your knowledge, learning autonomously and critically the new acquisitions of national and international scientific research of the reference disciplines, regarding content, planning and interventions, as well as the ability to learn from the experience of operators, teachers and specialists in the sector or other disciplines
- Promote the ability of analysis, investigation and critical reflection necessary to undertake higher education courses

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;

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

All lessones will be held in person and in Italian.
Approximately two-thirds of each lesson will be in delivery mode and one-third in interactive mode, 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

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

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | DECENT WORK AND ECONOMIC GROWTH | REDUCED INEQUALITIES