UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

School Organizational Psychology

2627-1-F5113P010-F5113P01002

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

Autonomy of judgment
Acquisition of the ability to make autonomous and critical judgments in evaluating individual and group situations and those relating to intervention plans, also considering 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, intervene effectively within the network of services, and clearly communicate your specific psychological contribution.

Learning skills
Promote the ability to update your knowledge, learning autonomously and critically about the new findings 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 to analyze, investigate, and critically reflect, which is necessary to undertake higher education courses.

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

The course is delivered in person, in Italian and includes 8 three-hour lessons and 2 two-hour lessons.
Approximately two-thirds of each lesson will be in delivery mode and one-third in interactive mode.
The interactive mode includes exercises, discussions of real cases, film cases and the results of research and studies.
During the classes, a group coursework assignment will be proposed, offering the chance to increase the module's written exam score by one point.

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 | DECENT WORK AND ECONOMIC GROWTH