**General Psychology**

## Prof. Andrea Gaggioli

The advanced Module in General Psychology is worth 6 ECTS credits towards the 24 required to access the “*Percorso annuale di formazione iniziale e prova*” for recruiting lower- and upper-secondary teaching staff.

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The aim of the course is to present students with an overview of the organising principles of human behaviour and mental processes, exploring the cognitive emotional and communicational-relational skills that are particularly important when it comes to learning and education, participating in school and in professional environments and educational and career guidance. There will be a particular focus on school welfare and processes of psychological and emotional empowerment that enable teachers to promote the personal growth and psycho-social well-being of students, using an approach based on positive psychology.

At the end of the course, students will be able to:

– explore the main psychological functions (feeling and perception, attention and knowledge, learning, abstract thinking, intelligence and language) and the key models for developing personality and emotive and motivational components of human experience;

– understand the role of experience – in terms of its cognitive, emotional and motivational dimensions – and in terms of learning processes;

– examine the main neuro-psychological processes involved in teaching and learning, with a particular focus on brain plasticity;

– understand the emotional/affective and motivational aspects involved in the learning relationship;

– identify and promote the relevant “life skills” for education contexts and educational/career guidance processes, focusing particularly on: emotional skills (self-awareness, management of emotions, stress management); relational skills (empathy, effective communication, effective relationships); cognitive skills (problem solving, decision making, critical thinking and creative thinking);

– recognise the nature and quality of interaction processes, with a view to preventing unsuitable behaviours in interactions between peers and with the teacher and other adults, and facilitating positive interaction processes.

– develop an awareness of the risk factors that can undermine teachers’ well-being at work and apply appropriate preventative and stress-management strategies

***COURSE CONTENT***

The course is divided into four main topic areas, for each of which there will be a study focus accompanied by practical exercises.

* Attention; learning and mnestic processes;

*–* Emotional/affective and motivational aspects involved in the learning relationship;

*– Promote* “*life skills*” which are relevant for education contexts and for educational/career guidance processes: Positive Psychology and Integrated Positive Education approaches.

*–* Developing an awareness of the risk factors that can undermine teachers’ well-being at work and apply appropriate preventative and stress-management strategies.

***READING LIST***

Texts for analytical study (counting towards ECTS ):

– P.L. Baldi (edited by), *Psicologia generale*. Pearson Italia, Milano-Torino, 2018 (chapters: 1, 4, 5 and 6)\*

– F. Cristofolini-A. Gaggioli, *La felicità si impara (anche) a scuola. Una guida all'educazione positiva integrata*, Pearson Academy, 2021.

Preparation of one of the following texts:

– A. Chirico-A. Gaggioli, *La Profonda Meraviglia: La Psicologia dei Momenti di Eternità*. Edizioni San Paolo, 2021.

– M. Csikszentmihalyi, *Flow. Psicologia dell’esperienza ottimale*. ROI Edizioni, 2021.

– N. Doidge (edited by), *Il cervello infinito: storie di conquiste personali alle frontiere della neuroscienza*. Ponte alle Grazie, Milano, 2014.

– D. Siegel, *Mindfulness e cervello*, Raffaello Cortina, 2008.

– D. Siegel, *Diventare consapevoli. Una pratica di meditazione rivoluzionaria*, Raffaello Cortina, 2019.

– M. Seligman, *Imparare l'ottimismo. Come cambiare la vita cambiando il pensiero*. Giunti, 2015

Supplementary materials are available on the Blackboard platform (slides, lecture notes, articles, further reading on specific topics).

***TEACHING METHOD***

Frontal lectures and practical exercises, seminars, collaborative groups for the further study of specific topics, possible participation of external experts.

***ASSESSMENT METHOD AND CRITERIA***

Students will be assessed by means of an oral exam designed to evaluate their knowledge and understanding of the exam topics. The oral exam will focus on the single-subject part of the course and on any additional material and/or background reading proposed during the course (accessible on Blackboard). The final mark will be based on the following: (i) accuracy of students’ answers; (ii) communication skills and ability to make effective, well-supported arguments that students demonstrate during the exam; (iii) their capacity for expressing information and arguments in their own words and contextualising what they have learned.

***NOTES AND PREREQUISITES***

a. This syllabus applies for attending and non-attending students alike.

b. The course material may be supplemented with handouts, scientific articles and other educational content, which may also be made available on the Blackboard platform.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.