**Psychology of Digital Media with Developmental Psychology**

## Prof. Eleonora Brivio; Prof. Antonio Bova

Module: *Psychology of Digital Media* (Prof. Eleonora Brivio)

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

The course aims to give students the necessary theoretical, and operational skills for analysing digital media products from a psychological point of view.

At the end of the course, students will have learned psychological models at the bases of digital media and the basics techniques to analyse people’s behaviors in a digital environments. They will be able to apply these theories and techniques critically to study psychological phenomena; lastly, students will be able to present their work to their peers, both in written and oral form.

***COURSE CONTENT***

The course aims to provide the theoretical bases of Media Psychology and operational tools to conduct research on behaviors in digital environments. In this approach, the first objective is to gain understanding about who the users of the system are, how their behaviors take meaning in context. At the same time, researchers must be aware of the characteristics of interactive technologies that influences behaviors. The course will cover the following topics:

– Characteristics of new media objects: mobile application, wearables, virtual and augmented reality

– Digital interactions: definitions and study tools

– The tools for analysis: netnography, interviews, questionnaire, discourse analysis and socio-semiotics.

***READING LIST***

Materials required for the exam will be announced and distributed by the lecturer during the course.

***TEACHING METHOD***

The course includes lectures supplemented by multimedia presentations and material made available online, analysis of operational tools, exercises and simulations.

***ASSESSMENT METHOD AND CRITERIA***

Students' knowledge will be assessed by way of a practical project proposal describing its rationale and processes.

The report will be evaluated on the basis of the following criteria: originality, application of the methodologies addressed during the course, structural coherence, overall clarity.

During the examination, the project will be discussed in relation to topics covered during lessons and the reading material. The final mark, on a 30-point scale, will be based on the above-mentioned knowledge and skills according to the following ranges: - incomplete or insufficient knowledge and skills: lower than 18; - adequate but not very thorough knowledge and skills with limited applications to the project: 18-22; good knowledge and skills, adequately articulated and sufficiently applied to the project: 23-26; excellent knowledge and skills, well-articulated and consistently applied to the project: 27-30.

***NOTES AND PREREQUISITES***

Knowledge of the basic principles of Social Psychology and General Psychology is required.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.

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

Module: *Developmental Psychology* (Prof. Antonio Bova)

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

The course aims to provide students with theoretical, methodological and empirical competences useful to encapsulate, through the perspective of the social psychology of communication, the content related to the study of psychosocial processes affecting the development and adaptation processes of students in the school context.

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

– analyse the psychosocial processes affecting the functioning of class groups and educational organizations from the perspective of the social psychology of communication (*knowledge and understanding*);

– formulate psychosocial hypothesis to explain the communication student/teacher interaction (*ability to apply knowledge and understanding*);

– demonstrate analysis and original reasoning on the course topics with specific reference to case studies and material discussed in class (*critical thinking skills*);

– express concepts and use psychosocial categories with critical thinking and appropriate language (*communication skills*);

– demonstrate an understanding of the main features, similarities and differences of the theories, operational models and techniques presented in the course (*learning skills*).

***COURSE CONTENT***

The module offers an overview of the psychosocial processes affecting the development and adaptation processes of students in the school context. In particular, the module will discuss the concepts of management of group dynamics and interpersonal/ intergroup conflicts, the quality of teacher/student interaction, school-family relations and the creation of a trust relationship with parents, leadership dynamics and typical intercultural relationships at school. In addition, the module will provide specific in-depth analysis of two themes related to the figure of the teacher: work-family integration and perception of the self and the educational task.

***READING LIST***

Lecture slides presented and discussed during the course. Specific articles and material referring to the case studies presented in class.

***TEACHING METHODS***

The course includes lectures supplemented by multimedia presentations and material made available online, analysis of operational tools, exercises and simulations. In addition, the course will be supported by the presentation of experiences and case studies aimed at finding a practical application to the theories explained in class.

All the teaching material produced during the course (Power Point presentations, articles, case studies, and other useful material for the final exam) will be made available on Blackboard.

***ASSESSMENT METHODS AND CRITERIA***

The final assessment consists in an oral exam aimed to check the students’ knowledge of the topics explained in class (please see the *intended learning outcomes* mentioned above).

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course. However, students should ideally have a genuine curiosity towards the key concepts of social psychology and the study of the processes that influence the development and adaptation processes of students in the school context.

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.

*Office hours*

Prof. Antonio Bova will communicate office hours during the first lesson.