



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
ACADEMIC YEAR	2017/2018
MASTER'S DEGREE (MSC)	SOCIAL, OCCUPATIONAL AND ORGANISATION PSYCHOLOGY
SUBJECT	PSYCHOLOGY OF EDUCATION
TYPE OF EDUCATIONAL ACTIVITY	C
AMBIT	20969-Attività formative affini o integrative
CODE	06047
SCIENTIFIC SECTOR(S)	M-PSI/06
HEAD PROFESSOR(S)	DI STEFANO GIOVANNI Professore Associato Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	6
INDIVIDUAL STUDY (Hrs)	110
COURSE ACTIVITY (Hrs)	40
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	1
TERM (SEMESTER)	2° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	DI STEFANO GIOVANNI Tuesday 11:00 13:00 Presso lo studio del docente (Viale delle Scienze, Ed. 15, VI piano, stanza 012); in relazione a situazioni ed esigenze specifiche, potrà essere utilizzata la piattaforma Microsoft Teams

DOCENTE: Prof. GIOVANNI DI STEFANO

PREREQUISITES	Social psychology, Work and Organizational psychology, Group dynamics
LEARNING OUTCOMES	<p>Knowledge and understanding</p> <p>Knowing the main variables implied in planning, building, managing and concluding training programs in organizational contexts.</p> <p>Being aware of subjective and institutional implications in planning, building, managing and concluding training programs.</p> <p>Applying knowledge and understanding</p> <p>Applying and modulating theoretical knowledge according to the different professional backgrounds and the individual, group and institutional intervention levels.</p> <p>Making judgments</p> <p>Being able to assess the implications and social, ethical and professional responsibilities in managing training programs.</p> <p>Communication</p> <p>Knowing how to use the correct communication channels, modulating them according to the different parties involved (direct beneficiaries, stakeholders, organizational representatives, client) and different objectives.</p> <p>Lifelong learning skills</p> <p>Developing the ability to discern references consistent with the aims of the course and appropriate with his/her own interests and professional studies.</p>
ASSESSMENT METHODS	<p>Attending students (absence hours less than 25% of the total number of hours of the course): Project presentation, Written test</p> <p>Students will be requested, during the workshop, to form small teams (4 students per team) with the task of drawing up a project of training program as part of a case study. The project will be presented by a written paper.</p> <p>Also, a written test will be individually performed by each student at the end of the course on a semi-structured basis articulated in different sections; this test aims to evaluate the knowledge and their application, the autonomy of judgment, communication and learning skills. The final evaluation grades are expressed in thirtieths. It is obtained taking into account the result of team work (40% of the overall evaluation) and the written test (60% of the overall evaluation).</p> <p>Non-attending students (absence hours more than 25% of the total number of hours of the course): Written test</p> <p>Students will be required to complete a written assignment on a semi-structured basis articulated in different sections, designed to assess knowledge and their application, the autonomy of judgment, communication and learning skills and abilities. The final evaluation grades are expressed in thirtieths.</p>
EDUCATIONAL OBJECTIVES	<p>The course aims to provide students with the basic knowledge and skills of the psychology of training process from a psycho-social perspective. Starting from the analysis of the educational/training process, it will be defined the role and the competencies of the trainer from a psychological / psycho-social point of view, deepening the themes of demand analysis and training needs analysis, the training planning, the classroom dynamics management, the evaluation of the training action.</p> <p>Consistent with such purposes, the course has the following essential objectives:</p> <ul style="list-style-type: none">- Stimulate the ability to read and operationally use the information from the client and the users of a training process (multi-level demand analysis);- Trainee to projecting training processes;- Enrich the knowledge of the basic elements of classroom dynamics and the management of training/educational debriefing;- To know the main methodologies and techniques of providing training in different organizational contexts;- Gain awareness of subjective and institutional implications in building and managing the training processes. <p>Wide space will be devoted to training methods and techniques (front lesson, leaderless group discussion, simulation, business game, role play, outdoor training).</p>
TEACHING METHODS	Lessons, workshop and experiential training
SUGGESTED BIBLIOGRAPHY	<p>Bulgarelli, A., Barbaro, R., Di Lieto, G., Francischelli, E., Premutico, D., & Richini, P. (2012). Strumenti per la formazione esperienziale dei manager. Roma: ISFOL.</p> <p>Boldizzoni, D., & Nacamulli, R. C. D. (2011). Oltre l'aula: Strategie di formazione nella società della conoscenza (2a ed.). Milano: Apogeo.</p> <p>Carli, R., & Panizza, R. M. (1999). Psicologia della formazione. Bologna: Il Mulino.</p> <p>Fraccaroli, F. (2007). Apprendimento e formazione nelle organizzazioni. Bologna: Il Mulino.</p> <p>Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). Evaluating training programs: The four levels (3rd ed.). San Francisco, CA: Berrett-Koehler.</p> <p>Kraiger, K., Passmore, J., dos Santos, N. R., & Malvezzi, S. (2015). The Wiley Blackwell handbook of the psychology of training, development and</p>

	<p>performance improvement. Chichester, England: Wiley.</p> <p>Dizionari di consultazione: Dictionaries: Quaglino, G. P. (Ed.) (2014). Formazione: I metodi. Milano: Cortina. Barus-Michel, J., Enriquez, E., & Levy, A. (2003). Dizionario di psicopsicologia. Trad. it. Milano: Cortina, 2005.</p> <p>Altri testi potranno essere suggeriti dal docente nel corso delle lezioni. Other books and articles may be suggested by the teacher during lessons.</p>
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SYLLABUS

Hrs	Frontal teaching
5	Project training process - Demand analysis - Need analysis - Planning of training intervention
5	Training activities - Realization of material and documents - Training contents management
5	Learners' management - Monitoring intra- and inter-group dynamics - The institutional and organizational dynamics
5	Evaluate training - Evaluating processes of training - Evaluating outcomes of training
Hrs	Practice
6	Case studies - Demand analysis - Planning training programs
6	Simulations - Public speaking - Classroom management
8	Indoor/Outdoor training - Experiential training