

PROGRAM	Innovative Technologies for Digital Communication
MODULE	Psychology of innovation
ECTS	6
YEAR RUNNING	1°
LECTURER	EUGENIO DE GREGORIO
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CONSULTATION TIME	The appointment will be agreed upon contact via email

LEARNING AND SKILLS OUTCOMES

The teaching aims to make the student achieve the following learning outcomes:

1. With reference to knowledge and understanding the student will be able to evaluate and analyze digital communication studies and projects in which psychological aspects are involved (both on an individual and social level);
2. With reference to applied knowledge and understanding, the student will be able to contribute to the design of communication systems, services and products in the light of the psychological processes that favor the production of innovation;
3. With reference to communication skills, the student must be able to describe the psychological aspects related to innovation in the contexts of technologies, communication and social networks clearly and with an adequate language;
4. With reference to critical thinking, the student will be able to analyze and identify psychological processes (at an individual and collective level)

Learning outcomes

- provide students with the knowledge of the main theoretical models and concepts of social psychology most pertinent to operating in the sectors envisaged by the course of study;
- promote knowledge of the most suitable methodological aspects to intervene from an interprofessional perspective in the contexts of the design of communication systems mediated / supported by digital technologies;
- understand which are the most relevant psychological processes in the contexts of the design of technologies for digital communication;
- analyze situations and concrete cases in order to identify the specificity of the contribution of psychology in the contexts of innovation.

SYLLABUS AND TIMELINE

The course is developed on learning units connected to each other by transversal topics. The course is based in the field of social psychology, consequently the contents of the learning units will refer to this discipline with a greater depth of those topics that connect the individual to the collective, the personal to the social.

Particular emphasis will be given to the world of organizations (companies, associations) characterized by a strong vocation for innovation. We will then look at real situations, experiences and experiments in order to link the theory (the models and concepts of Psychology) to the concrete and daily practical application (psychology-in-situation). The teaching units will consist of both topics closer to the field of digital communication and technological innovation and classic themes of psychology applied to the "social". The teaching units are:

- 1) the psychological processes of innovation and creativity, discoveries and inventions: individual factors and collective factors;
- 2) the role of leadership for innovation in groups and in the organizational world;
- 3) theories and models on thought processes: convergent and divergent thinking; the reasoning: deduction and induction; the traps of reasoning and cognitive biases;
- 4) the production of knowledge in organizations: cognitive processes, identities and belonging as factors that promote or hinder innovation;
- 5) individual and group decision-making processes; cognitive biases, Groupthink (symptoms and solutions), the spread of responsibility, stereotypes and prejudices;
- 6) responsibility: attribution errors, the diffusion of responsibility and deindividuation;

The lessons will be aimed at encouraging the development of one's own path of learning and professional development made up of both theoretical knowledge and practical skills that can be spent in the various application sectors provided for by the course of study. The aim will be to deepen the role of the main technological communication devices and understand how they interact with psychological processes both at an individual and collective level;

the interaction between technologies and people will also be studied in depth, through participation in groups (formal and informal) and networks in specific sectors.

SUGGESTED PRE-REQUISITE QUALIFICATIONS

None

METHOD OF ASSESSMENT

Drafting of a project work on the topics covered by the course and intermediate tests with questionnaires as a predefined alternative or small individual or group projects.

ASSESSMENT CRITERIA

- With reference to knowledge and understanding, the final exam will assess the student's acquisition of the fundamental notions relating to the topics listed in the detailed teaching program.
- With reference to the application of knowledge and skills acquired, the final exam will assess the student's ability to connect the different topics covered and the ability to resolve issues involving psychological-social mechanisms at individual and collective level.
- With reference to communication skills, the final exam will evaluate, in addition to the contents expressed, the ability to clearly the ability to appropriately evaluate the terms of scientific language and to effectively present the topics studied.

MARKING CRITERIA

Level of detail: includes references to other bibliographic sources in addition to recommended materials, databases, articles, sites, blogs;

0-4 points will be awarded in the presence of little/no reference to bibliographical sources

other than those indicated by the lecturer and therefore with a low level of in-depth study; 5-7 points will be awarded in the presence of an adequate/sufficient level of in-depth study with recourse to sources outside the suggested materials; 8-10 points will be awarded in the presence of complete and exhaustive references to at least one source outside the materials indicated by the lecturer.

Completeness and quality of the arguments: non-triviality, non-common sense, coverage of the argumentative range on the explored topic, critical ability;
0-4 points will be awarded in the presence of poor quality arguments, copy-paste mode and/or poor coverage of topics relevant to the subject; 5-7 points will be awarded in the presence of sufficient/discreet adherence to the topics dealt with relevant to the subject; 8-10 points will be awarded in the presence of good/excellent completeness of the arguments and close relevance of what is dealt with to the course content;

Argumentative ability and linguistic properties on the concepts of the subject.
0-4 points are awarded in the presence of poor communicative competence and equal linguistic property on topics in the area of psychology; 5-7 points are awarded in the presence of sufficient argumentative competence and fair linguistic property on topics in the area of psychology; 8-10 points are awarded in the presence of excellent argumentative competence in the description of psychological concepts and processes.

READING LIST

Students are required to complete the preparation for the exam by integrating the learning materials discussed during the classroom lessons with the following mandatory sources:

- Csikszentmihalyi M. (1996), Creativity. The psychology of discovery and invention. Harper Collins, New York.
- Kahneman D. (2012). Thinking, Fast and Slow, Penguin Press [ISBN: 9780141033570]

Students can also integrate the above by consulting the in-depth materials available on the shared folders (Google Drive or others): selection of chapters from monographs and handbooks in English