Course	Innovative Technologies for Digital Communication
Modules	Psychology of innovation
ects (cfu)	6
hours	36
year running	1° year
semester	I semester
lecturer	Eugenio De Gregorio
e-mail	e.degregorio@unilink.it
consultation time	After class or by appointment previously arranged by e-mail

LEARNING AND SKILLS OUTCOMES

The course aims to provide students with the following learning outcomes:

1. **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. **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. **MAKING JUDGEMENTS**: the student will be able to express his or her own analytical, circumstantial and appropriately worded evaluation of technological systems and products in which psychological and social aspects are involved;

4. **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;

5. **LEARNING ABILITY**: the student will be able to use the conceptual and methodological tools acquired in order to conduct an analysis of the development and diffusion of innovative technologies and products of human creativity across different disciplines.

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.

PRE-REQUISITE QUALIFICATIONS

none

COURSE DETAILED CONTENTS

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.

TEACHING METHODS

The teaching activities will be carried out through both traditional lessons and active methods (group/individual work) on scientific papers related to the course topics, experimentation and in-depth study of techniques and methodologies for content processing and dissemination (Prezi, Mindmeister, Inspiration, etc.).

TEACHING MATERIALS

Students are required to prepare for the examination by integrating the teaching materials discussed during the in-class lectures with the following compulsory textbook:

- 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 and/or Smart Learn), selection of chapters from monographs and handbooks in English

FINAL EXAM

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. Instructions for carrying out the project work will be provided during the course.
Students will be assessed on the basis of their knowledge of the main topics covered by the course and their ability to use the content studied (constructs, models, theories, research

data) in a appropriate manner to the professional contexts in which they will operate, tell these contents using an appropriate language (non-common sense) and relevant to the requirements.

ASSESSMENT METHODS

Assessment methods concern:

1. **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
2. **APPLIED KNOWLEDGE AND UNDERSTANDING**: 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.
3. **AUTONOMY JUDGMENT:** the exam will assess whether the student achieved a capacity of critically interpretate the course content, thus being able to evaluate and analyse studies and projects of technological systems/products in which psychological and social aspects are involved;
4. **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;
5. **LEARNING ABILITY:** the students should be able to use the conceptual and methodological tools acquired in order to conduct an analysis of the development and diffusion of innovative technologies and products of human creativity across different disciplines.

The final exam, for attending students and non-attending students, will take place with an oral interview of course contents and the assigned study texts, including their project work. For attending students, the final oral evaluation will also take into consideration the level and quality of active participation to the activities and works carried out during the course.

Indications for the exam texts are provided by the teacher.

On-going Evaluation
The on-going evaluation is based on the implementation of research/in-depth research during the course, the participation and the individual/group presentations on the course contents. The details for each task will be illustrated during the semester.

These activities, to be held during the period of the course, are part of on-going evalutation and include the making of:

- in-depth study of research (individual and/or in team) on a subject chosen and agreed with the teacher.
- presentation and speech in the classroom (individual and/or in team) on a subject chosen and agreed with the teacher.
- participation and sharing of learning materials through remote cooperation/communication environments.

Final Evaluation
The final evaluation is cumulative considers:

- Active participation in classroom
- Active participation at individual and/or teamwork
- Results of the ongoing evaluation based on presentations made in the classroom

- Individual interview (oral) on all course contents and assigned textbooks.

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.

The final score is expressed in thirtieth grade, with the possibility of honors. The final score reflects the student's preparation as follows:

Score	Description
< 18 not sufficient	Fragmentary and superficial knowledge of contents, errors in applying concepts, insufficient exposure.
18-20	Sufficient but still general knowledge of contents, elementary exposure, uncertainties in the application of theoretical notions.
21-23	Appropriate, but not deep, knowledge of contents, good ability in applying theoretical notions as well as presenting them in a simple way.
24-25	Appropriate and vast knowledge of contents, discrete ability in applying them, good ability in presenting notions in a comprehensive way.
26-27	Precise and comprehensive knowledge of the topics, good ability in applying the acquired knowledge, good analytical skills, clear and correct exposure.
28-29	Extensive, comprehensive and deep knowledge of contents, good applicative skills, good ability of analysis and synthesis, confident and correct exposure.

30 30 with honors	Very broad, comprehensive and deep knowledge of the contents, well-established ability to apply the acquired notions, excellent ability of analysis, synthesis as well as ability to create interdisciplinary links, fluency of exposure.

FINAL RECOMMENDATIONS

Students belonging to the 'part-time/workers' category or being unable to take part in the lessons are suggested to directly contact the professor in order to analyze, together, specific training needs.