

Corso di laurea in Scienze e Tecniche di Psicologia Cognitiva

Temi e relativa bibliografia per la Prova Finale a.a. 2024/2025

TEMA 1 - Innovative Teaching and Learning and Educational Technology

- Cotton, D. R., Cotton, P. A., & Shipway, J. R. (2023). Chatting and Cheating. Ensuring academic integrity in the era of ChatGPT. (*EdArxiv.org preprint*).
- Crompton, H., & Burke, D. (2018). The use of mobile learning in higher education: A systematic review. *Computers & education*, 123, 53-64.
- Kapur, M. (2015). Learning from productive failure. *Learning: Research and practice*, 1(1), 51-65.
- Morado, M. F., Melo, A. E., & Jarman, A. (2021). Learning by making: A framework to revisit practices in a constructionist learning environment. *British Journal of Educational Technology*, 52(3), 1093-1115.
- Tonelli, D., Grion, V., & Serbati, A. (2018). L'efficace interazione fra valutazione e tecnologie: evidenze da una rassegna sistematica della letteratura. *Italian Journal of Educational Technology*, 26(3), 6-23.

TEMA 2 - Identificazione organizzativa: natura, potenzialità e limiti

- Cicero, L. (2007). Teoria dell'Identità Sociale e organizzazioni lavorative: nodi concettuali e tematiche di ricerca. *Giornale Italiano di Psicologia*. XXXIV, 2, 331-368.
- Ashforth, B. E., & Mael, F. (1989). Social Identity Theory and the Organization. *Academy of Management Review*, 14, 20-39.
- Conroy, S., Henle, C. A., Shore, L., & Stelman, S. (2017). Where there is light, there is dark: A review of the detrimental outcomes of high organizational identification. *Journal of Organizational Behavior*, 38, 184-203.

TEMA 3 – Il concetto di neurodivergenza

- Dwyer, P. (2022). The neurodiversity approach (es): What are they and what do they mean for researchers?. *Human development*, 66(2), 73-92.
- Lord, C., Elsabbagh, M., Baird, G., & Veenstra-Vanderweele, J. (2018). Autism spectrum disorder. *The lancet*, 392(10146), 508-520.
- Mottron, L., & Bzdok, D. (2020). Autism spectrum heterogeneity: fact or artifact?. *Molecular psychiatry*, 25(12), 3178-3185.
- Schnabel, A., Youssef, G. J., Hallford, D. J., Hartley, E. J., McGillivray, J. A., Stewart, M., ... & Austin, D. W. (2020). Psychopathology in parents of children with autism spectrum disorder: A systematic review and meta-analysis of prevalence. *Autism*, 24(1), 26-40.

TEMA 5 - Neglect spaziale

- Cubelli, R. (2024). Milestones in Cortex: Three Italian papers on spatial neglect. *Cortex*, 170, 32-37. DOI: 10.1016/j.cortex.2023.09.012
- Della Sala, S., Beschin, N., Cubelli, R. (2018). Persistent neglect in everyday life. *Cortex*, 103, 382-384. DOI: 10.1016/j.cortex.2017.09.010
- Rode, G., Pagliari, C., Huchon, L., Rossetti, Y., Pisella, L. (2017). Semiology of neglect: An update. *Annals of Physical and Rehabilitation Medicine*, 60(3), 177-185. <https://doi.org/10.1016/j.rehab.2016.03.003>

TEMA 6 - Storia e teoria delle emozioni

- Plamper, J. [2015] (2018). *Storia delle emozioni*. Il Mulino: Bologna (traduzione di Simona Leonardi).
- Deonna, J. A., & Teroni, F. (2017). Getting bodily feelings into emotional experience in the right way. *Emotion Review*, 9(1), 55–63. <https://doi.org/10.1177/1754073916639666>.

TEMA 7 – La misurazione in Psicologia

- Chiorri, C. (2023). *Teoria e tecnica psicometrica: costruire un test psicologico*. II edizione. McGraw-Hill, Capitoli 1, 2, 3.
- Korbmacher, M., Azevedo, F., Pennington, C.R. et al. The replication crisis has led to positive structural, procedural, and community changes. *Commun Psychol* 1, 3 (2023). <https://doi.org/10.1038/s44271-023-00003-2>
- Pastore, M., Nucci, M., & Bobbio, A. (2015). Vita di P: 16 anni di statistiche sul GIP. *Giornale italiano di psicologia*, 42(1-2), 303-328.

TEMA 8 - Ricerca qualitativa e inclusione scolastica e sociale

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp0630a>
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- Ferri, B., Monceri, F., Goodley, D., Titchkosky T., Vadalà, G., Valtellina E., Migliarini V., D'Alessio, S., Bocci, F., Marra, A., Medeghini, R. (2018). *Disability Studies e Inclusione. Per una lettura critica delle politiche e pratiche educative*, Trento, Erickson.

TEMA 9 – Violenza di genere

- Grumi S., Milani L. (2023) *Psicologia della violenza di genere*. Milano: Vita e pensieri. Parte 1 e Parte 3 più un'altra parte a scelta per approfondire un aspetto specifico.
- Consiglio Europeo (2011) *Convenzione del Consiglio d'Europa sulla prevenzione e la lotta contro la violenza nei confronti delle donne e la violenza domestica*. Testo italiano: <https://www.istat.it/it/files/2017/11/ISTANBUL-Convenzione-Consiglio-Europa.pdf> Testo inglese: <https://www.coe.int/en/web/istanbul-convention/text-of-the-convention>.

TEMA 10 – Comprensione del testo

- Oakhill, J., Cain, K., Elbro, C. (2015). *Understanding and teaching reading comprehension*. Routledge: NY.
- Oakhill, J., Cain, K., (2011). The precursors of reading ability in Young readers: Evidence from a four-year longitudinal study. *Scientific Studies of Reading*, 16(2), 91-121Xxx

TEMA 11 - La prestazione lavorativa: Valutazione, gestione e teorie

- Aguinis, H., Beltran, J. R., & Marshall, J. D. (2024). Performance: Confirming, refining, and refuting theories. *Journal of Management Scientific Reports*, 2(2), 135-153. <https://doi.org/10.1177/27550311241247487>
- Alessandri, G., & De Longis, E. (2018). La prestazione lavorativa. In G. Alessandri & L. Borgogni (Eds.), *Psicologia del lavoro: Dalla teoria alla pratica* (Vol. 2, pp. 319-356). Franco Angeli.

- DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology*, 102(3), 421–433. <https://doi.org/10.1037/apl0000085>

TEMA 12 - The Role of Fathers in Child Development

- Amodia-Bidakowska, A., Laverty, C., & Ramchandani, P. G. (2020). Father-child play: A systematic review of its frequency, characteristics and potential impact on children's development. *Developmental Review*, 57, 100924. <https://doi.org/10.1016/j.dr.2020.100924>
- Cabrera, N. J. (2020). Father involvement, father-child relationship, and attachment in the early years. *Attachment & human development*, 22(1), 134-138. 10.1080/14616734.2019.1589070
- Grebe, S. C., Mire, S. S., Kim, H., & Keller-Margulis, M. A. (2022). Comparing fathers' and mothers' perspectives about their child's autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 1-14. 10.1007/s10803-021-05077-7
- Rudelli, N., Straccia, C., & Petitpierre, G. (2021). Fathers of children with autism spectrum disorder: Their perceptions of paternal role a predictor of caregiving satisfaction, self-efficacy and burden. *Research in Autism Spectrum Disorders*, 83, 101744. <https://doi.org/10.1016/j.rasd.2021.101744>

TEMA 13 – Nuovi approcci in neuroscienze cognitive dello sviluppo

- McMahon, E., & Isik, L. Seeing social interactions (2023). *Trends in cognitive sciences*, S1364-6613. <https://doi.org/10.1016/j.tics.2023.09.001>
- Palmer, C. J., Lawson, R. P., & Hohwy, J. (2017). Bayesian approaches to autism: Towards volatility, action, and behavior. *Psychological Bulletin*, 143(5), 521–542. <https://doi.org/10.1037/bul0000097>

TEMA 14 – Oggettivazione sessuale e interazioni sociali: il corpo come oggetto

- Pacilli, M. G. (2016). *Quando le persone diventano cose. Corpo e genere come uniche dimensioni di umanità*. Il Mulino.
- Saguy T, Quinn DM, Dovidio JF, Pratto F. Interacting like a body: objectification can lead women to narrow their presence in social interactions. *Psychol Sci*. 2010 Feb;21(2):178-82. doi: 10.1177/0956797609357751. Epub 2010 Jan 8. PMID: 20424041.
- Dvir M, Kelly JR, Tyler JM, Williams KD. I'm up here! Sexual objectification leads to feeling ostracized. *J Pers Soc Psychol*. 2021 Aug;121(2):332-353. doi: 10.1037/pspi0000328. Epub 2020 Aug 13. PMID: 32790469.
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TEMA 15 - Bilinguismo: linguaggio e cognizione

- Onofrio, D., Caselli, M.C., & Ferri, R. (2019). Lo sviluppo lessicale nei bambini bilingui di età prescolare. *Psicologia Clinica dello Sviluppo*, 23(1), 27-48. DOI: 10.1449/93132.
- Girelli, M. (2003). Il riconoscimento di parole nel bilinguismo. *Giornale italiano di psicologia*, 30(3), 529-550. DOI: 10.1421/10099.
- Bonifacci, P., Cappello, G., & Bellocchi, S. (2012). Linguaggio e cognizione: implicazioni dal bilinguismo. *Rivista Italiana di Filosofia del Linguaggio*, 5, 7-21.
- De Bruin, A., Treccani, B., & Della Sala, S. (2015). Cognitive advantage in bilingualism: An example of publication bias? *Psychological science*, 26(1), 99-107. DOI:10.1177/0956797614557866.

TEMA 16 - Minds and Machines: The novel field of machine psychology

- Stella, M., Hills, T. T., & Kenett, Y. N. (2023). Using cognitive psychology to understand GPT-like models needs to extend beyond human biases. *Proceedings of the National Academy of Sciences*, 120(43), e2312911120.
- Binz, M., & Schulz, E. (2023). Using cognitive psychology to understand GPT-3. *Proceedings of the National Academy of Sciences*, 120(6), e2218523120.
- Rathje, S., Mirea, D. M., Sucholutsky, I., Marjeh, R., Robertson, C. E., & Van Bavel, J. J. (2024). GPT is an effective tool for multilingual psychological text analysis. *Proceedings of the National Academy of Sciences*, 121(34), e2308950121.

TEMA 17 – La cognizione sociale nella prima infanzia

- Goswami, U. (2019). *Cognitive development and cognitive neuroscience: The learning brain*. Routledge. Chapter 3, Infancy: The psychological world. (pp. 98-140.).
- Margoni, F., Surian, L., & Baillargeon, R. (2023). The violation-of-expectation paradigm: A conceptual overview. *Psychological Review*.
- Ting, F., & Baillargeon, R. (2021). Toddlers draw broad negative inferences from wrongdoers' moral violations. *Proceedings of the National Academy of Sciences*, 118(39), e2109045118.

TEMA 18 - Il controllo della distrazione visiva

- Chelazzi, L., Marini, F., Pascucci, D., & Turatto, M. (2019). Getting rid of visual distractors: The why, when, how, and where. *Current Opinion in Psychology*, 29, 135–147.
- Luck, S. J., Gaspelin, N., Folk, C. L., Remington, R. W., & Theeuwes, J. (2021). Progress toward resolving the attentional capture debate. *Visual Cognition*, 29(1), 1–21.

TEMA 19 – Come ridurre il pregiudizio?

- Sacchi, S., & Brambilla, M. (a cura di). *Psicologia sociale del pregiudizio*. Raffaele Cortina editore. Capitoli 1, 2, 3, e 6.
- Hsieh, W, Faulkner, N., Wickes, R. (2022). What reduces prejudice in the real world? A meta-analysis of prejudice reduction field experiments. *British Journal of Social Psychology*, 61(£), 689-710.
- Paluck, E. L., Porat, R., Clark, C. S., & Green, D. P. (2021). Prejudice reduction: Progress and challenges. *Annual review of psychology*, 72, 533-560.
- Verkuyten, M., Yogeeswaran, K., & Adelman, L. (2020). Toleration and prejudice- reduction: Two ways of improving intergroup relations. *European Journal of Social Psychology*, 50(2), 239-255.

TEMA 20 - Workaholism e work addiction

- Spagnoli, P., & Balducci S. (2024). Lavorare troppo. Il Mulino, Bologna
- Atroszko, P. A. (2024). Work Addiction and Workaholism are Synonymous: An Analysis of the Sources of Confusion (a Commentary on Morkevičiūtė and Endriulaitienė). *International Journal of Mental Health and Addiction*. <https://doi.org/10.1007/s11469-024-01243-x>
- Di Stefano, G., & Gaudiino, M. (2019). Workaholism and work engagement: How are they similar? How are they different? A systematic review and meta-analysis. *European Journal of Work and Organizational Psychology*, 28(3), 329–347. <https://doi.org/10.1080/1359432X.2019.1590337>
- Griffiths, M. D., Demetrovics, Z., & Atroszko, P. A. (2018). Ten myths about work addiction. *Journal of Behavioral Addictions*, 7(4), 845–857. <https://doi.org/10.1556/2006.7.2018.05>
- Morkevičiūtė, M., & Endriulaitienė, A. (2023). Defining the Border Between Workaholism and Work Addiction: A Systematic Review. *International Journal of Mental Health and Addiction*, 21(5), 2813–2823. <https://doi.org/10.1007/s11469-022-00757-6>