



Course unit English denomination	How demographic factors shape social change
SS	STAT-02/A
Teacher in charge (if defined)	Maria Letizia Tanturri
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	First year
Course delivery method	<ul> <li>☑ In presence</li> <li>□ Remotely</li> <li>□ Blended</li> </ul>
Language of instruction	English/Italian
Mandatory attendance	<ul><li>□ Yes (% minimum of presence)</li><li>⊠ No</li></ul>
Course unit contents	The course focuses on the mechanism of reciprocal interaction between demographic and social change. Particular attention will be given to those studies addressing the link between gender inequalities and reproductive behaviour.
Learning goals	<ul> <li>To understand the key current debates about the major population issues (extreme low fertility, childlessness booming, unprecedented population ageing)</li> <li>To reflect on the possible implications of demographic change on social and gender inequalities, and vice versa.</li> </ul>
Teaching methods	Front lectures, class discussions and presentations, active learning
Course on transversal, interdisciplinary, transdisciplinary skills	⊠ Yes □ No
Available for PhD students from other courses	⊠ Yes □ No
Prerequisites (not mandatory)	No special prerequisites are requested
Examination methods (in applicable)	





Suggested readings	The teaching materials will be uploaded to the course's Moodle platform before each session
Additional information	
Course unit English denomination	Open science practices and reporting standards for quantitative and qualitative research
SS	PSIC-03/B
Teacher in charge (if defined)	Michelangelo Vianello
Teaching Hours	14
Number of ECTS credits allocated	2
Course period	First Semester and Second Semester
Course delivery method	<ul> <li>☑ In presence</li> <li>□ Remotely</li> <li>□ Blended</li> </ul>
Language of instruction	English
Mandatory attendance	<ul><li>☐ Yes (70% minimum of presence)</li><li>☑ No</li></ul>
Course unit contents	Open Science: 1) What Open Science is and why it matters; 2) Open Data, Open Materials Practical Skills; 3) Pre-registration & Registered Reports; 4) Reporting standards for research in psychology: Why do we need them?; 5) Reporting standards for Quantitative, Qualitative, Meta-Analytic, and Mixed Methods Research.
Learning goals	Acquire knowledge about what Open Science is and how Open Science practices are relevant for the scientific production of knowledge. Acquire practical skills on making Data and Study materials open to the scientific community and to the wider public and acquire knowledge on how this practice impacts reproducibility. Acquire knowledge on what pre-registration and registered reports are, how they differ, and how they can be useful to the researcher. Acquire knowledge about the APA reporting standards for quantitative and qualitative research and their importance in advancing scientific knowledge. Understand the structure, purpose, and key components of JARS (Journal Article Reporting Standards) for quantitative and qualitative research (JARS-Quant and JARS-Qual), including the reporting standards for race, ethnicity, and culture (JARS-REC). Acquire practical skills in accurately presenting quantitative qualitative, Meta-Analytic and Mixed Method research in accordance with JARS.





	Describe how the standards can be used by authors in the process of writing research for submission as well as by reviewers and editors in the process of reviewing research.
Teaching methods	Lectures, group discussion, guided practice, assignments.
Course on transversal, interdisciplinary, transdisciplinary skills	⊠ Yes □ No
Available for PhD students from other courses	⊠ Yes □ No
Prerequisites (not mandatory)	Basic knowledge about the scientific research methods.
Examination methods (if applicable)	
Suggested readings	<ol> <li>Pennington, C. (2023). A Student's Guide to Open Science: Using the Replication Crisis to Reform Psychology. Open University Press. ISBN 978-0335251162. (Available in libraries)</li> <li>Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., &amp; Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. <i>American Psychologist</i>, 73(1), 3.</li> <li>APA Publications and Communications Board Working Group on Journal Article Reporting Standards. (2008). Reporting standards for research in psychology: Why do we need them? What might they be? American Psychologist, 63(9), 839–851. https://doi.org/10.1037/0003-066X.63.9.839</li> <li>Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., &amp; Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. <i>American Psychologist</i>, 73(1), 26–46.</li> </ol>
Additional information	The course is organized in three modules (Open Science, Quantitative standards, Qualitative and mixed-method standards).





Course unit English denomination	Qualitative Research Methods
SS	GSPS-05/A
Teacher in charge (if defined)	Annalisa Frisina
Teaching Hours	14
Number of ECTS credits allocated	2
Course period	First semester
Course delivery method	<ul> <li>☑ In presence</li> <li>☑ Remotely</li> <li>☑ Blended</li> </ul>
Language of instruction	English
Mandatory attendance	$\Box$ Yes (% minimum of presence) $\boxtimes$ No
Course unit contents	The course covers the different research methods used in the context of social research, with particular reference to sociology, political science and anthropology, with an emphasis on qualitative research and the ethnographic approach. The course includes the use of document analysis and other archival data, participant observation, qualitative interviews, focus group, digital and visual methods.
Learning goals	The learning goal is to develop general competences in the major research methods and techniques for empirical research in social sciences.
Teaching methods	Lectures, seminars and workshops with experts in qualitative research methods, group work and peer feedback.
Course on transversal, interdisciplinary, transdisciplinary skills	⊠ Yes □ No
Available for PhD students from other courses	⊠ Yes □ No
Prerequisites (not mandatory)	
Examination methods (in applicable)	





Suggested readings	The teaching materials will be uploaded to the course's Moodle platform before each session or they will be shared by mail
Additional information	





Course unit English denomination	Contemporary authors and theories
SS	GSPS-06/A
Teacher in charge (if defined)	Paolo Magaudda
Teaching Hours	14
Number of ECTS credits allocated	2
Course period	First semester
Course delivery method	<ul> <li>☑ In presence</li> <li>□ Remotely</li> <li>□ Blended</li> </ul>
Language of instruction	English\Italian
Mandatory attendance	<ul><li>☐ Yes (% minimum of presence)</li><li>☑ No</li></ul>
Course unit contents	This doctoral course offers an in-depth exploration of key contemporary authors and theoretical frameworks in the social sciences. The course is designed to encourage critical thinking and interdisciplinary dialogue, focusing on influential thinkers and their contributions to the social sciences. Students are guided in developing an individual research path, choosing from a range of authors and theories that match their academic interests. Through close reading, discussion and collaborative analysis, students will refine their theoretical understanding and apply these insights to their own research projects. Seminars are enriched by in-depth explorations of specific authors, with guest lectures from leading academics in the field.
Learning goals	The learning objectives of the course include developing the ability to critically analyse key contemporary social theories and to understand and apply concepts to contemporary social phenomena; enhance research skills in the social sciences.
Teaching methods	Front lectures, Group work, Peer feedback
Course on transversal, interdisciplinary, transdisciplinary skills	⊠ Yes □ No
Available for PhD students from other courses	□ Yes ⊠ No





Prerequisites (not mandatory)	Given the interactive and reflective nature of the course, no special prerequisites are requested.
Examination methods (in applicable)	
Suggested readings	Specific teaching materials will be circulated on Moodle before and during class.
Additional information	





Course unit English denomination	How to make a good questionnaire
SS	STAT-02/A
Teacher in charge (if defined)	Omar Paccagnella
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	First year
Course delivery method	<ul> <li>☑ In presence</li> <li>□ Remotely</li> <li>□ Blended</li> </ul>
Language of instruction	English/Italian
Mandatory attendance	$\Box$ Yes (% minimum of presence) $\boxtimes$ No
Course unit contents	The course aims to introduce participants to an understanding of the basic aspects of constructing a good questionnaire, from the point of view of clarity of the text and the appropriate rating scales for collecting information, based on guided examples.
Learning goals	The learning goal is to develop basic competences on the main tool to collect data and other information for statistical and quantitative analysis in social sciences.
Teaching methods	Front lectures
Course on transversal, interdisciplinary, transdisciplinary skills	⊠ Yes □ No
Available for PhD students from other courses	⊠ Yes □ No
Prerequisites (not mandatory)	No special prerequisites are requested
Examination methods (in applicable)	
Suggested readings	The teaching materials will be uploaded to the course's Moodle platform before each session
Additional information	









Course unit English denomination	Rasch measurement in psychology and social sciences
SS	PSIC-01/C
Teacher in charge (if defined)	Pasquale Anselmi
Teaching Hours	14
Number of ECTS credits allocated	2
Course period	Second semester
Course delivery method	<ul> <li>☑ In presence</li> <li>□ Remotely</li> <li>□ Blended</li> </ul>
Language of instruction	English
Mandatory attendance	$\Box$ Yes (% minimum of presence) $\boxtimes$ No
Course unit contents	<ul> <li>The course explores the use of Rasch models for the development and validation of measurement instruments, as well as for the assessment of individuals' abilities, attitudes, personality traits, or other variables. The following topics are covered: <ul> <li>The Rasch models and their properties</li> <li>Fit of the data to the Rasch model</li> <li>Reliability and validity of a measurement instrument in the framework on Rasch measurement</li> <li>Differential item functioning</li> <li>Specific analysis software will be introduced</li> </ul> </li> </ul>
Learning goals	<ul> <li>By the end of the course, students will be able to:</li> <li>Estimate Rasch models using specific software</li> <li>Examine the functioning of a measurement instrument (reliability, validity, item functioning) within the framework of Rasch measurement</li> <li>Score individuals within the framework of Rasch measurement</li> </ul>
Teaching methods	For a more effective and comprehensive learning experience, the presentation of theoretical concepts is accompanied by several examples, exercises, and applications that utilize real instruments and empirical data
Course on transversal, interdisciplinary, transdisciplinary skills	⊠ Yes □ No





Available for PhD students from other courses	⊠ Yes □ No
Prerequisites (not mandatory)	
Examination methods (in applicable)	
Suggested readings	Andrich D. & Marais I. (2019). A course in Rasch measurement theory. Measuring in the educational, social and health sciences. Springer.
Additional information	





Course unit English denomination	Basic elements for structured interviewing and questionnaire construction
SS	PSIC-03/A
Teacher in charge (if defined)	Andrea Bobbio
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	Second semester
Course delivery method	<ul> <li>☑ In presence</li> <li>□ Remotely</li> <li>□ Blended</li> </ul>
Language of instruction	English
Mandatory attendance	<ul><li>☐ Yes (% minimum of presence)</li><li>☑ No</li></ul>
Course unit contents	<ul> <li>Notes on the history of survey design and research</li> <li>Main steps in constructing questionnaires and interviews</li> <li>Selected psychological processes inherent to understanding of questions and expression of answers.</li> <li>Examples of online questionnaires construction via Qualtrics and/or Google Forms</li> </ul>
Learning goals	The course is designed to provide doctoral students an advanced exploration of the major issues associated with both theory and practice of designing and analyzing questionnaire- and interview-based surveys. The history of survey design and research will be briefly covered, as well as the development of survey items and key strategies for developing effective surveys, and factors that may influence reliability and validity of survey data. Wherever possible, practical experiences with Qualtrics or Google Forms will be offered.
Teaching methods	Lecture, Guided instruction, Experiential Learning
Course on transversal, interdisciplinary, transdisciplinary skills	□ Yes ⊠ No
Available for PhD students from other courses	□ Yes ⊠ No
Prerequisites (not mandatory)	





Examination methods (if applicable)	
Suggested readings	<ul> <li>Bernard, H.R., &amp; Gravlee, C.C. (Eds.) (2014). Handbook of methods in cultural anthropology. Rowman &amp; Littlefield</li> <li>Manganelli Rattazzi, A.M. (1990). Il questionario. Aspetti teorici e pratici. CLEUP</li> <li>Roccato, M. (2023). Teorie e tecniche dell'inchiesta e del sondaggio. Il Mulino</li> <li>Sansone, C., Morf, C.C., &amp; Panter, A.T. (Eds.) (2004). The Sage handbook of methods in social psychology. Sage</li> <li>Zammuner, V.L. (2000). Tecniche dell'intervista e del questionario. Il Mulino</li> </ul>
Additional information	





Course unit English denomination	Qualitative inquiry in psychology
SS	PSIC-03/A
Teacher in charge (if defined)	Paolo Francesco Cottone
Teaching Hours	14
Number of ECTS credits allocated	2
Course period	Second Semester
Course delivery method	<ul> <li>☑ In presence</li> <li>□ Remotely</li> <li>□ Blended</li> </ul>
Language of instruction	English
Mandatory attendance	$\Box$ Yes (% minimum of presence) $\boxtimes$ No
Course unit contents	The lectures will be structured into two main components: theoretical and applied. The theoretical segment will explore the primary research paradigms within the social sciences, particularly emphasising those perspectives integral to the emergence and progression of qualitative methodology. Special attention will be devoted to social-constructivist frameworks within psychology. This section will provide an overview of various research designs, encompassing both qualitative and mixed methods, along with a comprehensive examination of the diverse methodologies available for their implementation. In the applied segment, specific research methodologies such as interviews, focus groups, and analysis of archival materials will be discussed alongside traditions of textual analysis, including content analysis, narrative analysis, and discourse analysis. The principal software platforms supporting qualitative research, such as AtlasTi, Spad, and Iramuteq, will be explored.
Learning goals	The course offers a comprehensive review of the primary qualitative methods utilised in psychology while critically examining their inherent limitations and potential applications. Students will be actively encouraged to cultivate an understanding of the diverse paradigms underpinning research endeavours and to foster methodological proficiency conducive to the judicious selection and utilisation of research methods tailored to specific objectives.
Teaching methods	The teaching methods are structured to promote conceptual knowledge and integration of practical skills. The theoretical lessons explain the fundamental principles, concepts, and theories of qualitative inquiry in psychology. During these lessons, students gain



		a deep understanding of the subject, which will be the foundation for practical activities. In the practical sessions, students apply what they have learned through exercises and simulations using specific software for qualitative analysis, preparing them for the real-world application of their knowledge and making them feel competent. Students are encouraged to experiment with the various methodologies using data relevant to their doctoral research.
Course on transversal interdisciplinary, transdisciplinary skills	,	□ Yes ⊠ No
Available for PhD students from other courses		⊠ Yes □ No
Prerequisites (not mandatory)		
Examination methods (in applicable)		
Suggested readings	Sage. The SA Formin	Flick, U. (2018). <i>An introduction to qualitative research</i> (6th ed.). Norman K. Denzin, Yvonna S. Lincoln, Michael D. Giardina, (2023) GE Handbook of Qualitative Research (Sage). Gergen KJ. From mirroring to World-Making: Research as Future g. J Theory Soc Behav. 2015;45(3):287–310.
Additional information		





Course unit English denomination	Knowledge space theory: The non-numerical psychological and neuropsychological assessment
SS	PSIC-01/C
Teacher in charge (if defined)	Debora de Chiusole
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	First semester
Course delivery method	<ul> <li>☑ In presence</li> <li>□ Remotely</li> <li>□ Blended</li> </ul>
Language of instruction	English
Mandatory attendance	<ul><li>☐ Yes (70% minimum of presence)</li><li>⊠ No</li></ul>
Course unit contents	The course aims to provide fundamental theoretical and practical insights into Knowledge Space Theory, a mathematical theory useful for efficient and personalized assessment. The unit contents follow: (i) Construction of deterministic and probabilistic representations of individual knowledge/competence and their associated structures; (ii) Empirical validation of knowledge/competence structures; (iii) Steps for developing and validating psychological tests; (iv) Adaptive assessment tools and the personalization of psychological and neuropsychological interventions.
Learning goals	Understanding the novelty and the theoretical foundations of KST: Students will gain in-depth knowledge of deterministic and probabilistic representations of knowledge/competence structures; Ability to build KST-based models: Students will learn how to develop deterministic models of knowledge/competence structures applicable to specific psychological constructs; Running empirical validation of knowledge/competence structures and interpreting the results: Students will be able to apply methodologies for the empirical validation of KST models and will develop the skills to critically interpret the results; Rationale for Adaptive Assessment Tools: Students will explore how adaptive assessment techniques based on Knowledge Space Theory (KST) can effectively personalize psychological and neuropsychological interventions.
reaching methods	Lectures: Traditional lectures will provide foundational knowledge and theoretical concepts related to KST and its applications in psychological assessment.



	Interactive and collaborative Workshops: These sessions will encourage hands-on learning, allowing students to collaboratively engage with KST concepts and develop their models and assessment tools. Case Studies: Analyzing real-world case studies will help students apply theoretical knowledge to practical scenarios, enhancing their understanding of the implications of adaptive assessment tools. Practical Exercises: These will involve using MATLAB scripts to implement KST models, providing students with practical skills in data analysis and model development.
Course on transversal, interdisciplinary, transdisciplinary skills	□ Yes ⊠ No
Available for PhD students from other courses	⊠ Yes □ No
Prerequisites (not mandatory)	
Examination methods (in applicable)	
Suggested readings	Falmagne, J. C., Koppen, M., Villano, M., Doignon, J. P., & Johannesen, L. (1990). Introduction to Knowledge Spaces: How to Build, Test, and Search Them. Psychological Review, 97(2), 201.
	de Chiusole, D., Stefanutti, L., Anselmi, P., & Robusto, E. (2020). Stat-Knowlab: Assessment and Learning of Statistics with Competence-Based Knowledge Space Theory. International Journal of Artificial Intelligence in Education, 30, 668-700.
	de Chiusole, D., Spinoso, M., Anselmi, P., Bacherini, A., Balboni, G., Mazzoni, N., & Pierluigi, I. (2024). PsycAssist: A Web-Based Artificial Intelligence System Designed for Adaptive Neuropsychological Assessment and Training. Brain Sciences, 14(2), 122.
	Falmagne, J. C., & Doignon, J. P. (2010). Learning Spaces: Interdisciplinary Applied Mathematics. Springer Science & Business Media.
	Heller, J., & Stefanutti, L. (Eds.). (2024). Knowledge Structures: Recent Developments In Theory And Application. Advanced Series On Mathematical Psychology, Volume 7. Word scientific
Additional information	





Course unit English denomination	Introduction to R programming for data analysis
SS	PSIC-04/A
Teacher in charge (if defined)	Johann Roland Kleinbub
Teaching Hours	14
Number of ECTS credits allocated	2
Course period	First semester
Course delivery method	<ul> <li>☑ In presence</li> <li>□ Remotely</li> <li>□ Blended</li> </ul>
Language of instruction	English
Mandatory attendance	$\Box$ Yes (% minimum of presence) $\boxtimes$ No
Course unit contents	The course will introduce all essential concepts of R as a programming language and data analysis tool. According to the classes and individuals' skill and interest, some advanced topic might be discussed. Part 1 • fundamental data types • operators • functions • conditional statements • loops • extending R with packages Part 2 • Cleaning a dataset in excel • Importing data in R • Long and wide data frames • Data.frame manipulation • Essential plotting • Descriptive statistics Optional advanced topics • Custom functions • Custom plots • Computer simulation • Monte Carlo procedures • R Markdown reporting







Learning goals	<ul> <li>The goal of the course is to provide</li> <li>Basic competence of fundamental programming concepts</li> <li>Familiarity with the syntax of the R language</li> <li>Competence in reading and understanding R's documentation</li> <li>Competence in the data-wrangling tasks required to perform more sophisticated analyses</li> </ul>
	Provide fundamental automation concepts
Teaching methods	The course employs direct teaching as well as a "learn by doing" and "problem solving" paradigm where students are invited to experiment in real time with the concepts introduced by the teacher and to find solutions to small problems. Mandatory home exercises will be assigned to consolidate knowledge.
Course on transversal, interdisciplinary, transdisciplinary skills	□ Yes ⊠ No
Available for PhD students from other courses	□ Yes ⊠ No
Prerequisites (not mandatory)	
Examination methods (in applicable)	
Suggested readings	Maindonald & Braun (2010) Data Analysis and Graphics Using R – an Example-Based Approach Third Edition. Cambridge.
Additional information	





Course unit English denomination	Defining a Scientific Problem in Social Sciences
SS	GSPS-05/A
Teacher in charge (if defined)	Vincenzo Romania
Teaching Hours	14
Number of ECTS credits allocated	2
Course period	First semester
Course delivery method	<ul> <li>☑ In presence</li> <li>□ Remotely</li> <li>□ Blended</li> </ul>
Language of instruction	English
Mandatory attendance	<ul><li>☐ Yes (% minimum of presence)</li><li>☑ No</li></ul>
Course unit contents	The course focuses on providing basic theoretical knowledges and methods to defining a problem in the context of social research, drawing on the approaches of different authors and research from the traditions of sociology, social psychology and political science. In particular, it will focus on the following topics: how to define a problem in the social sciences; heuristic strategies for translating a problem into a research question; working with the given-for-granted; reflecting on academic writing.
Learning goals	The learning goals of the course include developing the skills needed to define a research question for doctoral projects in social sciences in relation to different objects of study and research methods.
Teaching methods	Front lectures, Group work, Project work, Problem based learning, Peer feedback.
Course on transversal, interdisciplinary, transdisciplinary skills	⊠ Yes □ No
Available for PhD students from other courses	□ Yes ⊠ No
Prerequisites (not mandatory)	Given the interactive and reflective nature of the course, no special prerequisites are requested, other than a good knowledge of research methods and research design.
Examination methods	





(in applicable)	
Suggested readings	<ul> <li>Abbott, A. D. (2004). <i>Methods of discovery: Heuristics for the social sciences</i>. University of Chicago Press (selected chapters).</li> <li>Becker, H. S. (2008) <i>Tricks of the trade: How to think about your research while you're doing it</i>. University of Chicago press, 2008 (selected chapters).</li> <li>Brekhus W. (1996), "Social Marking and the Mental Coloring of Identity: Sexual identity construction and maintenance in the United States" <i>Sociological Forum</i>. Vol. 11. Kluwer -Plenum Publishers.</li> <li>Romania V., "Goffman in Dixon. Ethnographer or Performer?." <i>Italian Sociological Review</i> 9.2 (2019): 235-249.</li> </ul>
	Other materials will be distributed in class.
Additional information	





Course unit English denomination	Data analysis, writing and publications
SS	GSPS-06/A
Teacher in charge (if defined)	Cosimo Marco Scarcelli
Teaching Hours	14
Number of ECTS credits allocated	2
Course period	First year
Course delivery method	<ul> <li>☑ In presence</li> <li>□ Remotely</li> <li>□ Blended</li> </ul>
Language of instruction	English
Mandatory attendance	$\Box$ Yes (% minimum of presence) $\boxtimes$ No
Course unit contents	The course introduces skills, tools, and software relevant to various stages of research. The module will cover research design, the publication process in social sciences, techniques for writing scientific texts and publishing in academic journals, as well as strategies for writing a competitive research project and communicating research results.
Learning goals	The learning goal is to develop basic competences in the skills and tools commonly used for designing a research project and communicating research results, including competences in academic writing techniques
Teaching methods	Seminars and workshops with experts in academic writing, creative methods, project writing, and academics who serve on the editorial boards of international journals and book series.
Course on transversal, interdisciplinary, transdisciplinary skills	⊠ Yes □ No
Available for PhD students from other courses	⊠ Yes □ No
Prerequisites (not mandatory)	No special prerequisites are requested.
Examination methods (in applicable)	





Suggested readings	The teaching materials will be uploaded to the course's Moodle platform before each session.	
Additional information		