Testi del Syllabus

Resp. Did.	**FERRANTE DONATELLA**	**Matricola: 004347**

Docenti	**DEL MISSIER FABIO, 4 CFU** **FERRANTE DONATELLA, 2 CFU**

Anno offerta:	**2026/2027**
Insegnamento:	**909PS-2 - PSICOLOGIA COGNITIVA APPLICATA**
Corso di studio:	**PS52A - PSICOLOGIA SOCIALE E COGNITIVA APPLICATA**
Anno regolamento:	**2026**
CFU:	**6**
Settore:	**PSIC-01/A**
Tipo Attività:	**B - Caratterizzante**
Anno corso:	**1**
Periodo:	**Annualità Singola**
Sede:	**TRIESTE**

Testi in italiano

Lingua insegnamento	ITALIANO
Contenuti (Dipl.Sup.)	L'obiettivo principale del corso è offrire elementi conoscitivi e aprire uno spazio di discussione critica attraverso i quali far emergere la consapevolezza della complessità dei processi mentali di ordine superiore e delle molteplici vie e strategie attraverso le quali è possibile supportare tali processi, ma anche influire su tali processi. Il corso si svilupperà trattando 4 macro-temi: (1) giudizio e decisione; (2) cognizione applicata; (3) comunicazione applicata; (4) misinformazione. Per il programma si veda la voce "Testi di riferimento".
Testi di riferimento	PROGRAMMA - Slide del Corso 1) giudizio e decisione: - Del Missier, F., & Stragà, M. (2022). I processi decisionali. In A. Gangemi et al. (Eds.), Manuale di psicologia del pensiero (pp.187-209). Il Mulino. - Over, D. (2004). Rationality and the normative/descriptive distinction, in D. J. Koehler & N. Harvey (Eds.), Blackwell handbook of judgment and decision making (pp. 3–18), Blackwell. - Kopelman, S. et al. (2002). Factors Influencing cooperation in commons dilemmas: A review of experimental psychological research, in E. Ostrom et al. (Eds.), The drama of the commons (pp. 113–156). National Academy Press. - Soll, J. B. et al., (2016). A User's Guide to Debiasing. In G. Keren & G. Wu (Eds.), Wiley-Blackwell handbook of judgment and decision making (pp. 924-951), Wiley-Blackwell (2) cognizione applicata: - Dunlosky, J., Bailey, H., Hertzog, C. (2011). Memory enhancement strategies: What works best for obtaining memory goals?. In: Hartman-Stein, P., LaRue, A. (eds) Enhancing Cognitive Fitness in Adults. Springer, New York, NY.

- Jones, W. E., Benge, J. F., & Scullin, M. K. (2021). Preserving prospective memory in daily life: A systematic review and meta-analysis of mnemonic strategy, cognitive training, external memory aid, and combination interventions. Neuropsychology, 35(1), 123.
- Risko, E. F., & Gilbert, S. J. (2016). Cognitive offloading. Trends in Cognitive Sciences, 20(9), 676-688.
- Fasoli, M., Cassinadri, G., & Ienca, M. (2025). The dark side of cognitive enhancement: A framework for the technologically induced cognitive diminishment. Journal of Cognitive Enhancement, 9(3), 346-359.

(3) comunicazione applicata:
- Sanborn, F. (2022). A cognitive psychology of mass communication. Routledge. 8a Edizione. Limitatamente ai capitoli “The psychology of mass communication”, “Emotions and media”, e “News”
- Lee, S., & Feeley, T. H. (2016). The identifiable victim effect: A meta-analytic review. Social Influence, 11(3), 199-215.
- Harcourt, R. et al. (2020). What adaptation stories are UK newspapers telling? A narrative analysis. Environmental Communication, 14(8), 1061-1078.
- Xie, X. F., Wang, M., Zhang, R. G., Li, J., & Yu, Q. Y. (2011). The role of emotions in risk communication. Risk Analysis: An International Journal, 31(3), 450-465.

(4) misinformazione:
- Pennycook G., Epstein Z., Mosleh M., Arechar A. A., Eckles D., Rand, D. (2021). Shifting attention to accuracy can reduce misinformation online. Nature, 590–616
- Pennycook G., McPhetres, J., Bago B. (2023). Science Beliefs, Political Ideology, and Cognitive Sophistication. Journal of Experimental Psychology: General, 152, 80-97.
- van der Linden, Albarracín, Fazio, Freelon, Roozenbeek, Swire-Thompson, and Van Bavel (2025). Using Psychological Science to Understand and Fight Health Misinformation: An APA Consensus Statement. American Psychologist, Advance online publication. https://doi.org/10.1037/amp0001598

Obiettivi formativi

L‘obiettivo principale del corso è offrire elementi conoscitivi e aprire uno spazio di discussione critica attraverso i quali far emergere la consapevolezza della complessità dei processi mentali di ordine superiore e delle molteplici vie e strategie attraverso le quali è possibile supportare tali processi, ma anche influire su tali processi. Il corso si svilupperà trattando 4 macro-temi: (1) giudizio e decisione; (2) cognizione applicata; (3) comunicazione applicata; (4) misinformazione.

Prerequisiti

nessuno

Metodi didattici

Lezioni integrate da ampio spazio per discussione critica in classe. Attività progettuale consistente nella progettazione di esperimenti o studi empirici sui temi trattati. Eventuali cambiamenti alle modalità qui descritte, che si rendessero necessari per garantire l'applicazione dei protocolli di sicurezza legati a situazioni di emergenza, saranno comunicati nel sito web di Dipartimento, del Corso di Studio e dell'insegnamento.

Altre informazioni

CONOSCENZE COMPETENZE ACQUISITE
Comprensione e apprendimento dei contenuti specifici proposti nel corso. Conoscenza delle teorie, dei principali risultati e dei metodi utilizzati nello studio dei temi affrontati.

GIUDIZIO.
Capacità di identificare le principali teorie e i più rilevanti risultati ottenuti dalla ricerca nello studio dei temi affrontati. Capacità di comprendere vantaggi e limiti dei diversi metodi e paradigmi di ricerca. Capacità di analisi critica degli studi sui temi affrontati.

COMUNICAZIONE. Capacità di esprimere le conoscenze apprese. Capacità di produrre possibili spiegazioni di fenomeni psicologici relativi ai temi trattati sulla base della conoscenza appresa. Capacità di esprimere la

valutazione critica di uno studio nell'ambito dei temi affrontati.

APPRENDIMENTO.
Il corso riguarda i processi di giudizio e decisione, memoria e comunicazione. Consente di acquisire utili conoscenze e competenze generali di pensiero critico. Nel corso vengono esplicitamente trattate le implicazioni di quanto appreso in vari ambiti della vita reale.

Modalità di verifica dell'apprendimento

FREQUENTANTI: Prova scritta sulla totalità del programma, con 4 domande aperte, una per ciascuno dei temi principali. Il punteggio dello scritto (valutato in base all'accuratezza e alla completezza delle risposte, oltre al grado di riflessione personale) potrà essere incrementato fino a 3 punti in base alla qualità del progetto realizzato (valutato da 0 a 3 punti in base all'accuratezza, originalità e riflessione personale). Il Progetto consiste nella progettazione di un esperimento o studio empirico su uno dei temi trattati. È inoltre prevista un'integrazione orale facoltativa. La lode viene attribuita qualora il punteggio complessivo sia pari a 30 e lo scritto e/o il progetto siano di qualità particolarmente elevata. La frequenza si certifica con una presenza in aula superiore al 65% del tempo complessivo di lezione (> 32 ore).

NON FREQUENTANTI: Stesse modalità di verifica dei frequentanti, con l'eccezione della valutazione del progetto, che non è previsto per i non frequentanti. La lode viene attribuita qualora lo scritto sia di qualità particolarmente elevata.

Programma esteso

L'obiettivo principale del corso è offrire elementi conoscitivi e aprire uno spazio di discussione critica attraverso i quali far emergere la consapevolezza della complessità dei processi mentali di ordine superiore e delle molteplici vie e strategie attraverso le quali è possibile supportare tali processi, ma anche influire su tali processi. Il corso si svilupperà trattando 4 macro-temi: (1) giudizio e decisione; (2) cognizione applicata; (3) comunicazione applicata; (4) misinformazione.

PROGRAMMA
- Slide del Corso

1) giudizio e decisione:
- Del Missier, F., & Stragà, M. (2022). I processi decisionali. In A. Gangemi et al. (Eds.), Manuale di psicologia del pensiero (pp.187-209). Il Mulino.
- Over, D. (2004). Rationality and the normative/descriptive distinction, in D. J. Koehler & N. Harvey (Eds.), Blackwell handbook of judgment and decision making (pp. 3–18), Blackwell.
- Kopelman, S. et al. (2002). Factors Influencing cooperation in commons dilemmas: A review of experimental psychological research, in E. Ostrom et al. (Eds.), The drama of the commons (pp. 113–156). National Academy Press.
- Soll, J. B. et al., (2016). A User's Guide to Debiasing. In G. Keren & G. Wu (Eds.), Wiley-Blackwell handbook of judgment and decision making (pp. 924-951), Wiley-Blackwell

(2) cognizione applicata:
- Dunlosky, J., Bailey, H., Hertzog, C. (2011). Memory enhancement strategies: What works best for obtaining memory goals?. In: Hartman-Stein, P., LaRue, A. (eds) Enhancing Cognitive Fitness in Adults. Springer, New York, NY.
- Jones, W. E., Benge, J. F., & Scullin, M. K. (2021). Preserving prospective memory in daily life: A systematic review and meta-analysis of mnemonic strategy, cognitive training, external memory aid, and combination interventions. Neuropsychology, 35(1), 123.
- Risko, E. F., & Gilbert, S. J. (2016). Cognitive offloading. Trends in Cognitive Sciences, 20(9), 676-688.
- Fasoli, M., Cassinadri, G., & Ienca, M. (2025). The dark side of cognitive enhancement: A framework for the technologically induced cognitive diminishment. Journal of Cognitive Enhancement, 9(3), 346-359.

(3) comunicazione applicata:
- Sanborn, F. (2022). A cognitive psychology of mass communication. Routledge. 8a Edizione. Limitatamente ai capitoli "The psychology of

	mass communication", "Emotions and media", e "News" - Lee, S., & Feeley, T. H. (2016). The identifiable victim effect: A meta-analytic review. Social Influence, 11(3), 199-215. - Harcourt, R. et al. (2020). What adaptation stories are UK newspapers telling? A narrative analysis. Environmental Communication, 14(8), 1061-1078. - Xie, X. F., Wang, M., Zhang, R. G., Li, J., & Yu, Q. Y. (2011). The role of emotions in risk communication. Risk Analysis: An International Journal, 31(3), 450-465. (4) misinformazione: - Pennycook G., Epstein Z., Mosleh M., Arechar A. A., Eckles D., Rand, D. (2021). Shifting attention to accuracy can reduce misinformation online. Nature, 590–616 - Pennycook G., McPhetres, J., Bago B. (2023). Science beliefs, political ideology, and cognitive sophistication. Journal of Experimental Psychology: General, 152, 80-97. - van der Linden, Albarracín, Fazio, Freelon, Roozenbeek, Swire-Thompson, and Van Bavel (2025). Using psychological science to understand and fight health misinformation: An APA Consensus Statement. American Psychologist, Advance online publication. https://doi.org/10.1037/amp0001598
Obiettivi Agenda 2030 per lo sviluppo sostenibile	Istruzione di qualità

Obiettivi per lo sviluppo sostenibile

Codice	Descrizione
4	Istruzione di qualità

Testi in inglese

Language	Italian
	The main goal of the course is to offer cognitive elements and open a space for critical discussion through which to bring out the awareness of the complexity of higher-order mental processes and of the multiple ways and strategies through which it is possible to support these processes, but also to influence these processes. The course will be developed by dealing with 4 main themes: (1) judgment and decision making; (2) applied cognition; (3) applied communication; (4) misinformation. For the program see "Reference texts"
	PROGRAM - Course slides 1) judgment and decision making: - Del Missier, F., & Stragà, M. (2022). I processi decisionali. In A. Gangemi et al. (Eds.), Manuale di psicologia del pensiero (pp.187-209). Il Mulino. - Over, D. (2004). Rationality and the normative/descriptive distinction, in D. J. Koehler & N. Harvey (Eds.), Blackwell handbook of judgment and decision making (pp. 3–18), Blackwell. - Kopelman, S. et al. (2002). Factors Influencing cooperation in commons dilemmas: A review of experimental psychological research, in E. Ostrom et al. (Eds.), The drama of the commons (pp. 113–156). National Academy Press. - Soll, J. B. et al., (2016). A User's Guide to Debiasing. In G. Keren & G. Wu (Eds.), Wiley-Blackwell handbook of judgment and decision making (pp. 924-951), Wiley-Blackwell

(2) applied cognition:
- Dunlosky, J., Bailey, H., Hertzog, C. (2011). Memory enhancement strategies: What works best for obtaining memory goals?. In: Hartman-Stein, P., LaRue, A. (eds) Enhancing Cognitive Fitness in Adults. Springer, New York, NY.
- Jones, W. E., Benge, J. F., & Scullin, M. K. (2021). Preserving prospective memory in daily life: A systematic review and meta-analysis of mnemonic strategy, cognitive training, external memory aid, and combination interventions. Neuropsychology, 35(1), 123.
- Risko, E. F., & Gilbert, S. J. (2016). Cognitive offloading. Trends in Cognitive Sciences, 20(9), 676-688.
- Fasoli, M., Cassinadri, G., & Ienca, M. (2025). The dark side of cognitive enhancement: A framework for the technologically induced cognitive diminishment. Journal of Cognitive Enhancement, 9(3), 346-359.

(3) applied communication:
- Sanborn, F. (2022). A cognitive psychology of mass communication. Routledge. 8a Edizione. Limitatamente ai capitoli “The psychology of mass communication”, “Emotions and media”, e “News”
- Lee, S., & Feeley, T. H. (2016). The identifiable victim effect: A meta-analytic review. Social Influence, 11(3), 199-215.
- Harcourt, R. et al. (2020). What adaptation stories are UK newspapers telling? A narrative analysis. Environmental Communication, 14(8), 1061-1078.
- Xie, X. F., Wang, M., Zhang, R. G., Li, J., & Yu, Q. Y. (2011). The role of emotions in risk communication. Risk Analysis: An International Journal, 31(3), 450-465.

(4) misinformation:
- Pennycook G., Epstein Z., Mosleh M., Arechar A. A., Eckles D., Rand, D. (2021). Shifting attention to accuracy can reduce misinformation online. Nature, 590–616
- Pennycook G., McPhetres, J., Bago B. (2023). Science Beliefs, Political Ideology, and Cognitive Sophistication. Journal of Experimental Psychology: General, 152, 80-97.
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The main goal of the course is to offer cognitive elements and open a space for critical discussion through which to bring out the awareness of the complexity of higher-order mental processes and of the multiple ways and strategies through which it is possible to support these processes, but also to influence these processes. The course will be developed by dealing with 4 macro-themes: (1) judgment and decision making; (2) applied cognition; (3) applied communication; (4) misinformation.

nessuno

Lessons supplemented by ample space for critical discussion in class. Design activity consisting in the design of experiments or empirical studies on the topics covered. Any changes to the procedures described herein, which may be necessary to ensure the application of safety protocols related to emergency situations, will be communicated on the website of the Department, the Course of Study and the course.

ACQUIRED KNOWLEDGE AND COMPETENCIES
Understanding and learning the course contents. Knowledge of the main theories, of the main findings and of the methods employed in the investigation of the course topics.

JUDGMENT.
Ability to identify the main theories and the more relevant results obtained by the research on the course topics. Ability to identify vantages and disadvantages of different methods and research

paradigms. Ability to conduct a critical analysis of the studies on the course topics.

COMMUNICATION.
Ability to communicate learned topics. Ability to produce potential explanations of psychological phenomena related to the course topics by relying on acquired knowledge. Ability to express the critical evaluation of a study about the course topics.

LEARNING.
The course deals with judgment and decision processes, memory, and communication. It allows the acquisition of useful general knowledge and critical thinking ompetencies. In the course, real-world implications of the acquired knowledge and competencies are explicitly developed.

ATTENDING STUDENTS: Written test on the entire program, with 4 open questions, one for each of the main topics. The score of the written test (evaluated on the basis of the accuracy and completeness of the answers, as well as the degree of personal reflection) can be increased up to 3 points based on the quality of the project carried out (evaluated from 0 to 3 points on the basis of accuracy, originality and personal reflection). The project consists in the design of one experiment or empirical study on one of the topics covered. An optional oral integration is also provided. Honours are awarded if the overall score is equal to 30 and the written test and/or the project are of particularly high quality. Attendance is certified with a classroom attendance of more than 65% of the total lesson time (> 32 hours).

NON-ATTENDING STUDENTS: Same assessment methods as attending students, except for the evaluation of the project, which is not provided for non-attending students. Honors are awarded if the written test is of particularly high quality.

The main goal of the course is to offer cognitive elements and open a space for critical discussion through which to bring out the awareness of the complexity of higher-order mental processes and of the multiple ways and strategies through which it is possible to support these processes, but also to influence these processes. The course will be developed by dealing with 4 main themes: (1) judgment and decision making; (2) applied cognition; (3) applied communication; (4) misinformation.

PROGRAM
- Course slides

1) judgment and decision making:
- Del Missier, F., & Stragà, M. (2022). I processi decisionali. In A. Gangemi et al. (Eds.), Manuale di psicologia del pensiero (pp.187-209). Il Mulino.
- Over, D. (2004). Rationality and the normative/descriptive distinction, in D. J. Koehler & N. Harvey (Eds.), Blackwell handbook of judgment and decision making (pp. 3–18), Blackwell.
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(2) applied cognition:
- Dunlosky, J., Bailey, H., Hertzog, C. (2011). Memory enhancement strategies: What works best for obtaining memory goals?. In: Hartman-Stein, P., LaRue, A. (eds) Enhancing Cognitive Fitness in Adults. Springer, New York, NY.
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- Fasoli, M., Cassinadri, G., & Ienca, M. (2025). The dark side of cognitive enhancement: A framework for the technologically induced cognitive diminishment. Journal of Cognitive Enhancement, 9(3), 346-359.

(3) applied communication:
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- Lee, S., & Feeley, T. H. (2016). The identifiable victim effect: A meta-analytic review. Social Influence, 11(3), 199-215.
- Harcourt, R. et al. (2020). What adaptation stories are UK newspapers telling? A narrative analysis. Environmental Communication, 14(8), 1061-1078.
- Xie, X. F., Wang, M., Zhang, R. G., Li, J., & Yu, Q. Y. (2011). The role of emotions in risk communication. Risk Analysis: An International Journal, 31(3), 450-465.

(4) misinformation:
- Pennycook G., Epstein Z., Mosleh M., Arechar A. A., Eckles D., Rand, D. (2021). Shifting attention to accuracy can reduce misinformation online. Nature, 590–616
- Pennycook G., McPhetres, J., Bago B. (2023). Science beliefs, political ideology, and cognitive sophistication. Journal of Experimental Psychology: General, 152, 80-97.
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	Quality education

Obiettivi per lo sviluppo sostenibile

Codice	Descrizione
4	Quality education