

Erasmus Mundus Joint Master Programme

SPOT

**Social Psychology of Transformation –
Understanding and Mastering Social Change**

Academic Handbook

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Joint Master Programme by

International Psychoanalytic University Berlin, Germany

ISCTE – University Institute of Lisbon, Portugal

University of Padua, Italy

Tallinn University, Estonia

University of Nis, Serbia

University of Banja Luka, Bosnia and Herzegovina: Republika Sprska

University of Sarajevo, Bosnia and Herzegovina: Federation

Academic Year 2025/2026

Dear SPOT Student,

Welcome to the Erasmus Mundus Joint Master's Programme in Social Psychology of Transformation: Understanding and Mastering Social Change (SPOT)!

Congratulations on taking this important step!

As you embark on this international academic journey, you will engage in a forward-thinking curriculum aimed at addressing the critical challenges facing contemporary society and shaping new perspectives on work, sustainability, and leadership. Each phase of your studies will deepen your understanding of the complex dynamics involved in societal transformation, equipping you to contribute meaningfully to building fair, inclusive, and resilient communities.

Throughout the programme, you will work alongside students from across the globe and faculty from International Psychoanalytic IPU Berlin (Germany), ISCTE-University Institute of Lisbon (Portugal), University of Padua (Italy), Tallinn University (Estonia), University of Niš (Serbia), University of Banja Luka (Bosnia and Herzegovina: Republika Srpska), and University of Sarajevo (Bosnia and Herzegovina: Federation). This diverse environment will enrich your learning, expand your professional network, and foster a deeper appreciation of Europe's educational landscape.

This Module Handbook provides essential information about your academic journey, including course descriptions and learning objectives. Please review it carefully. The SPOT Academic Coordinator and your local academic coordinators at each partner university are available to support you at every step.

We look forward to seeing the positive impact you will make as a result of this experience.

Welcome aboard,

The SPOT Consortium

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SPOT Curriculum: Module Descriptions

Curriculum Overview

	Transformative Leadership 22 ECTS	Conflict & Cooperation 19 ECTS	Environment & Sustainability 17 ECTS	Advanced Research Methods 12 ECTS	Self-Learning & Summer School	Workplace Internship 20 ECTS	M.A. Thesis 30 ECTS	
Semester 1 Berlin 30 ECTS	Module 1: "Transformative Leadership I: Fundamentals" Transformation of Societies and Challenges for Leadership (2 ECTS) Ethical-moral Dilemmas (2 ECTS) Leadership as a sustainable Management (2 ECTS)	Module 2: "Conflict & Cooperation I: Fundamentals" Psychoanalytic Perspectives on Conflict Dynamics (3 ECTS) OR Epistemology and Subject Theory Implications (3 ECTS) Social Psychology of Violence and Reconciliation (3 ECTS) OR Social Influence (3 ECTS) In Presence in Berlin Action-oriented Interventions (1 ECTS)	Module 3: "Environment & Sustainability I: Fundamentals" Environmental Psychology (3 ECTS) Digitalisation & Sustainability (2 ECTS)	Module 4: "Advanced Research Methods" Research and Project Workshop (3 ECTS) Developing qualitative Research Design (3 ECTS) Cross-cultural Research Methods (6 ECTS)* OR Multivariate Statistics (6 ECTS)*	Self-directed Lectures & Workshops*			
Semester 2 Lisbon 30 ECTS	Module 5: "Transformative Leadership II: Community and Social Movements" Community Psychology (6 ECTS) Social Intervention Programs (6 ECTS)	Module 6: "Conflict & Cooperation II: Applied Perspectives" Social Trauma in changing Societies (5 ECTS)* OR Intergroup Conflicts (6 ECTS)* Action-oriented Interventions II (1 ECTS)*	Module 7: "Environment & Sustainability II: Social Justice & Transformation" Environment, Justice & Health (6 ECTS) Social Psychology of Environment (6 ECTS)	Summer School "Digitalisation & Sustainability"				
Semester 3 Padua 30 ECTS	Module 8: "Cultural Diversity in Organizational Psychology" Cross-Cultural Issues in Personnel Psychology (4 ECTS)	Human Rights (6 ECTS) OR Psychology of Inclusion and Social Sustainability (6 ECTS)				Module 9: "Internship" Workplace Internship (5 ECTS)	Module 10: "Thesis" Thesis Colloquium (15 ECTS)	
Semester 4 30 ECTS						Workplace Internship (15 ECTS)	Thesis Writing (15 ECTS)	
	Berlin – 33 ECTS	Lisbon – 24 ECTS	Padua – 27 ECTS	Tallinn – 9 ECTS	Niš – 21 ECTS	Banja Luka, Sarajevo – 15 ECTS	One Module	* Digital Offer

Module 1: Transformative Leadership I: Fundamentals

Module Coordinator(s): Prof. Dr Thomas Kühn, IPU Berlin & Prof. Dr Konrad Schnabel, IPU Berlin
Placement: the module should be studied in the 1st Semester
Teaching language (s): English
Workload total CP-ECTS: 6 Workload contact hours: 72 • Theoretical-Practical Class (TP): 24 • Seminar (S): 48 Workload self-study hours: 78
Workload total hours: 150
Frequency: yearly (in effect since academic year 2025/26)
Pre-requisites: none
Flexibility: mandatory
Format: on-site at IPU Berlin
Outline (components): Component 1: Transformation of Societies and Challenges for Leadership (2 CP-ECTS, 2h / week) Component 2: Ethical-Moral Dilemmas (2 CP-ECTS, 2h / week) Component 3: Leadership as a Sustainable Management (2 CP-ECTS, 2h / week)
Content and Objectives This module initiates the focus on “Transformative Leadership,” encompassing the transformation of societies and challenges for leadership, ethical-moral dilemmas, and leadership as sustainable development. We approach leadership as a multifaceted process that both influences and is influenced by societal dynamics, with a focus on fostering the development of organizations and employees in a reflective and context-sensitive manner. Transformative leadership challenges the status quo and seeks to navigate the complexities of creating sustainable structures within organizations and society. This engagement with theoretical frameworks is intricately linked to case studies, relational dynamics, and reflective practices. We recognize that transformative leadership requires not only analytical and empathic skills but also a critical understanding of the varying demands, experiences, and perceptions of employees stemming from diverse biographical paths. The module emphasizes the importance of recognizing the inherent challenges and ambiguities within leadership roles, encouraging students to engage critically with conventional and contemporary leadership theories. Through this exploration, students

will develop the ability to reflect on ethical responsibilities and navigate the tensions that arise in real-world contexts. The practice-oriented approach to exploring leadership issues aims to foster a sustainable learning experience, equipping students with the insights necessary for contributing to more equitable and responsible organizational practices.

Competencies of the module (Intended Learning Outcomes - ILOs):

By the end of this module, students will be able to:

- Summarize and critically discuss key organizational psychological theories and concepts related to leadership and sustainable management, acknowledging their limitations and contexts;
- Review and analyse relevant empirical studies in the field, identifying gaps and contradictions within the existing research;
- Examine the relationship between leadership and societal change, identifying ethical and moral tensions that arise in this interplay;
- Critically engage with the discrepancies between proclaimed business ethics and actual practices, fostering the development of a well-founded ethical and moral stance;
- Reflect on their own social contexts, utilizing personal experiences to analyse and interpret the dynamics of leading and being led;
- Apply their insights to civil society engagement, recognizing the broader implications of leadership responsibilities in diverse contexts.

Teaching and Learning Methods:

- Interactive lecture, reflection on individual experiences, work on case studies;
- Discussion of key texts of the field in small groups;
- Seminars with presentations by lecturers and students, small-group work, panel discussions and interactive workshops enable students to acquire relevant theoretical, empirical, and methodical knowledge and skills.

Grading: 40% Component 1, 30% Component 2, 30% Component 3

Component 1: Transformation of Societies and Challenges for Leadership
(2 CP-ECTS)

Content:

The course introduces students to how societal changes impact leadership. As interactive lecture, it lays the groundwork for understanding leadership as a dynamic and evolving process in response to broader societal transformations. In this context, students will engage with both traditional and contemporary leadership theories, critically examining models such as transformational and servant leadership. These models will be explored in relation to current societal needs and organizational realities, with an emphasis on identifying their potential benefits and limitations in fostering sustainable change.

The course encourages students to recognize leadership as a crucial factor in navigating the complexities of creating more sustainable and equitable organizational structures, while also acknowledging the inherent challenges and limitations leaders may face in this endeavour. Theoretical discussions will be linked to real-world cases, where students reflect on the evolving role of leaders amid societal shifts such as technological advancements, demographic changes, and increasing environmental challenges. By engaging critically with conventional leadership theories and exploring newer models, students will develop a nuanced understanding of the complex challenges leaders face today.

Students are encouraged to think beyond individual leadership traits, focusing on leadership as a collective process that navigates the tensions, ambiguities, and conflicts inherent in organizational dynamics. This exploration is embedded in the broader goals of the module, aligning with the emphasis on transformative leadership as sustainable development, as well as the need for ethical and reflective leadership practices. Through interactive and reflective learning approaches, the course prepares students to take on leadership roles that actively respond to and shape transformative societal processes.

Purpose:

The course aims to provide students with an understanding of how societal changes influence leadership practices. By examining both traditional and contemporary leadership theories, students will develop the analytical and critical skills necessary to navigate the complexities of leadership in a rapidly evolving social landscape.

Teaching and Learning Methods:

Interactive lecture, including small-group work and panel discussions

Intended Learning Outcomes (ILOs):

- Students will be able to critically analyse traditional and contemporary leadership theories, including transformational and servant leadership, in the context of current societal needs and organizational realities;
- Students will recognize the potential benefits and limitations of various leadership models in fostering sustainable change;
- Students will develop a nuanced understanding of the complexities and challenges leaders face amid technological advancements, demographic changes, and environmental issues;
- Students will appreciate the importance of ethical and reflective leadership practices in navigating tensions and conflicts within organizational dynamics;
- Students will be able to engage in collective leadership processes that respond to and shape transformative societal developments.

Program to achieve ILOs:

- Interactive Workshops: Conduct workshops focusing on case studies of societal transformations and leadership challenges.

- Guest Lectures: Invite experts in sociology and leadership to provide insights on contemporary issues.
- Group Projects: Facilitate collaborative projects where students assess specific societal changes.
- Final Oral Exam: Assess students' understanding and critical thinking on course materials and case studies through a comprehensive oral exam.

Bibliography:

Bal, P. M., & Doci, E. (2018). Neoliberal ideology in work and organizational psychology. *European Journal of Work and Organizational Psychology*, 27(5), 536–548.

Giddens, A. (1984). *The constitution of society*. Cambridge: Polity Press.

Haslam, S. A., Reicher, S. D., & Platow, M. J. (2020). *The new psychology of leadership: Identity, influence, and power* (2nd ed.). London: Routledge.

Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). Thousand Oaks, Ca.: Sage.

Complementary bibliography is provided at the beginning of the semester.

Assessment Type: Oral examination, in case of re-take a written exam.

Component 2: Ethical-Moral Dilemmas (2 CP-ECTS)

Content:

Students will engage with the complexities of ethical decision-making in organizational contexts. The course encourages reflection on ethical principles and dilemmas that emerge in business and society, supporting students to critically analyse how ethical theory intersects with real-world challenges. Through a selection of key texts and classroom discussions, students will examine areas of tension where proclaimed ethical ideals often conflict with practical, everyday decisions in organizations.

The course invites students to reflect on own experiences and societal issues. By addressing topics such as institutional norms, cultural pressures, and individual values, the course will allow students to recognize and confront ethical dilemmas that are pervasive in professional environments. A central theme will be exploring how leadership decisions are influenced by broader group dynamics, power structures, and the structural pressures present in organizational settings, using insights from critical leadership and management studies.

Without offering simplistic solutions, the course fosters a nuanced understanding of ethical responsibility in leadership. Students will develop a reflective stance on how to navigate dilemmas, understanding that good leadership involves not only personal integrity but also an awareness of structural challenges and ambiguities inherent in complex organizations. This course serves as a foundation for those looking to advance their practical skills or further their research in the field of leadership, offering valuable tools for critically addressing ethical challenges in diverse professional settings.

Purpose:

The course focuses on getting students acquainted with different ethical and moral positions. Through this, it aims to let students examine the extent of their competences when meeting the requirements to deal with ethical and moral dilemmas responsibly.

Teaching and Learning Methods:

Interactive lecture, including small-group work and panel discussions

Intended Learning Outcomes (ILOs):

- Students will be able to know the fundamental importance of ethical principles and their justifications in the context of business and society;
- Students will be able to critically examine differences between proclaimed business ethics and actual practice;
- Students will be able to recognize associated areas of tension for managers,
- Students will develop a well-founded ethical-moral stance by themselves;
- Students will be able to deal responsibly with ethical-moral dilemmas that they encounter in leadership and consulting;
- Students will know and recognize individual and institutional defence mechanisms that make ethical-moral action difficult;
- Students will develop an understanding of sustainable leadership that is based on reflection of existing areas of tension and is in harmony with their ethical-moral stance.

Program to achieve ILOs:

- Debate Sessions: Organize debates on ethical dilemmas faced by leaders;
- Case Study Analyses: Engage students in analysing ethical case studies from relevant literature;
- Reflective Journals: Require students to maintain journals reflecting on personal values;
- Literature Analysis Presentations: Students present analyses of key texts on ethical leadership dilemmas and discuss their implications;
- Individual Exam: Follow up with a written exam assessing individual comprehension of the literature and group discussions.

Bibliography:

Bal, P. M. (Ed.). (2024). Encyclopaedia of Organizational Psychology. Cheltenham, UK: Edward Elgar.

Fromm, E. (1976). To have or to be. New York: Harper & Row.

Riggio, R. E. (Ed.). (2018). What's wrong with leadership? Improving leadership research and practice. New York: Routledge.

Tourish, D. (2013). The dark side of transformational leadership: A critical perspective. London: Routledge.

Complementary bibliography is provided at the beginning of the semester.

Assessment Type: The evaluation includes group work and presentation (40%) and an individual essay (60%), in case of re-take a written exam.

Component 3: Leadership as a Sustainable Management (2 CP-ECTS)

Content:

Students will develop a critical and reflective understanding of leadership that emphasizes sustainability in both organizational and human development. Central to the course is an exploration of what "sustainable" leadership means—both in terms of fostering long-term organizational success and in promoting the well-being and growth of employees. Students will engage with the complexities of leadership by examining how leaders can navigate structural conflicts, ambiguities, and ambivalences that are inherent in any organizational context. The course places leadership within a broader framework that considers the interaction of social identity, personality structures, and organizational culture, encouraging students to reflect on leadership as a process deeply rooted in social and ethical responsibilities.

Including references to psychodynamic and humanistic theories, e.g. the work of Erich Fromm, students will explore how leadership operates within these tensions and how sustainable management involves balancing competing demands. The course introduces various leadership styles and critically examines the limits of approaches that overemphasize individual traits. The course discusses sustainable leadership in relation to navigating power imbalances, decision-making processes, and the cultivation of a management style that can adapt to ambiguity without losing sight of long-term ethical and developmental goals.

Purpose:

In addition to analytical and empathic skills, students learn a differentiated understanding of the different demands, experiences and perceptions of employees who are rooted in different biographical development paths. In the sense of leadership, a self-reflected and consolidated basic understanding of central values is also crucial.

Teaching and Learning Methods: Interactive lecture, including small-group work and panel discussions
Intended Learning Outcomes (ILOs): • Students will know the central factual and relationship-related tasks of leadership; • Students will be able to distinguish between different “leadership styles”; • Students will be able to relate different leadership styles to various group dynamic processes, organizational cultures, and social conditions; • Students will be able to critically examine approaches that associate leadership exclusively with personal characteristics; • Students will be able to reflect on the relationship between personality structure, social identity, and social character, and locate leadership processes in this field, • Students will familiarize themselves with the concept of agile leadership; • Students will be able to name associated advantages and disadvantages from different perspectives as well as the opportunities and challenges of agile concepts in the context of transformation processes; • Students will be able to relate leadership processes to power imbalances and organizational decision-making structures.
Program to achieve ILOs: • Thematic Lectures: Examine transformative leadership through identity work, focusing on its role in sustainable management and community engagement; • Literature Reviews: Assign foundational texts in critical leadership studies that discuss social representations and their impact on community-based practices; • Case Study Analyses: Analyse examples of transformative leadership in sustainable management, emphasizing community involvement and representation; • Group Presentations: Students present findings from their literature reviews and case studies, linking identity work to social representations; • Individual Exam: Assess students' understanding of transformative leadership, its community implications, and critical perspectives discussed in class.
Bibliography: Alvesson, M., & Spicer, A. (2012). Critical leadership studies: The case for critical performativity. <i>Human Relations</i>, 65(3), 367–390. Brown, A. D. (2022). Identities in and around organizations: Towards an identity work perspective. <i>Human Relations</i>, 75(7), 1205–1237. Collinson, D. L. (2020). ‘Only connect!’: Exploring the critical dialectical turn in leadership studies. <i>Organization Theory</i>, 1(1), 1–22.

Kühn, T. (2024a). Normative identity work and humanistic transformation based on Erich Fromm's insights into the dynamics of self and society. Journal of Psychosocial Studies.

Complementary bibliography is provided at the beginning of the semester.

Assessment Type: The evaluation includes group work and presentation (40%) and an individual essay (60%), in case of re-take a written exam.

Module 2: Conflict and Cooperations I: Fundamentals

Module Coordinator(s):

Prof. Dr Phil C. Langer, IPU Berlin & Prof. Katrin Kullasepp, Tallinn University

Placement: the module should be studied in the 1st Semester

Teaching language (s): English

Workload total CP-ECTS: 7

Workload contact hours: 70

- Theoretical Class (T): 14
- Theoretical-Practical Class (TP): 14
- Practical and Laboratory Class (PL): 14
- Seminar (S): 28

Workload self-study hours: 105

Workload total hours: 175

Frequency: yearly (in effect since academic year 2025/26)

Pre-requisites: none

Flexibility: mandatory module with elective components

Format: on-site at IPU Berlin

Outline (components)

Component 1a) Epistemology and Subject Theory Implications (3 CP-ECTS; 2 h/week)

OR

1b) Psychoanalytic Perspectives on Conflict Dynamics (3 CP-ECTS; 2 h/week)

Component 2a) Social Influence (3 CP-ECTS; 2 h/week)

OR

2b) Social Psychology of Violence and Reconciliation (3 CP-ECTS; 2 h/week)

Component 3: Action-Oriented Interventions (1 CP-ECTS; 1 h/week)

Content and Objectives

This module offers an in-depth exploration of conflict and cooperation through the lenses of social psychology and psychoanalysis. It addresses two central themes:

- **Theoretical Exploration of Human Relationships:** Participants will examine human interactions as complex, dynamic processes, shaped by a tension between opposing forces and the desire for connection and belonging;
- **Understanding Social Change Dynamics:** The module will foster a critical understanding of social change by analysing contemporary events within the context of historical processes. Additionally, students will reflect on their own perspectives as researchers, utilizing their subjectivity as a methodological tool to gain deeper insights into social dynamics.

Through this approach, the module emphasizes the importance of self-reflexivity and the interrelationship between past and present in the study of social phenomena.

Students will select one course from each of the first two components (Component 1 and Component 2) and participate in the intervention workshop together (Component 3).

Competencies of the module (Intended Learning Outcomes - ILOs):

By the end of this module, students will be able to:

- Summarize and critically evaluate key psychoanalytic and social psychological theories and concepts related to conflict and cooperation;
- Analyse and critically review relevant empirical studies within the field;
- Apply theoretical frameworks and empirical findings to the analysis of real-world conflicts and social dynamics;
- Demonstrate a comprehensive understanding of the psychological and social principles of social influence;
- Reflect on their own position within social contexts and use personal experiences as a tool for analysing and interpreting conflict and cooperation phenomena;
- Translate theoretical insights into practical strategies for civil society engagement and social responsibility.

Teaching & Learning Methods

Through a combination of presentations by both lecturers and students, small-group work, panel discussions, and interactive workshops, students will acquire theoretical, empirical, and methodological knowledge in seminars, theoretical, and theoretical-practical classes. These activities are designed to enhance students' ability to critically review and analyse conflict and cooperation dynamics while developing reflective research subjectivities.

In the workshop-style Action-Oriented Intervention role-playing exercises will deepen students' awareness of their embeddedness in social contexts, fostering the ability to apply their theoretical knowledge in real-world scenarios and social practices.

Grading:

Components 1 and 3 are assessed on a pass/fail basis, evaluating academic performance without assigning a numerical grade.

A graded written exam will be conducted in one of the two courses within Component 2. The grade from this exam will determine the overall module grade.

Component 1 a: Epistemology and Subject Theory Implications (3 CP-ECTS)

Content:

This course systematically presents psychoanalysis as both an epistemology and a theory of subjectivity. Students will engage in transdisciplinary readings of psychoanalytic theories, exploring their development and body of knowledge. The course emphasizes the interfaces between psychoanalysis and related fields, including psychology, social studies, humanities, cultural studies, and human sciences, examining how these disciplines intersect and inform each other.

Purpose:

The course aims to deepen students' understanding of psychoanalytic theory within the broader academic landscape of the human and cultural sciences. It highlights the contribution of psychoanalytic and depth psychology knowledge to fields such as social psychology and political psychology. Students will reflect on the implications of psychoanalytic theory construction and its various schools of thought, particularly at the intersections with philosophy, cultural studies, and anthropology. Additionally, the course will critically examine the influence and reception of psychoanalytic thought in diverse theoretical fields such as aesthetics, media theory, and religious studies.

Teaching and Learning Methods:

Presentations by lecturers and students, small-group work and panel discussions

Intended Learning Outcomes (ILOs):

By the end of this course, students will be able to:

- acquire an understanding of psychoanalysis as conflict theory;
- transfer psychoanalytic concepts to contexts beyond the clinical setting;
- apply psychoanalytic knowledge to address issues in social and political psychology.

Program to achieve ILOs:

- Epistemological foundations of psychoanalysis, e.g., Kant, Freud, Lacan, Laplanche;
- Postmodern Challenges to psychoanalytic knowledge;
- Constitution of subjectivity;
- Inter- and transdisciplinary references of psychoanalysis, e.g., Critical Theory and its psychoanalytic implications;
- Psychoanalysis and cultural psychology;
- Feminist, queer, and postcolonial views;

- Societal and political perspectives of psychoanalysis, e.g. Psychoanalysis, society, and the inner world;
- Dimensions of otherness;
- Exemplary analyses (e.g., of racism, anti-Semitism, homophobia).

Bibliography:

Frosh, S. (2014). Psychoanalysis as political psychology. In P. Nesbitt-Larkin et al. (eds.), *The Palgrave handbook of global political psychology* (pp. 55-71). London: Palgrave Macmillan UK.

Brooks, R. M. (2021). *Psychoanalysis, Catastrophe & Social Action*. London: Routledge.

McGowan, T. (2022). The bedlam of the lynch mob: racism and enjoying through the other. In S. George & D. Hook (Eds.), *Lacan and Race: Racism, Identity and Lacanian Psychoanalytic Theory* (pp. 19-34). Routledge.

Brenner, L. S. (2024). To do justice to Foucault: Foucault and Derrida in couples therapy with Freud. *Psychoanalysis, Culture & Society*, 29(1), 15-35

Complementary bibliography is provided at the beginning of the semester

Assessment Type: The course is assessed on the basis of regular attendance and active participation (including, e.g. discussion papers, presentations, smaller written assignments) as “passed” or “failed”.

Component 1 b: Psychoanalytic perspectives on conflict dynamics (3 CP-ECTS)

Content:

This course explores key theoretical texts that provide a psychoanalytic understanding of the origins, development, resolution, and consequences of conflicts. The works of authors such as Freud, Benjamin, Volkan, Perelberg, and Grinberg will be studied to investigate these dynamics. Additionally, the course will explore connections between psychoanalysis and related disciplinary approaches, including philosophy, sociology, and political science.

From an empirical-qualitative perspective, students will also be introduced to subjectivity as a research tool and will practice strategies for strong reflexivity, particularly in the context of conflict experiences.

Purpose:

Participants will be introduced to psychoanalytic thinking and core concepts through theoretical approaches to conflict dynamics at multiple levels—intrapsychic,

interpersonal, group-related, and particularly societal and political. The seminar will guide students in grounding and testing their own subjectivity as a tool for analysing conflict dynamics, using an (ethno-)psychoanalytically informed approach. By the end of the course, students will be equipped to conduct psychoanalytically informed analyses of specific conflict phenomena.

Teaching and Learning Methods:

Presentations by lecturers, small-group work and panel discussions

Intended Learning Outcomes (ILOs):

By the end of this seminar, students will be able to:

- Acquire an understanding of socio-psychologically related psychoanalytic concepts;
- Critically evaluate key psychoanalytic approaches to conflict dynamics;
- Employ a strongly reflexive perspective in analysing lived experiences of conflict and violence.

Program to achieve ILOs:

- Introduction of psychoanalytically informed concepts of collective violence and social conflict;
- Classic works (esp. Freud);
- Group-related approaches (e.g., Volkan);
- Intersubjective developments (e.g., Benjamin);
- Exploration of the role of subjectivity in research;
- Ethnopsychanalysis;
- Affective dimension of research;
- Concept of strong reflexivity.

Bibliography:

Benjamin, J. (2013). *Shadow of the other: Intersubjectivity and gender in psychoanalysis*. Routledge.

Grinberg, L., & Grinberg, R. (1989). *Psychoanalytic perspectives on migration and exile*. Yale University Press.

Kuehner, A., Ploder, A., & Langer, P. C. (2016). European contributions to strong reflexivity. *Qualitative Inquiry*, 22(9), 699-704.

Perelberg, J. R. (2020). Psychoanalysis and social violence: Civilization and Its Discontents revisited. *The International Journal of Psychoanalysis*, 101(6), 1248-1263.

Volkan, V. D. (2018). *Psychoanalysis, international relations, and diplomacy: A sourcebook on large-group psychology*. Routledge.

Complementary bibliography is provided at the beginning of the semester

Assessment Type: The course is assessed on the basis of regular attendance and active participation (including, e.g. discussion papers, presentations, smaller written assignments) as “passed” or “failed”.

Component 2a: Social Influence

(3 CP-ECTS)

Content:

With its strong focus on the fundamental psychological and social principles of social influence, the course “Social Influence” creates the possibilities for acquiring knowledge needed to comprehend the complex dynamics of social interaction and power relations which are fundamental for ongoing changes in various contexts of our contemporary societies.

The course focuses on the main concepts of psychology of influence:

- The nature of social influence;
- Creating motivation;
- Formation of attitudes;
- Cognitive dissonance;
- Conformity;
- Stereotypes and explanations;
- Imitation;
- Decisive heuristics;
- Contrast principle;
- Mutuality;
- Commitment and consistency;
- Automatism;
- Social reinforcement;
- Simulation;
- Agreeableness.

Purpose:

Create the possibilities for acquiring knowledge of the nature of social influence; support the acquisition of knowledge that enables to analyse situations related to social influence and give an idea about one of the most practical fields of social psychology and teach how to protect oneself from the ways of social influencing.

Teaching and Learning Methods:

Presentations by lecturers, small-group work, panel discussions and interactive workshops

Intended Learning Outcomes (ILOs):

By the end of this course, students will:

- Acquire an understanding of the nature of social influence;
- Develop the ability to analyse situations involving social influence;
- Understand various influencing strategies and how to defend against them;
- Be able to assess the relative effectiveness of different influencing strategies.

Program to achieve ILOs:

- The nature of social influence;
- The basic concepts of social influence;
- Types of social influence (e.g., conformity, persuasion);
- The principles of social influence and creating motivation (e.g., mutuality);
- Attitudes and cognitive dissonance;
- Analysis of the social interactions in terms of social influence.

Bibliography:

Cialdini, B. R. (2001). *Influence: science and practice* (4th ed.). Boston, MA: Allyn and Bacon.

Gass, R.H., & Seiter, J.S. (2022). *Persuasion: Social Influence and Compliance Gaining* (7th ed.). Routledge.

Myers, D. (2011). *Social psychology* (10th ed.). New York, NY: Worth

Petty, R. E., & Briñol, P. (2012). The elaboration likelihood model. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 224–245). Sage Publications Ltd.

Complementary bibliography is provided at the beginning of the semester

Assessment Type: The evaluation includes discussion papers or individual or group presentations (50%) and a written exam (50%).

Component 2b: Social Psychology of Violence and Reconciliation (3 CP-ECTS)

Content:

In the course, we focus on experiences with and the handling of violence in specific conflict and war contexts. On a multi-paradigmatic and interdisciplinary journey, we look at different approaches to understanding collective violence as a social phenomenon and selected empirical – especially qualitative – studies. Our discussion leads us to the development of a complex understanding of trauma that takes into account its essential psychosocial and social/collective aspects and presents the body as a site of profound social practices. Approaches to overcoming and processing collective violence (e.g.

through truth commissions) and the associated ambivalences and contradictions are discussed.

Purpose:

The course aims to deepen students' knowledge of theories, concepts and methods of psychoanalytically informed social psychology and to apply this knowledge to the analysis of real-world phenomena of violence, conflict and war. The complex and contradictory relationship between society and subject will be brought into the foreground, experiences of social suffering will be explored. The concept of reconciliation opens up a peace psychology perspective, pointing at opportunities for emancipatory actions on individual, group-related and societal level.

Teaching and Learning Methods:

Presentations by lecturers, small-group work, panel discussions and interactive workshops

Intended Learning Outcomes (ILOs):

By the end of this course, students will be able to:

- Review and critically evaluate key theoretical approaches and empirical studies related to collective violence;
- Apply this knowledge to the systematic analysis of real-world conflicts;
- Critically discuss various approaches to conflict management and transformation.

Program to achieve ILOs:

- Introduction of key socio-psychological concepts, e.g.;
- Collective violence;
- Psychosocial trauma;
- Victim, survivor, witness; perpetrator; implicated subjects;
- Exemplary conflict analyses;
- Past events (e.g., National Socialism and the Holocaust);
- Current events;
- Approaches to conflict transformation;
- Recognition theories and the concept of the «Third space»;
- Models of social reconciliation and their contradictions;
- Historical and contemporary examples (e.g., Truth Commissions).

Bibliography:

Benjamin, J. (2022). Recognition in the face of harm: Implicated subjectivity and the need for acknowledgment. In R. Kabasakalian-McKay & D. Mark (Eds.), *Inhabiting implication in racial oppression and in relational psychoanalysis*(pp. 52-75). Routledge.

Hamburger, A. (Ed.)(2020). *Trauma, trust, and memory: Social trauma and reconciliation in psychoanalysis, psychotherapy, and cultural memory*. Routledge.

Newman, L. S., & Erber, R. (Eds.). (2002). Understanding genocide: The social psychology of the Holocaust. Oxford University Press.

Noor, M., Vollhardt, J. R., Mari, S., & Nadler, A. (2017). The social psychology of collective victimhood. *European Journal of Social Psychology*, 47(2), 121-134.

Rothberg, M. (2019). The implicated subject: Beyond victims and perpetrators. Stanford University Press.

Complementary bibliography is provided at the beginning of the semester

Assessment Type: The evaluation includes discussion papers or individual or group presentations (50%) and a term paper (50%).

Component 3: Action-Oriented Interventions (1 CP-ECTS)

Content:

The workshop offers an introduction to action-oriented and psychodrama-based intervention methods. Psychodrama is an experiential method that supports participants to explore their inner and outer world through direct actions in the here and now. Psychodrama uses role play as principal method, but also goes beyond ordinary role play by considering warming-up before the action phase and feedback and integration phases after the action as core aspects. While psychodrama deals with the enactment of topics from individuals, sociodrama deals with topics from a group of participants and uses group enactments. Sociodrama is a group-as-a-whole procedure that allows groups to explore their social context and to transform their intergroup conflicts. In that regard, sociodrama puts the focus on the collective aspects of a problem and deals with intergroup relations and collective ideologies.

Purpose:

Students gain an understanding of action-oriented and psychodrama-based methods of intervention, through role-play in a workshop setting.

Teaching and Learning Methods:

Workshop with role play techniques

Intended Learning Outcomes (ILO):

By the end of this course, students will be able to:

- Understand and apply the three phases of psychodrama and sociodrama: warming up, action, and feedback;
- Reflect deeply on individual and social transformation processes through scenic enactment;

Correctly use the two core techniques of psychodrama: role exchange (active perspective-taking) and doubling (verbalizing inner thoughts and feelings).
Program to achieve ILOs: - Interactive Workshop with short role play vignettes and brief sociodramatic enactments; - Group discussions, feedback rounds, shared reflections.
Bibliography: Giacomucci, S. (2023). Trauma-Informed Principles in Group Therapy, Psychodrama, and Organizations: Action Methods for Leadership (1st ed.). Routledge. https://doi.org/10.4324/9781003277859 Complementary bibliography is provided at the beginning of the semester
Assessment Type: Active participation in practical exercises for understanding and supporting social transformation processes.

Module 3: Environment and Sustainability I: Fundamentals

Module Coordinator(s): Prof. Dr Birgit Stürmer, IPU Berlin & Prof. Dr Susana Batel, ISCTE-IUL Lisbon
Placement: the module should be studied in the 1st Semester
Teaching language (s): English
Workload total CP-ECTS: 5 Workload contact hours per week: 56
- Theoretical Class (T): 28 h - Seminar (S): 28 h
Workload self-study hours per week: 69
Workload total hours: 125
Frequency: yearly (in effect since academic year 2025/26)
Pre-requisites: none
Flexibility: mandatory
Format: on-site at IPU Berlin
Outline (components): Component 1: Environmental Psychology (2 CP-ECTS, 2h / week) Component 2: Digitalization and Sustainability (3 CP-ECTS, 2h / week)
Content and Objectives

This module deals with critical issues in environmental psychology and pressing topics of digitalization and sustainability. In the midst of a global ecological crisis, current research in environmental psychology from an overall perspective still focuses too strongly on individual-related factors and theories about conscious processing. We introduce a fundamental understanding of sustainability that is not only linked to ecological questions, but also to human relations within organizations and societies. We focus here on the meaning of social changes for environmental psychology and an understanding of social transformation processes. In this sense, we investigate ongoing processes of digitization and their potential and challenges for the environment and sustainability from a social psychological perspective. This module is followed in the second semester by Module 6.

Competencies of the module (Intended Learning Outcomes - ILOs)

- Students can comprehend the correlation between work, environment, and society from different theoretical perspectives;
- They are familiar with the fundamentals and various branches of environmental psychology and can describe the relationship with work psychology and organizational psychology;
- They know various theoretical approaches for comprehending sustainability and can illuminate pros and cons from several perspectives;
- They can identify areas of conflict in environmental psychology and reflect on them in an ethical way;
- They are comfortable with the central consequences of digital transformation and know approaches for supporting people and organizations in accomplishing this transition as well as initiating the development of sustainable solutions by reflecting on societal dynamics;
- Students will be competent in the discussions regarding the central consequences of digital transformation;
- Students will know approaches for supporting people and organizations in accomplishing the transition towards digitalization;
- Students will be able to initialize the development of sustainable solutions by reflecting on societal dynamics.

Teaching and Learning Methods:

- Interactive lecture;
- Discussion of key texts of the field in small group;
- Seminar with presentations by lecturers and students, small-group work, panel discussions and interactive workshops enable students to acquire relevant theoretical, empirical, and methodical knowledge and skills.

Grading: 30% Component 1, 70% Component 2

Component 1: Environmental Psychology

(2 CP-ECTS)

Content:

This module emphasizes that work, society, and the environment are not simply three keywords placed next to one another. Rather, they should be regarded as systematically intertwined. From this, questions arise that have to do with matters of a sustainable economy. Sustainability therefore is reliant upon internal structures and the treatment of people within a business as well as a sustainable economic approach that protects the environment.

Purpose:

This class will cover the theoretical and conceptual foundations of environmental psychology and discuss empirical studies. The relationship between people, society, and the environment will be examined from various perspectives and developed based on key concepts such as mobility, migration, inequality, conflicts contingent on resources, and climate change.

Teaching and Learning Methods:

Interactive lecture, including small-group work and panel discussions

Intended Learning Outcomes (ILOs):

- Students will be able to comprehend the correlation between work, environment, and society from different theoretical perspectives;
- Students will familiarize themselves with the fundamentals and various branches of environmental psychology;
- Students will be able to describe the relationship of environmental psychology with work psychology and organizational psychology;
- Students will gain knowledge of various theoretical approaches for comprehending sustainability and can illuminate pros and cons from several perspectives;
- Students will be able to identify areas of conflict in environmental psychology and reflect on them in an ethical way.

Program to achieve ILOs:

- Guest Lectures: Invite experts from different fields in environmental psychology to provide insights on contemporary issues;
- Small-Group Work: Small-group work focusing on studies as follow-up of the lecture topics resulting in individual essays;
- Panel Discussions: Critical reflection and integration of lecture topics.

Bibliography:

Batel, S., Castro, P., Devine-Wright, P., & Howarth, C. (2016). Developing a critical agenda to understand pro-environmental actions: Contributions from social representations and social practices theories. *Wiley Interdisciplinary Reviews: Climate Change*, 7(5), 727-745.

De Groot, J. I. (2018). *Environmental Psychology: An introduction*. London: John Wiley.
González-Hidalgo, M., & Zografos, C. (2020). Emotions, power, and environmental conflict: Expanding the 'emotional turn' in political ecology. *Progress in Human Geography*, 44(2), 235-255.

Kelman, I. (2022). *Disaster by Choice. How our actions turn natural hazards into disasters*. Oxford University Press.

Kühn, T., & Bobeth, S. (2022). Linking environmental psychology and critical social psychology: Theoretical considerations toward a comprehensive research agenda. *Frontiers in Psychology*, 13, 947243.

Complementary Bibliography is provided at the beginning of the semester.

Assessment Type: 3-to-5-page essay as preparation for a panel discussion. Students that fail can do a written exam.

Component 2: Digitalization and Sustainability (3 CP-ECTS)

Content:

Focusing on transformative processes in areas such as work, society, and the environment, this course explores their association with digitalization and the perspectives offered by this dispositive. Ethical and moral intersections between practice and societal responsibility will also be key points of reflection.

Purpose:

This course will contribute to preparing students for a future in leadership and for further scholastic and scientific profiling in this field.

Teaching and Learning Methods:

Presentations, small group work, panel discussions

Intended Learning Outcomes (ILO):

- Students will be competent in the discussions regarding the central consequences of digital transformation;
- Students will know approaches for supporting people and organizations in accomplishing the transition towards digitalization;

Students will be able to initialize the development of sustainable solutions by reflecting on societal dynamics.
Program to achieve ILOs: - Small-Group Workshops: Small-group workshops focusing on studies of societal transformations according to digitization and sustainability; - Literature Analysis Presentations: Students present analyses of key texts on societal transformation processes related to digitization and sustainability and discuss their implications.
Bibliography: Chopra, R., Agrawal, A., Sharma, G.D., Kallmuenzer, A. & Vasa, L. (2024). Uncovering the organizational, environmental, and socio-economic sustainability of digitization: evidence from existing research. <i>Review of Managerial Science</i>, 18:685–709 https://doi.org/10.1007/s11846-023-00637-w Hupont Torres, I., Charisi, V., De Prato, G., Pogorzelska, K., Schade, S., Kotsev, A., Sobolewski, M., Duch Brown, N., Calza, E., Dunker, C., Di Girolamo, F., Bellia, M., Hledik, J., Nai Fovino, I. and Vespe, M. (2023). Next Generation Virtual Worlds: Societal, Technological, Economic and Policy Challenges for the EU. Publications Office of the European Union, Luxembourg. doi:10.2760/51579, JRC133757. Marzi, A. (2023). Psychoanalysis, the digital world, and the pandemic: frontiers and challenges in different settings. <i>Psychoanalytic Inquiry</i>, 43(1), 13-23. https://doi.org/10.1080/07351690.2023.2160189 Complementary Bibliography is provided at the beginning of the semester.
Assessment Type: The evaluation is based on the presentation (100%) resulting from small-group work. Students that fail can do a written exam.

Module 4: Advanced Research Methods

Module Coordinator(s): Prof. Dr Gavin B. Sullivan, IPU Berlin, Prof. Dr Michelangelo Vianello, University of Padua
Placement: the module should be studied in the 1st Semester
Teaching language (s): English
Workload total CP-ECTS: 12 Workload contact hours: 84 h - Theoretical Class (T): 60 - Theoretical-Practical Class (TP): 12 - Practical and Laboratory Class (PL): 12 Workload self-study hours: 216

Workload total hours: 300
Frequency: yearly (in effect since academic year 2025/26)
Pre-requisites: none
Flexibility: mandatory with elective components
Format: hybrid (on site at IPU Berlin as well as online)
Outline (components) Component 1: Research and Project Workshop (3 CP-ECTS, 3h / week) Component 2: Developing and Conducting Qualitative Research (3 CP-ECTS, 3h / week) Component 3a Cross-Cultural Research Methods (6 CP-ECTS, 3h / week) OR 3b Multivariate Statistics (6 CP-ECTS, 3h / week)
Content and Objectives: Building on the bachelor level foundations in psychological methodology, this module will deepen the students' knowledge and abilities in research methods. It will include work with methodological, systematic, and practical research questions in qualitative and quantitative social research as well as in the potential for triangulation and mixed methods approaches. This is also bound together with reflections on various positions in scientific theory. The module focuses on the considerations and skills needed to plan, design and undertaken advanced research as an individual researcher and as part of an interdisciplinary team. Features of research planning include ethical issues when applying for approval for mixed, qualitative and quantitative research, considering how to develop trust with groups (e.g., organisations, communities), analyses of issue of power in related to research "subjects" or "objects", exploration of issues of reflexivity about taken-for-granted assumptions, examine how to use psychoanalytic concepts and techniques to identify researcher and disciplinary "blind spots", and examine issues of translation and potential loss of meaning in research across national, linguistic and cultural groups. We consider also how to conduct large scale quantitative projects and the challenges of conducting qualitative research using "big data".
Competencies of the module (Intended Learning Outcomes - ILOs) • Conceptualize and understand philosophical (e.g., epistemological, ontological, axiological) issues and the role of theoretical frameworks in guiding and containing advanced research projects (e.g., realism, social constructionism, pragmatism, post-positivism, psychoanalytic interpretation and cultural analysis); • Develop knowledge and competencies to evaluate research method, identify research gaps, plan feasible empirical research, identify features of a robust design (e.g., power analyses, saturation), evaluate project risks, create a realistic research timeline, identify project milestones, complete project outcomes and identify appropriate research impact and dissemination activities; • Learn how to compare quantitative and qualitative research strengths and weaknesses, use appropriate criteria for each, use concepts like triangulation

and reflect upon the advantages and disadvantages of methodologically pluralistic research; Practice skills associated with the conduct of high quality qualitative, quantitative and mixed-method research in individual and team projects (e.g., data cleaning) including the use of specific software used for quantitative statistical analysis (e.g., R, SPSS) and qualitative analysis (e.g., ATLAS ti, NVIVO).
Teaching & Learning Methods - Interactive lectures including presentations by experts, and which address philosophical and theoretical as well as practical research case studies; - Discussion of research texts, resources and outputs in small groups; - Seminars with presentations by lecturers and students, small-group work, panel discussions and interactive workshops enable students to acquire relevant theoretical, empirical, and methodical knowledge and skills; - Workshops that teach specific software-based and specific data collection and data analysis skills.
Grading: 25% Component 1, 25% Component 2, 50% Component 3

Component 1: Research and Project Workshop (3 CP-ECTS)

Content: This course focuses on deepening the knowledge of methods of process and evaluation research, as well as further multivariate statistics systems and work with missing data. In addition, this module works with groundbreaking studies as well as central testing and evaluation methods in qualitative research. This especially includes working with various forms of qualitative interviews, group discussions, ethnographic approaches and discourse analysis. One particular focus is reflecting on the tenets and approaches of interpretative and hermeneutical processes as well as practicing them. In this context, the possibilities and limits of digitally accessible data, survey resources, and evaluation tools will also be discussed.
Purpose: To give students an understanding of mixed-method, quantitative and qualitative research methods.
Teaching and Learning Methods: Lecture, seminar, lab, interactive workshops
Intended Learning Outcomes (ILOs):

• Students have advanced knowledge of evaluation research methods and the methodological competencies to plan and execute an empirical quantitative study; • Students will develop a critical stance on the complexity of multi-methodological research and the analysis and interpretation of research studies; • Students can conceptualize qualitative studies and are familiar with the relevant and necessary foundations for testing and evaluation.
Program to achieve ILOs: • Lectures: Expert lectures on conducting multimethod social and psychological transformational, organizational and environmental research; • Seminars: Smaller groups introduce research topics and cases, providing the opportunity to discuss in detail and evaluate ethical, practical, planning, and other issues; • Labs: Lab work designed to teach practical quantitative data checking and analysis skills; • Interactive Workshops: Conduct workshops focusing on case studies of transformation-focused qualitative research.
Bibliography: Acharyya, R., & Bhattacharya, N. (2020). Research Methodology for Social Sciences. Routledge. Brough, P. (2019). Advanced Research Methods for Applied Psychology. Design, Analysis and Reporting. Routledge. Gillespie A, Glăveanu V, de Saint Laurent C. (2024). Pragmatism and Methodology: Doing Research That Matters with Mixed Methods. Cambridge University Press. (Open Access) Complementary bibliography is provided at the beginning of the semester
Assessment Type: Written exam (90 minutes)

Component 2: Developing and Conducting Qualitative Research (3 CP-ECTS)

Content: The seminar will convey theoretical and practical knowledge by use of lectures and readings, group discussions, practical work in small groups and student presentations. Philosophical assumptions and guiding theoretical frameworks (e.g., pragmatism) will be explored along with ethical, practical and political issues. Concepts and criteria for evaluating and designing good quality qualitative research will be examined (e.g., reflexivity) as well as justifications for pluralistic combinations of qualitative data

collection and analysis procedures. Development of research questions and data collection skills such as interviewing will be practiced. Students will have the opportunity to explore transcription and coding processes and practices using data from multiple sources.

Purpose:

To gain a conceptualization of qualitative studies and to familiarize themselves with relevant and necessary foundations for evaluating, designing, planning and conducting qualitative research

Teaching and Learning Methods:

Seminars, practical activities

Intended Learning Outcomes (ILOs):

- Students will develop advanced knowledge of planning, conducting and evaluating qualitative studies;
- Students will learn about and practice skills necessary to carry out good quality qualitative research;
- Students will learn about the data collection and analysis processes and practices used with specific qualitative research processes and practices (e.g., Grounded Theory, Reflexive Thematic Analysis, Psychosocial research etc.).

Program to achieve ILOs:

- Seminars: Smaller groups introduce research topics and cases, providing the opportunity to discuss in detail and evaluate ethical, practical, planning, and other issues related to high quality qualitative research;
- Practical activities: Students will undertake exercises that provide the chance to practice interviewing skills, transcription and coding of qualitative data.

Bibliography:

Hennink, M., Hutter, I. & Bailey, A. (2020). Qualitative Research Methods (2nd ed.). Sage.
Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for designing and reviewing qualitative research in psychology: Promoting methodological integrity. *Qualitative Psychology*, 4(1), 2–22.
<https://doi.org/10.1037/qup0000082>

Levitt, H. M., Morrill, Z., Collins, K. M., & Rizo, J. L. (2021). The methodological integrity of critical qualitative research: Principles to support design and research review. *Journal of Counseling Psychology*, 68(3), 357–370. <https://doi.org/10.1037/cou0000523>

Complementary bibliography is provided at the beginning of the semester

Assessment Type: Evaluative presentation of a chosen paper

Component 3 a: Cross-Cultural Research Methods

(6 CP-ECTS)

Content: The course aims to provide students with methodological knowledge concerning cross-cultural research. Topics about the translation and adaptation of tests and surveys for cross-cultural assessment and the evaluation of tests and survey items for bias across languages and cultures will be addressed.
Purpose: The course aims to provide students with methods that are commonly used in cross-cultural research and to promote the attainment of transversal skills, such as interpersonal and communication skills.
Teaching and Learning Methods: Online course; lectures, exercises, group work.
Intended Learning Outcomes (ILOs): • Students will gain methodological knowledge concerning cross-cultural research; • Students will learn how to translate and adapt surveys for cross-cultural assessments; • Students will learn how to evaluate tests and survey items for bias across languages and cultures; • Students will gain knowledge about methods that are commonly used in cross-cultural research; • Students will obtain interpersonal communication skills necessary for cross-cultural research; • Students will learn to apply and interpret appropriate statistical procedures.
Program to achieve ILOs: • The online course will help students to learn appropriate theories and concepts of cross-cultural research and apply them in their current context; • Lectures will introduce and critically examine key concepts and explore cases that help students to create and evaluate items, tests and surveys for cross-cultural research projects; • Group work will facilitate students learning from and supporting their peers.
Bibliography: The course slides are sufficient for preparing for the final exam. Recommended text for further reading (not mandatory): Matsumoto D., & Van de Vijver, F.J.R., Cross-Cultural Research Methods in Psychology. New York: Cambridge University Press, 2011. Chapters 1, 2, 3, 8, 9.

Complementary Bibliography is provided at the beginning of the semester

Assessment Type: Written exam with short answers and multiple-choice theoretical questions as well as statistical procedures. The exam consists of 20-25 questions, and it lasts 90 minutes. One point is awarded for each correct response and the total score is then converted into thirtieths. Both correctness and completeness of the responses contribute to the exam grade. It is allowed to use a formulary during the exam. Books and slides are not allowed.

Component 3 b: Multivariate Statistics (6 CP-ECTS)

Content:

This course will examine statistical analyses crucial to quantitative statistics, such as factorial ANOVA, MANOVA; linear regression, logistic regression, cluster analysis, factor analysis, discriminant analysis, and multidimensional scaling.

Purpose:

To create opportunities for acquiring theoretical knowledge and practical skills for understanding some most popular multivariate models used in social sciences. Applying these techniques with the aid of statistical software SPSS. The course is specially set up to support developing one's ability to interpret the results of statistical techniques.

Teaching and Learning Method: Online lecture

Intended Learning Outcomes (ILOs):

- Understand the basic underlying assumptions of multivariate statistics;
- Gain experience in setting up questions about data which lead to multivariate analysis of the differences and relationships;
- Understand statistical concepts introduced during the course, knows the prerequisites for their correct application and can interpret the results of the analysis correctly;
- Recognize different types of variables and choose appropriate statistical techniques accordingly;
- Use the SPSS software with the aid of the manual for composing multivariate models introduced in the course.

Program to achieve ILOs:

- Knowledge development will be incentivized by interactive lectures;
- Practical skills will be developed using individual and group exercises, with support from the software R;

- Students will learn to apply and interpret appropriate statistical procedures to quantitative data and to assess effect sizes using the software program R (where applicable).

Assessment Type: Examination

Module 5: Transformative Leadership II: Community and Social Intervention

Module Coordinator(s):

Prof. Dr Susana Batel, ISCTE-IUL Lisbon

Placement: the module should be studied in the 2nd Semester

Teaching language (s): English

Workload total CP-ECTS: 12

Workload contact hours: 48h

- Theoretical-Practical Class (TP): 36
- Practical and Laboratory Class (PL): 12

Tutorial Guidance (TG): 12 (not mandatory, does not count into hours)

Workload self-study hours: 250

Workload total hours: 300

Frequency: yearly (in effect since academic year 2025/26)

Pre-requisites: none

Flexibility: mandatory

Format: on-site at ISCTE-IUL Lisbon

Outline (components):

Component 1 – Community Psychology (6 CP-ECTS; 2 h/ week)

Component 2 – Social Intervention Programs (6 CP-ECTS; 2 h/week)

Content and Objectives

This module introduces the community psychology perspective and locates leadership as a central part of project planning, conception, and evaluation. Transformative leadership goes beyond an individual level, which is primarily concerned with leadership personalities and related leadership styles. It is, instead, fundamentally linked to a contextual and relational perspective and can only succeed if relationships between employees within organizations are included just as systematically as relationships with stakeholders outside organizations. It therefore requires an ecological approach that places the individual level in relation to social, cultural, and political issues.

Competencies of the module (Intended Learning Outcomes - ILOs)

- Understand how to conceive, implement, and evaluate projects and interventions that promote positive change in communities and organisations;
- Use the concepts as well as theoretical and methodological approaches for analysing community problems at a social and organizational level;
- Define strategies and adequately use community intervention tools and techniques in a social and organizational context.

Component 1: Community Psychology (6 CP-ECTS)

Content:

The course introduces and discusses problems in community contexts and multiple ways to address them to produce learning outcomes to solve those problems. In this sense it will introduce and define key concepts and approaches to Community, as well as present theoretical models that use them in specific ways. The theoretical models will be complemented by practical exercises of assessment and intervention, to apply theoretical propositions. More specifically, we will focus on different social contexts, as well as on the specificity introduced by a diversity of social problems. As such, the course aims to provide students with the knowledge of the theoretical and methodological approaches from Social Community Psychology, as well as to prepare students for professional and scientific work in the field of community social assessment and intervention in different socioecological contexts and evaluation of policies and programs of social intervention.

Intended Learning Outcomes (ILOs):

Students can...

- Use adequately the concepts and theoretical models for analysing community problems at a social, community and organizational levels;
- Define and evaluate psychosocial problems in different socio-ecological contexts;
- Define strategies and use adequately community intervention tools and techniques in a social and organizational context.

Program to achieve ILOs:

- Community Psychology: Concepts and theoretical approaches;
- Origin, justification and state of the art of Community Psychology;
- Definition, characterization, principles and values of Community Psychology;
- Concepts and formulations of community;
- Ecology, prevention and promotion;
- Research and community assessment;
- Concepts, research processes and community assessment;
- Participative and collaborative research;
- Community intervention;
- Concepts, processes and strategies for community intervention;
- Sense of community and social support;
- Community development and participation, well-being and empowerment;
- Partnerships and community coalitions;
- Efficacy in interventions;
- Ethics in community intervention.

Teaching and Learning Methods:

Interactive lectures, involving individual and group exercises to stimulate debate and practically engage with the concepts and approaches presented and discussed in the lectures as well as presentation and analysis of case studies.

Assessment Type: Oral presentation of a group assignment (25%), individual written report of the group assignment (25%), written individual exam (50%). Students with a final average of 9.5 or above (with no evaluations below 9.5) are considered approved in this course. Students that fail the continuous evaluation can do a written exam.

Component 2: Social Intervention Programs (6 ECT)

Content:

This course focuses on the design, implementation, and evaluation of projects and programs that impact communities on social, economic and political levels. It aims to contribute to the development of students' abilities to design, plan, implement and evaluate different types of projects for social and organizational intervention.

Intended Learning Outcomes (ILOs):

- Describe the main concepts and steps in program planning, design and evaluation;
- Identify opportunities and define problems;
- Building a theoretical process model of the project;
- Use the main tools in the design and planning of projects;
- Define the objectives, hypothesis, resources needed to project and define channels, methods, and strategies to program planning;
- Use the main methods and process in evaluation;
- Design and evaluate different types of projects.

Program to achieve ILOs:

- Basic notions in program/project planning and evaluation;
- Definition of project and program;
- Phases in program planning;
- Project opportunity and problem;
- Identification of opportunities;
- Strategies for problem definition, definition by the client, analysis of social indicators, assessment of needs;
- The importance of applying theories to design and evaluation;
- Conceptualization of the problem and theoretical rationale;
- Result variable;
- Development of process models: a review;
- Table of balance;
- Tools and techniques;
- . Definition and components of Logic Model (LM);
- Approaches to build the LM;

- Phases of the LM;
- Activities associated with LM;
- Objectives and hypotheses;
- Channels, methods, strategies;
- Evaluation of projects;
- Types of evaluation;
- Design and assessment tools;
- Design and evaluation of specific projects.

Teaching and Learning Method:

Theoretical-practical classes allow the articulation between more expository methodologies for the introduction of central concepts in the different phases of design and evaluation of projects and participatory methodologies, where students carry out exercises in small groups to apply the concepts learned in case studies and concrete projects. In turn, laboratory classes are based on active learning methodologies where students are asked to draw proposals for concrete and innovative projects of interest to them, under teacher supervision.

Assessment Type: One midterm exam evaluating the topics covered in classes (30%) and a work group composed by 4-5 students that includes a follow-up report (70%). Students are approved if they reach at least 9.5 both in the test and in the group work. Students that fail the continuous evaluation can do a written exam.

Bibliography:

Braverman, M. (2023). Evaluating program effectiveness : validity and decision-making in outcome evaluation . SAGE

Buunk, A. P. (2021). Applying social psychology: From problems to solutions. SAGE

Eldredge, L. K. B., Markham, C. M., Ruiter, R. A., Fernandez, M. E., Kok, G., & Parcel, G. S. (2016). Planning health promotion programs: an intervention mapping approach. John Wiley & Sons.

Kok, G., Gottlieb, N. H., Peters, G. J. Y., Mullen, P. D., Parcel, G. S., Ruiter, R. A. C., ... Bartholomew, L. K. (2015). A taxonomy of behaviour change methods: an Intervention Mapping approach. Health Psychology Review, 10(3), 297-312. <https://doi.org/10.1080/17437199.2015.1077155>

Newcomer, K. E., Hatry, H. P., & Wholey, J. S. (2015). Handbook of practical program evaluation. John Wiley & Sons

Complementary bibliography: to be defined each year

Module 6: Conflict and Cooperation II: Applied Perspectives

Module Coordinator(s): Prof. Dr Konrad Schnabel, IPU Berlin and Prof. Dr Ivana Pedović, University of Nis
Placement: The module should be studied in the 2nd Semester.
Teaching language (s): English
Workload total CP-ECTS: 6 Workload contact hours: 120 • Theoretical Class (T): 20 • Theoretical-Practical Class (TP): 20 • Practical and Laboratory Class (PL): 30 • Seminar (S): 30 • Tutorial Guidance (TG):20 Workload self-study hours: 30 Workload total hours: 150
Frequency: yearly (in effect since academic year 2025/26)
Pre-requisites: Module 2
Flexibility: mandatory with elective components
Format: online
Outline (components) Component 1a Social Trauma in Changing Societies (5 CP-ECTS, 4 h / week) and 1b Action-Oriented Interventions II (1 CP-ECTS, 1h / week) OR Component 2: Intergroup Conflicts (6 CP-ECTS, 5h / week)
Content and Objectives Both tracks cover social contexts, related conflicts and challenges for cooperation on an individual and group level and take the effects of power dynamics and inequalities in society into account. Both tracks highlight the need for social change and improvement and are therefore connected to contents taught in the focus areas of "Transformative Leadership" and "Environment and Sustainability". Still, students can choose to specialize in different theoretical framings and different related foci. Social trauma has a special focus on investigating negative effects of adverse experiences and understanding possible related interventions which are taught in a course on its own, while intergroup relations focus strongly on the relationships and interactions between different groups in society, such as race, ethnicity, religion, and gender. In the elective course Social Trauma offered by the IPU, a psychodynamic

perspective, among other approaches, is of particular importance, while the course on intergroup relations offered by the University of Nis allows for a deepening of approaches explained through social psychology such as social identity theory.

Competencies of the module (Intended Learning Outcomes - ILOs)

- Understand social traumatization, its epidemiology, and its psychological and developmental consequences.
- Learn research design methodologies specific to social trauma.
- Enhance understanding of social conflict and cooperation and of factors that support positive social group development.
-

Teaching & Learning Methods

Online lectures, interactive lectures, seminars, workshops, monological, dialogical and problem method, search and analysis of printed and electronic sources, oral presentations, discussions, presentation of a study design.

Grading: 100% Component 1a OR 100% Component 2

Component 1 a Social Trauma in Changing Societies (5 CP-ECTS)

Content:

Social trauma is a most important subject in clinical, social and general psychology, as well as in cultural theory. It is of high interest and practical relevance for students of psychology to be informed about the causes, consequences and therapeutic options regarding social trauma. In the syllabus of most psychology study programs, social trauma can only be addressed incidentally. In clinical psychology, psychotraumatic pathology and trauma therapy are regularly taught as subjects, but the specific conditions of social trauma require an interdisciplinary and special approach

Purpose:

The course addresses clinical, developmental, social psychological, culture theoretical, ethical and research methodological aspects

Teaching and Learning Methods:

Online lectures, interactive lectures, and seminars

Intended Learning Outcomes (ILOs):

- Students understand the specificity of social traumatization and become familiar with their epidemiology, social psychological implications, clinical and developmental consequences, including specific aspects of traumatic memory, consequences for cultural identity, coping and memorizing;

- They are introduced to the methodology of social trauma research by constructing a research design;
- They become ethically sensitive and know about the specific requirements of informed consent when working with socially traumatized persons.

Program to achieve ILOs:

- Online lecture covering: Introduction to social trauma and its significance in psychology and cultural theory, therapeutic options and interventions for addressing social trauma, specific aspects of traumatic memory (e.g., coping mechanisms and memorization processes), ethical considerations in working with socially traumatized individuals, including informed consent;
- Interactive lecture following the online lectures engages students in discussions, case studies, and group activities;
- Seminar addresses methodology of social trauma research (research design construction, data collection methods, ethical considerations), explores relevant research articles and literature in the field of social trauma. Students work in collaborative project groups and develop research proposals or case studies related to social trauma.

Bibliography:

Eyerman, R. (2021). Cultural Trauma. In A. Hamburger, C. Hancheva, & V. D. Volkan (Eds.), *Social Trauma - An Interdisciplinary Textbook* (pp. 37–43). Springer Nature Switzerland AG.

Hedrih, V. (2020). *Adapting Psychological Tests and Measurement Instruments for Cross-Cultural Research: An Introduction* (1st Edition). Routledge, Taylor&Francis Group. Chapters 3 & 6. (pp. 48-98, 173-190).

Complementary bibliography: to be defined each year

Assessment Type: Students keep a learning portfolio throughout the course and present their learning experiences abroad, including their research design, to the group of peer students and their lecturer from their home university.

Component 1 b Action-oriented Interventions II (1 CP-ECTS)

Content: This workshop puts a focus on possible ways in dealing with social trauma and offers practical experiences for understanding intergroup conflicts as well as contexts that provide opportunities to overcome harmful group dynamics. The workshop extends the usage of role play and sociodramatic enactments as key techniques and allows for further exercises of role exchange and doubling (verbalizing inner thoughts and feelings).

The potentials of different feedback phases (role-feedback and sharing) after the enactment or action phase are explored.

Purpose: This workshop deepens and applies the practical basic knowledge of action-oriented and psychodrama-based intervention methods

Teaching and Learning Methods: Workshop

Intended Learning Outcomes (ILOs):

- Improve empathic understanding for social conflict and cooperation processes,
- Strengthen the ability to support others in fostering positive developments of social groups,
- Identify ways to overcome social trauma and create contexts that facilitate respect, diversity, and cooperation.

Program to achieve ILOs:

Interactive Workshop with short role play vignettes and brief sociodramatic enactments, group discussions, feedback rounds, shared reflections

Bibliography:

Schnabel, K. (2021). Using Psychodrama and Sociodrama to Overcome Social Trauma. In A. Hamburger, C. Hancheva, & V. D. Volkan (Eds.), *Social Trauma - An Interdisciplinary Textbook* (pp. 131-137). Springer Nature Switzerland AG.

Veronese, G., & Barola, G. (2018). Healing Stories: An Expressive-Narrative Intervention for Strengthening Resilience and Survival Skills in School-Aged Child Victims of War and Political Violence in the Gaza Strip. *Clinical Child Psychology and Psychiatry*, 23, 311-332.

Complementary bibliography: to be defined each year

Assessment Type: Active participation in practical exercises for understanding and supporting social transformation processes.

Component 2: Intergroup Conflicts

(6 CP-ECTS)

Content:

Introduce students to selected theoretical approaches to studying intergroup conflicts and conflict research methods from perspective of different scientific disciplines (psychology, sociology, social work, education science) through having students design a research study.

Purpose:

Students are acquainted with theoretical concepts of intergroups conflict included in the course program

Teaching and Learning Methods:

Implementation of program contents in the scope of this course is based on the following methods and types of work: Monological, dialogical and problem method, search and analysis of printed and electronic sources, oral presentations, discussions, workshops, various interactive activities, presentation of a study design.

Intended Learning Outcomes (ILOs):

- Students can apply specific methodological approaches for studying intergroup conflicts that were discussed in the scope of the course;
- Students can analyse situations of intergroup conflicts and design research studies to obtain insights on key characteristics of the studied conflict relationship.

Program to achieve ILOs:

- Monological method: Overview of intergroup conflicts (definition, types, and significance), introduction to selected theoretical approaches from psychology, sociology, social work, and education science;
- Dialogical method: Comparative analysis of research methodologies from different scientific disciplines, interactive discussions on strengths and limitations of various research methods;
- Problem method: Guided workshop on designing a research study focused on intergroup conflicts;
- Source analysis: Synthesis of key insights and identification of gaps in existing literature.

Bibliography:

Anderson, K. J. (2010). Benign bigotry: The psychology of subtle prejudice. Cambridge University Press. pp: 31-63.

Assmann, A. (2021). Cultural Memory. In A. Hamburger, C. Hancheva, & V. D. Volkan (Eds.), Social Trauma - An Interdisciplinary Textbook (pp. 25-37). Springer Nature Switzerland AG.

Complementary bibliography: to be defined each year

Assessment Type: Discussion on research problems and potential applications of the results; student participation in creating and implementing the activities of the Centre for Social Inclusion and Conflict Resolution (Faculty of Philosophy, Nis).

Module 7: Environment and Sustainability II: Social Justice and Transformation

Module Coordinator(s): Prof. Dr Susana Batel, ISCTE-IUL Lisbon
Placement: the module should be studied in the 2 Semester
Teaching language (s): English
Workload total CP-ECTS: 12 Workload contact hours: 48h Theoretical-Practical Class (TP): 48 Tutorial Guidance (TG): 12 (not mandatory, does not count into hours) Workload self-study hours: 250 Workload total hours: 300
Frequency: yearly (in effect since academic year 2025/26)
Pre-requisites: none
Flexibility: mandatory
Format: on-site at ISCTE-IUL Lisbon
Outline (components) Component 1 – Environment, Justice and Health (6 CP-ECTS, 2h/ week) Component 2 – Social Psychology of Environment (6 CP-ECTS, 2h/ week)
Content and Objectives: This module deals with topics on environment, justice, and health as well as the social psychology of the environment. There are two courses that must be taken: “Environment, Justice, and Health” as well as “Social Psychology of the Environment.” By combining these two, the module emphasizes the importance of developing a comprehensive understanding of the intersection of environmental issues and social justice, and the role of social psychology in promoting positive environmental outcomes. It highlights the importance of understanding the social, psychological, and health implications of living with socio-ecological systems, and of environmental policies and practices.
Competencies of the module (Intended Learning Outcomes - ILOs) - Students should be able to describe the main social psychological approaches that study person-environment processes, as well as to identify the psychosocial processes involved in environmental practices and citizenship, and use of research approaches in the field; - Students will also be able to identify the psychosocial processes involved in community change for environmental issue, as well as on the impacts of climate change and potential practices to tackle it, such as social movements, community empowerment and prefigurative politics.

Component 1: "Environment, Justice and Health"

(6 CP-ECTS)

Content:

This course departs from a socio-psychological approach to understand, diagnose, and intervene in environmental (in)justices, namely in relation to the socio-economic and health impacts and disparities it creates, as well as on the promotion of the well-being and the quality of life of individuals and communities, including in the work context. The course also aims to equip students to understand the history, definitions, examples, and theoretical frameworks of environmental justice, as well as to critically identify and examine the psychosocial impacts of environmental conflicts globally and in Portugal through the lenses of health impacts and disparities, models of social change and diverse forms of advocacy and collective action.

Intended Learning Outcomes (ILOs):

- Students should be able to explain the concept of environmental justice, the underlying factors that lead to it and its psycho-social implications and applications;
- Identify environmental injustices and be able to diagnose their impacts on public, community and individual health and well-being, through appropriate research methods;
- Gain country-specific knowledge about cases of environmental conflicts, local efforts to uphold environmental justice and the role of environmental policies on those;
- Understand how to intervene to tackle environmental injustices, including through participatory research.

Program to achieve ILOs:

- Introduction. What is environmental justice?;
- History, definitions, examples and theoretical frameworks;
- Researching environmental conflicts globally and in Portugal;
- Health impacts and disparities;
- Models of social change;
- Forms of advocacy and collective action;
- Research methods and interventions for environmental justice.

Teaching & Learning Methods:

This is a theoretical as well as practical course, in which the themes and concepts will be described in lectures. The practical classes will be aimed at (a) examining the concepts addressed in lectures in more detail, (b) practicing applying the concepts using examples and exercises, and (c) having detailed discussions regarding issues and questions that arose in theoretical lectures but could not be addressed. They will also include a field visit to practically explore environmental injustices and initiatives that are using participatory methods to tackle them and increase communities' and individuals' well-being.

Assessment Type: The evaluation includes group work and presentation (40%) and an individual essay (60%). Students with a final average of 9.5 or above (with no evaluations below 9.5) are considered approved in this course. Students that fail the continuous evaluation can do a written exam.

Component 2: "Social Psychology of the Environment" (6 CP-ECTS)

Content:

This course presents a theoretical framework from Social Psychology to understand person-environment transactions, both for natural and urban environment. Particular importance is given to the social dimensions and the contextual effects in the domain of environmental thought, environmental citizenship, and pro-environmental behaviour, as guidelines to the intervention in this area. As such the course aims to equip students with the tools to understand the different levels of analysis of social change for sustainability namely societal, community and individual levels, and the socio-psychological processes more salient to each.

Intended Learning Outcomes (ILOs):

- Students will be able to describe the main social psychological approaches that study person-environment relations;
- Students will be able to identify psychosocial processes involved in the prediction of individual environmental behaviour and citizenship and use research instruments in the field;
- Students will be able to identify psychosocial processes involved in community change for environmental issues and use research instruments in the field.

Program to achieve ILOs:

- Introduction. Levels of analysis of social change for sustainability;
- The private sphere;
- Models and studies about the connection between attitudes, beliefs and values and conservation behaviour
- The role of attitudinal ambivalence;
- The role of norms;
- The public sphere;
- Models and studies regarding pro-environmental ideas and behaviours;
- climate change mitigation, biodiversity conservation and public participation in environmental decision-making processes.

Teaching and Learning Methods:

This is a theoretical as well as practical course, in which the themes and concepts will be described and discussed in lectures. Students with a final average of 9.5 or above (with no evaluations below 9.5) are considered approved in this course. Students that fail the continuous evaluation can do a written exam.

Assessment Type: For continuous evaluation students need an individual presentation in class (40%); a group assignment (50%); an individual essay (10%). Students with a final average of 9.5 or above (with no evaluations below 8.5) are considered approved in this course. Students that fail the continuous evaluation can do a written exam

Bibliography:

Apostolopoulou, E., & Cortes-Vazquez, J. A. (Eds.). (2018). The right to nature: Social movements, environmental justice and neoliberal natures. Routledge.

Batel, S., Castro, P., Devine-Wright, P., & Howarth, C. (2016). Developing a critical agenda to understand pro-environmental actions: contributions from Social Representations and Social Practices Theories. *Wiley Interdisciplinary Reviews: Climate Change*, 7(5), 727-745.

Bechtel, R. B., & Churchman, A. (Eds.). (2003). *Handbook of environmental psychology*. John Wiley & Sons.

Gatersleben, B., & Murtagh, N. (Eds.). (2023). *Handbook on pro-environmental behaviour change*. Edward Elgar Publishing.

Marchand, D., Weiss, K., & Pol, E. (2023). *100 Key Concepts in Environmental Psychology*. Routledge.

Uzzell, D., & Räthzel, N. (2009). Transforming environmental psychology. *Journal of Environmental Psychology*, 29(3), 340-350.

Complementary bibliography: to be defined each year

Module 8: Cultural Diversity in Organizational Psychology

Module Coordinator(s):

Prof. Michelangelo Vianello, University of Padua

Placement: the module should be studied in the 3rd Semester

Teaching language (s): English

Workload total CP-ECTS: 10

Workload contact hours: 70 h

- Theoretical Class (T): 50
- Theoretical-Practical Class (TP): 10
- Practical and Laboratory Class (PL): 10

Workload self-study hours: 180 h

Workload total hours: 250

Frequency: yearly (in effect since academic year 2025/26)
Pre-requisites: basic knowledge of general mental abilities, personality and motivation.
Flexibility: mandatory with elective component
Format: on-site at the University of Padua
Outline (components): Component 1: "Cross Cultural Issues in Personnel Psychology" (4 CP-ECTS, 2h per week) Component 2a Human Rights (6 CP-ECTS, 3h per week) OR 2b Psychology of Inclusion and Social Sustainability (6 CP-ECTS, 3h per week)
Content and Objectives: The Module 8 "Cultural Diversity in Organizational Psychology" closes the pillars "Transformative Leadership" and "Conflict and Cooperation" by elaborating on cross-cultural issues in personnel psychology that are crucial for learning how to manage a diverse workforce. There are two courses, which students must take to complete the module. The mandatory course is: "Cross Cultural Issues in Personnel Psychology". The second one can be chosen between: "Human Rights" or "Psychology of inclusion and social sustainability". Students will acquire knowledge of the key concepts and theories in the field of personnel psychology and cross-cultural psychology, demonstrate knowledge of the key concept, theories, and issues of the cross-cultural approach to the study of personnel, and be able to apply knowledge of personnel psychology, cross-cultural psychology and diversity management to real-world contexts and issues (e.g., diversity training, staffing, and avoiding selection bias and adverse impact).
Competencies of the module (Intended Learning Outcomes – ILOs): • Understand, demonstrate, and apply the key concepts and theories in the field of personnel psychology and cross-cultural psychology; • Be able to reflect on the role of culture in working with culturally diverse; • Students will interact both practically and theoretically with aspects related to diversity and how diversity affects organizational choices in personnel selection and performance management; • Students will build intercultural skills and will learn how to foster the effectiveness of psychological practice in a multicultural setting; • Students will examine issues of inclusion regarding different cultural backgrounds.
Teaching and Learning Method: Interactive lecture, examination of texts and studies as well as work on case studies, discussion, and teamwork are consistent to achieve the mix of knowledge, skills, and critical thinking that constitute the ILOs.
Grading: Arithmetic mean of the compulsory components and the optional components.

Component 1: "Cross Cultural Issues in Personnel Psychology"

(4 CP-ECTS)

Content:

This course includes basic definitions and theories of cross-cultural psychology. The Geert Hofstede's "values-oriented" labour activity paradigm, the tightness-looseness dimension (Gelfand, 2018), national culture and its effects on work activities.

Interpretative positions (comparison, cultural psychology, and indigenous psychology) and the challenges of research (universalism and relativism, ethic and emic approaches).

Culture and Individuals. Universality and Relativity of psychological constructs across cultures: personality (Big Five model, other trait traditions and cross-cultural differences) and cognition (definition and cross-cultural differences). Introduction to Personnel Psychology: job analysis, recruitment and selection, individuals' training, performance appraisal and management. Culture and Organizations. Analysing the effect of culture on organizational activities (recruitment, selection, adverse impact, performance appraisal and management). Diversity Management. Approaches to managing a diverse workforce in a global context. Discussion of innovative practices that make the workplace more inclusive and productive. How to measure diversity and effectiveness of diversity management.

Purpose:

This course will introduce a framework to understand what Personnel Psychology is and what are the main activities that are needed from a psychologist to manage people in organizations. Moreover, the course will present the main issues that practitioners must deal with while managing HR processes in the presence of diversity and some ways to address them. Students will be asked to reflect critically on the pros and cons of all possible ways to manage diversity in the workplace, and they will be asked to provide new, original ways to do so. The course will heavily use teamwork to share and generate knowledge.

Teaching and Learning Methods:

Main learning activities include lecturing, individual study, teamwork based on the discussion of papers and case studies analysis.

Intended Learning Outcomes (ILOs):

- Students will be able to demonstrate knowledge of the key concepts and theories in the field of personnel psychology: individual differences, overview of recruitment and selection (methods, cognition, and personality), job performance (appraisal and management), training, performance management, and career development.
- Students will be able to demonstrate knowledge of the key concept, theories, and issues of the cross-cultural approach to the study of personnel: effect of culture

on organizations (recruitment, selection and performance appraisal) and individuals (personality, cognition, and leadership).

- Students will be able to apply knowledge of personnel psychology, cross-cultural psychology and diversity management to real-world contexts and issues (e.g., diversity training, staffing, and selection bias).
- Students will be able to reflect on the role of culture in work settings with culturally diverse personnel.

Program to achieve ILOs:

Knowledge development will be incentivized by interactive lectures that will present contents in textbooks. Practical skills in finding and interpreting specialized knowledge and critical thinking will be developed using Journal clubs: teams will be asked to give a public presentation of a scientific paper and to evaluate the learning they generated. The course will host lectures on meaningful and decent work given by famous scholars. Toward the end of the course, teams will work on case study to generate practical strategies to manage diversity in the workplace.

Bibliography:

Schmidt, F. L., & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological bulletin*, 124(2), 262. <https://doi.org/10.1037/0033-2909.124.2.262>

McCrae, R. R. (2001). Trait psychology and culture: Exploring intercultural comparisons. *Journal of personality*, 69(6), 819-846. <https://doi.org/10.1111/1467-6494.696166>• Van de Vijver, F. V. D. (1997). Meta-analysis of cross-cultural comparisons of cognitive test performance. *Journal of Cross-Cultural Psychology*, 28(6), 678-709. <https://doi.org/10.1177/0022022197286003>

Ryan, A. M., McFarland, L., & Baron, H. (1999). An international look at selection practices: Nation and culture as explanations for variability in practice. *Personnel psychology*, 52(2), 359-392. <https://doi.org/10.1111/j.1744-6570.1999.tb00165>.

Madera, J. M. (2013). Best practices in diversity management in customer service organizations: an investigation of top companies cited by Diversity Inc. *Cornell Hospitality Quarterly*, 54(2), 124-135. <https://doi.org/10.1177/1938965513475526>

Ployhart, R. E., & Holtz, B. C. (2008). The diversity-validity dilemma: Strategies for reducing racioethnic and sex subgroup differences and adverse impact in selection. *Personnel Psychology*, 61(1), 153-172. <https://doi.org/10.1111/j.1744-6570.2008.00109>.

Chiang, F. F., & Birtch, T. A. (2010). Appraising performance across borders: An empirical examination of the purposes and practices of performance appraisal in a multi-country context. *Journal of Management studies*, 47(7), 1365-1393. <https://doi.org/10.1111/j.1467-6486.2010.00937.x>

Complementary bibliography is provided at the beginning of the semester.

Assessment Type: The written exam will be composed of 27 multiple-choice, true/false, completion and sorting questions regarding the course content (slides and textbooks that are specified in the bibliography). The written exam can be complemented by an interview (upon a student's motivated request). The maximum score will be 31, each question will be assigned one point, the correct answer will correspond to 1 point, the wrong and missing answer to 0 points.

Students may decide to analyse and present a scientific paper in class (Journal Club). The presentation of the paper will be evaluated with the award of up to 4 points in the final exam. Presenting students will not answer, during the exam, 4 additional questions on topics presented in class during Journal clubs). The presentation can be done individually or in a group.

The written exam will allow evaluating all the expected learning outcomes.

Component 2 a: Human Rights (6 CP-ECTS)

Content:

This course will define several important terms to understand human rights and the importance of intercultural dialogue. This course will examine the conditions that are conducive to intercultural dialogue and manage this in relation to diversity. Finally, we will discuss case studies such as the wearing of religious symbols in public areas to understand what the best practices surrounding human rights are.

Purpose:

- to provide a wide perspective of Intercultural dialogue through the Human Rights lens
- to bridge the gap between the theoretical framework and the design, implementation and evaluation of concrete interventions.

Teaching and Learning Methods:

- conceptual frameworks (such as principles, definitions, and relationship between different themes),
- debates (on main ideas, theoretical approaches, and personal experiences),
- practical exercises involving analysis of case studies and best practices,
- Possibly half day seminar on intercultural dialogue (in cooperation with the Council of Europe).

Intended Learning Outcomes (ILOs):

- Students will learn how to bridge the gap between theoretical framework and design, implementation, and evaluation of concrete interventions,
- Students will gain intercultural competences (knowledge and practical skills) respectful of human rights,
- Students will learn skills to facilitate their work as psychologists with individuals as well as with communities in a multicultural setting.

Program to achieve ILOs:

Definitions and general principles:

- Terminology: what are Human Rights, what is Intercultural dialogue, what is their relationship
- Human Rights: from moral claims to international human rights law
- Intercultural dialogue – pre-conditions: democracy, rule of law, equal enjoyment of rights
- Conditions conducive to intercultural dialogue: respect for human dignity, non-discrimination, promotion of equal opportunities, adoption of positive measures
- Human rights related to intercultural dialogue: freedom of conscience and religion, freedom of expression, freedom of assembly, right to respect for private life

Managing intercultural dialogue and diversity:

- Intercultural dialogue actors: the state, local authorities, civil society, minority groups, cultural institutions, the education and health sectors, private sector, media, etc.
- Balancing diversity and unity
- Avoiding assimilation; avoiding cultural relativism
- Addressing discrimination and countering hate speech
- Protecting vulnerable groups
- Assisting victims of discrimination, harassment, hate (hate speech and hate crime)

Case studies / best practices:

- Wearing of religious symbols in public areas
- Immigrants and the hosting society: intercultural integration as a two-sided process
- Freedom of expression vs prohibition of hate speech
- Domestic violence and violence against women: the so called “honour crimes”
- Parental wishes in matters concerning the raising and education of their children vs the child best interest
- The notion of gender vs the notion of sex

Seminar - Mock exam:

- Half day seminar on intercultural dialogue (in cooperation the with Council of Europe (tbc)
- Mock exam

Bibliography: Wiater, P. Intercultural Dialogue in the Framework of European Human Rights Protection. Strasbourg: Council of Europe Publishing, 2010. Complementary bibliography is provided at the beginning of the semester.
Assessment Type: 2 hour long written exam consisting of an essay and 10 multiple-choice questions. Essay's evaluation criteria: ability to structure a text (25%), ability to express arguments (25%), use of examples, case studies and references to texts to support arguments (25 %), proper use of English language (25%). Multiple choice questions: choice of the right answer.

Component 2 b: Psychology of Inclusion and Social Sustainability (6 CP-ECTS)

Content: • Social inclusion and participation of people with disability and vulnerability (precisely the course will focus on disability and vulnerability, such as people with stories of migration); • Training activities for social sustainability and inclusion in different cross-cultural school and work context.
Purpose: The course will explore the issues of social sustainability. Specifically, it will examine inclusion issues about different cultural backgrounds associated with disability and vulnerability. In addition, the course will present intervention activities to promote social sustainability and inclusion. The class will give particular attention to the contextual and cross-cultural variables and the involvement of significant figures, such as peers, parents, school personnel, and employers.
Teaching and Learning Methods: During the lessons, the expositive moment will usually be followed by discussions, examples and individual and group exercises.
Intended Learning Outcomes (ILOs): • Students will learn and apply theoretical topics and language related to the subject of inclusion and social sustainability; • Students will gain knowledge of assessment and intervention activities included in the exam program; • Students will explore issues of social inclusion and social sustainability, especially focusing in social inclusion and participation of people with disability and vulnerability, and migration;

Students will engage in activities for social sustainability and inclusion in different cross-cultural school and work contexts.
Program to achieve ILOs: - Students will critically analyse the elements of arguments related inclusion and sustainability in an educational, work and social environment; - Students will administer quantitative and qualitative assessment procedures for attitudes toward inclusion and sustainability in educational and work context; - Students will administer procedure and strategies to develop and manage preventive training to foster inclusion and social sustainability.
Bibliography: Dujon, V., Dillard, J., & Brennan, E. M., Social Sustainability: A Multilevel Approach to Social Inclusion. --: Routledge., 2013. Complementary bibliography is provided at the beginning of the semester.
Assessment Type: The final evaluation consists of 3 parts: A) Theoretical in-depth and practical learning activities with the production of written reflections delivered by Moodle at the end of each class (maximum 5 points). C) the overall evaluation of the exercises proposed in class (maximum 10 points). D)The final exam is written, and it consists in answering two open questions covering major concepts learned across the course (maximum 15 points). Knowledge of the theoretical topics covered in the exam program: use of technical language; knowledge of assessment and intervention activities included in the exam program.

Module 9: Internship

Module Coordinator(s): Prof. Dr Siniša Lakić, University of Banja Luka; Prof. Dr Maida Koso-Drljević, University of Sarajevo, Dr Ivana Pedović, University of Niš; Prof. Teresa Maria Sgaramella, University of Padua
Placement: Internship should be conducted during the 2nd year of the studies
Teaching language (s): English and local languages
Workload total CP-ECTS: 20 Workload contact hours: 425 h - Internship (I): 300 - Tutorial Guidance (TG): 125 Workload self-study hours: 75
Workload total hours: 500
Frequency: yearly (in effect since academic year 2025/26)

Pre-requisites: enrolment in the second year of the studies
Flexibility: mandatory
Format: on-site (first component at the University of Padua, second component preferably in the Western Balkans)
Outline (components): Component 1: Research Internship (5 CP-ECTS) Component 2: Workplace Internship (15 CP-ECTS)
Content and Objectives: The Internship module consists of two complementary components designed to provide students with both research and practical workplace experience. The first component, a Research Internship at the University of Padua, allows students to develop their research skills and contribute to ongoing psychological research projects. The second component involves a workplace placement where students apply their theoretical knowledge in a professional setting under the supervision of a qualified psychologist. After completing their academic obligations during compulsory mobilities for study, students engage in these practical experiences that bridge academic learning with professional practice. The program aims to offer students diverse placement opportunities within the consortium's established network of internship providers. The University of Padua, the University of Niš, the University of Sarajevo and the University of Banja Luka coordinate the organization of the internship, establish and maintain contact between hosting organizations and students, and systematically monitor the implementation of the Module 9 "Internship".
Competencies of the module (Intended Learning Outcomes - ILOs): After successfully completing the module, students will: • Gain a comprehensive understanding of the role and tasks of a psychologist within a specific organizational context; • Competently plan, prepare, and implement psychology-related activities grounded on theoretical frameworks and evidence-based practices; • Critically reflect on their individual contributions and the broader functioning of the organization; • Have improved their communication skills relevant to their future careers; • Develop a thorough understanding of ethical complexities in the professional work of a psychologist and demonstrate an appreciation for the established ethical codes and practices.
Teaching and Learning Methods: Supervised practical work in research and workplace settings, Reflective practice through internship documentation, Mentoring sessions with academic and workplace supervisors.
Grading: The module is assessed on a Pass/Fail basis. To successfully complete the module, students must pass both components. The Research Internship is assessed

through a research project report and supervisor evaluation, while the Workplace Internship is assessed through a workplace internship report and oral examination.

Component 1: Research Internship (UNIPD)

(5 CP-ECTS)

Content:

The student will be offered the opportunity of joining a research lab at FISPPA department of the UNIPD, in which they will be offered a chance of contributing to all phases of the research activities: Theoretical development, Study Design, Data Collection, Data Analysis, Data Interpretation.

Purpose:

The purpose is to gain practical skills on how to generate new scientific knowledge.

Teaching and Learning Methods:

Lab discussions, mentoring, task assignment, reporting and feedback.

Intended Learning Outcomes (ILOs):

After successfully completing one of the activities proposed, students will gain at least one of the following skills:

- Conduct a literature review and identify a gap of knowledge, writing an effective article; plan the design of a study including power analyses;
- Code a survey in Qualtrics, recruit participants, write and send reminders; analyse the data using open-source software such as JASP, interpret and present the results to the scientific community or a wider audience;
- Work effectively in teams, demonstrating the ability to collaborate on projects and share responsibilities;
- Awareness of cultural diversity and its impact on social behaviour, fostering a more inclusive perspective;
- Apply ethical decision making to work and research activities;
- Adopt Open Science Practices.

Program to achieve ILOs:

Students will be involved and mentored throughout research activities

Bibliography:

Supporting Literature is provided at the beginning of the semester.

Assessment Type: Students submit a detailed report documenting their research activities, methodological approaches, findings, and reflections on the research process, while supervisors provide an evaluation based on the student's engagement,

professional conduct, and achievement of learning outcomes throughout the internship period.

Component 2: Workplace Internship

(15 CP-ECTS)

Content:

The student will be offered the opportunity to conduct a work internship at an external organization under the supervision of a psychologist and in collaboration with a coordinator from University of Nis, University of Banja Luka or University of Sarajevo. After completing the internship, students are required to write a report on their experience. The report consists of three main sections: 1) presentation of the institution (history, activity, context and structure) and the role of psychologist within it; 2) description of activities conducted together with their evaluation (knowledge and skills gained, challenges, limitations of gained knowledge during the studies); 3) critical and theoretically based reflection on the contributions of the psychologist within the organization and suggestion of potential improvements. The submitted report must be accompanied by a certificate from the supervisor that the internship has been completed.

Purpose:

The primary aim of workplace internship is to provide students with comprehensive, hands-on experience in the practical work of psychologists within a realistic professional context and under expert supervision. This immersive learning experience is designed to bridge the gap between academic knowledge and real-world application, preparing students for the complexities and challenges of professional practice.

Teaching and Learning Methods:

Guided practice under supervision, writing a final report.

Intended Learning Outcomes (ILOs):

After successfully completing internship placement, students will be able to:

- Describe the work tasks, as well as the context of work and challenges of the psychologist's position in a specific work environment;
- Plan, prepare, and execute the work activities of a psychologist in the context of an organization, based on theoretical and empirical knowledge;
- Write a report on completed work tasks that demonstrates awareness of the benefits and scope of knowledge and skills acquired during their academic education;
- Evaluate work under supervision, as well as teamwork and interdisciplinary work in the context of the organization.

Program to achieve ILOs:

- Attending activities that the mentor in the organization conducts in their psychological work (e.g., psychological testing or intervention sessions, work meetings, work planning);
- Participating in the preparation and implementation of school-educational, health-preventive, or general social projects based on psychological interventions;
- Undertaking less demanding forms of psychological work with individuals to reduce their mental health risks or promote better psychological functioning (e.g., through psycho-education, counselling, work on social integration);
- Familiarizing with psychological instruments and using them to assess individuals or groups for informative decision-making;
- Conducting psychological interviews with employees within the organization or clients;
- Maintaining professional documentation in accordance with the regulations of the organization, paying attention to confidential information storage and other relevant ethical aspects;
- Keeping a personal work diary that serves to track activities and self-reflection;
- Receiving feedback from the mentor.

Bibliography:

Supporting Literature is provided at the beginning of the semester.

Assessment Type: The internship is graded as a pass or fail. The assessment consists of two main phases. First, an internship coordinator evaluates the written report. Second, a four-member committee consisting of two members of academic staff and two nationally licensed psychologists checks through oral exam whether the intended learning outcomes have been realized.

Module 10: Master's Thesis

Module Coordinator(s):

Prof. Dr Phil Langer, IPU Berlin & Prof. Dr Sinisa Lakić, University of Banja Luka

Placement: the module should be studied in the 3rd and 4th Semester

Teaching language (s): English

Workload total CP-ECTS: 30

Workload contact hours: 40 (e.g. thesis colloquium, meetings with supervisors, thesis proposal presentation, thesis defence)

Workload self-study hours: 750

Frequency: yearly (in effect since academic year 2025/26)

Pre-requisites: all examinations in the program should be passed before thesis submission.

Flexibility: mandatory

Format: Thesis colloquium can be attended on-site, hybrid, or online (subject to availability at the universities). Regarding the thesis defence, the candidate and committee chair must appear in person, while other committee members can attend remotely in a hybrid format.

Outline (components):

Component 1: Thesis Colloquium (15 CP-ECTS)

Component 2: Master's Thesis and Oral Défense (15 CP-ECTS)

Content and Objectives:

The Master's thesis is written to demonstrate the ability to work independently and scientifically sound in psychology. It offers an in-depth exploration of a specific research question within the context of the master's program. The thesis can be written at any full partner university that is academically fitting to offer supervision for the selected research topics. The first supervisor, and the core partner university for the master's thesis respectively, will be chosen by the student, while the second supervisor will be allocated by the governing board from another full partner university based on the expertise in the chosen topic. The topic of the thesis will be approved by the governing board and by the relevant committees of the full partner university where the thesis will be written to assure its feasibility, ethical aspects and regulations as well academic objects are in concordance with program objectives, intended learning outcomes and consortium's regulations.

Competencies of the module (Intended Learning Outcomes - ILOs):

By the end of the module, students

- will have demonstrated their ability to soundly develop and systematically work on a relevant research question in the field of social psychology of transformation;
- will be able to present the results of their research convincingly to the scientific community audience and defend them against criticism;
- will have contributed with their research substantially to the current psychological discourse.

Teaching and Learning Methods:

The colloquium includes students' presentation of their research projects, collegial consultations with their peers, and workshops. Thematic and methodological inputs from supervisors are provided as needed. Students are encouraged to create and use peer support spaces independently. Individual supervision in consultation hours is offered during the time of writing the thesis.

Grading: Thesis (75%) and public thesis defence (25%)

Component 1: Thesis Colloquium
(15 CP-ECTS)

Content:

In the course of the colloquium students present their ideas for their master theses, specify their research questions, review relevant research literature and theories, develop suitable methodological approaches to answer their questions, and draft a reasonable roadmap to conduct their research and write it up. The colloquium offers students opportunities to receive and provide feedback on their master research projects. The progress is accompanied by lecturers who provide thematic and methodological support. The colloquia are offered at participating universities, depending on demand and availability.

Purpose:

The colloquium is dedicated to the development of a solid thesis proposal that shall guide the research and writing of the thesis in the second semester of the module. It imparts all the scientific skills necessary for writing a thesis.

Teaching and Learning Methods:

Lectures, consultations, presentations followed by discussions, independent literature research, writing a research proposal.

Intended Learning Outcome (ILOs):

After successfully passing the component, student will be able to:

- demonstrate advanced theoretical knowledge within the chosen topic of interest for the master's thesis;
- demonstrate required knowledge of theoretical, ethical, methodological, and practical approaches necessary to implement their thesis project;
- present their research design to the peers and draft a compelling research proposal, observing an efficient and effective style and format requirements.

Program to achieve ILOs:

- Developing and drafting a research exposé with a precise research question and methodological approach, including the selection of research instruments and sampling procedures
- Presentation and critical discussion of the progress of the projects in the colloquium in the course of the semester
- Collegial support in individual office hours with the supervisors
- Lectures on relevant course topics (e.g. research ethics and academic integrity, using AI and other technological tools in research, writing a focused literature review, journal publication process and requirements)

Bibliography:

Eco, U. (2015). How to write a thesis. MIT Press.

Lunenburg, F & Irby, B. (2008). Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioural Sciences. Corwin Press.

Complementary bibliography is provided at the beginning of the semester.

Assessment Type: During the second half of the semester, students present their own ideas about an empirical study for their master thesis. The quality of the presentations is graded according to criteria given in advance. At the end of the semester, students submit a complete thesis proposal according to criteria given in advance. Colloquium is graded as a pass / fail.

Component 2: Thesis Writing

(15 CP-ECTS)

Content:

In the second semester of the module, students write their master's thesis. The research topic of the thesis must be within the scope of the master's program. Students are encouraged to write an empirical research paper with a qualitative, quantitative or mixed-methods design. After consultation with the first supervisor, theoretical work, reviews or similar are also possible.

Purpose:

The thesis serves as proof that students are able to systematically apply what they have learned to a research problem and to work independently and scientifically at the end of their studies.

Teaching and Learning Methods:

Individual consultation hours with the supervisors ; peer support formats.

Intended Learning Outcomes (ILOs):

After successfully passing the component, student will be able to:

- conduct an independent research project under supervision, adhering to appropriate research ethics considerations;
- communicate scientific findings effectively in writing, by following rigorous academic requirements, and orally, by critically evaluating their work and placing it into the wider context.

Program to achieve ILOs:

- Collecting data and/or relevant literature required for their thesis research;
- Critically analysing collected data qualitatively and/or quantitatively, if conducting empirical research;
- Consultations with a supervisor;
- Writing up the master's thesis.

Bibliography:

Eco, U. (2015). How to write a thesis. MIT Press.

Lunenburg, F & Irby, B. (2008). Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioural Sciences. Corwin Press.

Complementary bibliography is provided at the beginning of the semester.

Assessment Type: The Master's thesis is reviewed independently by two scholars and graded with a written report. The average of the two grades accounts for 75 percent of the module grade. The thesis is then usually defended in public. The oral defence before the committee takes 30-60 minutes. The oral defence grade accounts for 25 percent of the overall grade for the module.