Opis zajęć: Emotions and motivation in everyday social life (wykład)

Rok akademicki: 2019/2020	**ID zajęć:** 509205
ETAP: Semestr zimowy	

Informacje ogólne:

Prowadzący: dr Małgorzata Torój

Organizator: Wydział Nauk Społecznych

Instytut Psychologii

Liczba godzin tydzień / semestr: / 30

Język wykładowy: Język angielski

Kierunek studiów:

Lokalizacja w planach rocznych: Rok - Semestr

Punkty ECTS:

Forma zaliczenia: Nie sklasyfikowany

Cele przedmiotu:

Getting familiar with emotions and motivation in individual and social settings, body location, coping and some cross-cultural comparisons.

Wymagania wstępne:

Basic knowledge on emotions and motivation, reading and speaking English, ability to read empirical articles, present material and own knowledge, communicate with others on the topic in class

Efekty kształcenia dla przedmiotu:

Knowledge:
Student:
• knows basic emotional and motivational theories and understands different conditions of these process;
• has basic knowledge about different kinds of social relationships and rules that govern them, especially influence of emotions and motivation on them;
• has deepened knowledge about interpersonal and social communication processes, their regularities and disruptions, especially influence of emotions & motivations on them.

Skills:
Student:
• is able to observe and interpret psychological phenomena (especially these connected with emotions and motivation). Student is able to analyse different connections among human activities especially understands important social role of emotional and motivational processes in these activities.
• is able to acquire knowledge and develop their professional skills by themselves using different sources of knowledge (especially reading and analysing articles in English) and new technologies (ICT);
• has ability to present their own opinions, ideas, doubts and suggestions about emotional & motivational processes, is able to support them with powerful arguments in the context of different theoretical perspectives.

Attitude:
Student:
• is sensitive to human problems, is ready to communicate and cooperate with their environment, especially with people who aren't professionals in their domain and to active participation in different groups and organisations;
• is aware of their knowledge and skills level, understands lifelong personal development needs, assess their own competences and develop skills; is prepared to be active in groups, organisations and institutions that realise psychological activities and is able to communicate with people who aren't professionals in their domain.

Metody dydaktyczne:

Classes are kept in an interactive discussion mode. Students are supplied with texts or examples of research, chosen by lecturer or suggested by participants. They discuss in groups, exchange experience from different countries referring to emotions. Students prepare their own presentation about selected emotion and conduct discussion on the subject.

Kryteria oceny i sposoby weryfikacji zakładanych efektów kształcenia:

1. Active participation in the class,
2. Presenting selected topic (e.g. based on own short research, selected emotion in social context),
3. Written 2 essays (2 pages each):
- Outcomes of research on emotions or motivation selected by a student (what, how, outcomes, personal discussion of implications)

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- Emotions in everyday life – description of one type of emotion in social context based on one example of research or an article.

Final evaluation consists of 30% of activity in class, and 2x35% for essays.

Treści programowe przedmiotu:

1. Social context of emotions (eg. family, work, negotiations, leadership);
2. Asymmetry of emotions;
3. Selected positive and negative emotions, theory, research and results (eg. anger, jealousy (envy), anxiety (fear), sadness, pride, happiness (joy), compassion);
4. Types of measurements of emotions
5. Brain activity & emotions;
6. Cultural differences and emotions;
7. Gender differences and emotions,
8. Emotions in group context.
9. Cognitive approach to motivation;
10. Future time perspective and goal setting,
11. Achievement in attributional approach

Literatura:

Among others:
1. Andriessen, I., Phalet, K., Lens, W. (2006). Future goal setting, task motivation and learning of minority and non-minority students in Dutch schools, British Journal of Educational Psychology, 76, 827–850.
2. De Bilde, J., Vansteekiste, M, Lens, W. (2011). Understanding the association between future time perspective and self-regulated learning through the lens of self-determination theory. Learning and Instruction, 21, 332-344
3. Dweck, C. S., Leggett, E. L. (1988). A Social-Cognitive Approach to Motivation and Personality. Psychological Review, 95 (2), 256-273.
4. Forgas, J. P. (2006). When sad is better than happy: Negative affect can improve the quality and effectiveness of persuasive messages and social influence strategies. Journal of Experimental Social Psychology, 43, 513-528.
5. Castro-Vale, I., Severo, M., Carvalho, D., Mota-Cardoso, R. (2015). Emotion Recognition Ability Test Using JACFEE Photos: A Validity/Reliability Study of a War Veterans' Sample and Their Offspring. PLoS ONE 10(7): e0132293. doi:10.1371/journal. pone.0132293
6. de Hooge, I. E., Zeelenberg, M., Breugelmans, S. M., (2011). Self-Conscious Emotions and Social Functioning [in] Nyklíček, I., Vingerhoets, A. J. J. M. & Zeelenberg, M. (eds.). Emotion Regulation and Well-Being. New York: Springer, p. 197-210.
7. Fiske, A. P. (2002). Socio-Moral Emotions Motivate Action to sustain relationships. Self and Identity, 1, 169-175.
5. Granday, A. A. (2000). Emotional regulation in the workplace: A new way to conceptualize emotional labor, Journal of Occupational Health Psychology, 5, 95-110.
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(2014). Exploring emotions using invasive methods: review of 60 years of human intracranial electrophysiology. Social Cognitive and Affective Neuroscience, 9 (12), 1880–1889.
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9. Niedenthal, P. M., Krauth-Gruber, S., Ric, F. (2006). Psychology of emotion. Interpersonal, experiential, and cognitive approaches. New York and Hove: Psychology Press.
10. Schunk, D. H. (1981). Modeling and attributional effects on children's achievement: A self-efficacy analysis. Journal of Educational Psychology, 73, 93-105.
11. Stoeber, J., Becker, C. (2008). Perfectionism, achievement motives, and attribution of success and failure in female soccer players. International Journal of Psychology, 43(6), 980-987.
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13. Van Kleef, G. A., (2009) How Emotions Regulate Social Life The Emotions as Social Information (EASI) Model. Current Directions in Psychological Science, 18 (3), 184-188.
14. Van Kleef, G. A., De Dreu, C. K. W., Manstead, A. S. R. (2004). The Interpersonal Effects of Emotions in Negotiations: A Motivated Information Processing Approach, Journal of Personality and Social Psychology, 87 (4), 510–528.
15. Van Kleef, G. A., de Dreu, C. K. W., & Manstead, A. S. R. (2010). An interpersonal approach to emotion in social decision making: the emotions as social information model. Advances in Experimental Social Psychology, 42, 45-96.
16. Weiner, B. (1985). An Attributional Theory of Achievement Motivation and Emotion, Psychological Review, 92 (4), 548-573.