



Partnering Outside the Box: Digital and Artificial Intelligence Integrated Tools to Support Higher Education Students with Dyslexia

ToC – Training on Creativity

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ToC

Training on Creativity

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Agenda for the first session

- **Creative thinking**
- **Divergent thinking**
- **Talent development**
 - **Cooperation**

Skills for life



1. Decision making



2. Problem Solving



3. Creative Thinking



4. Critical Thinking



5. Effective Communication



6. Interpersonal
Relationship



7. Self-awareness



8. Empathy

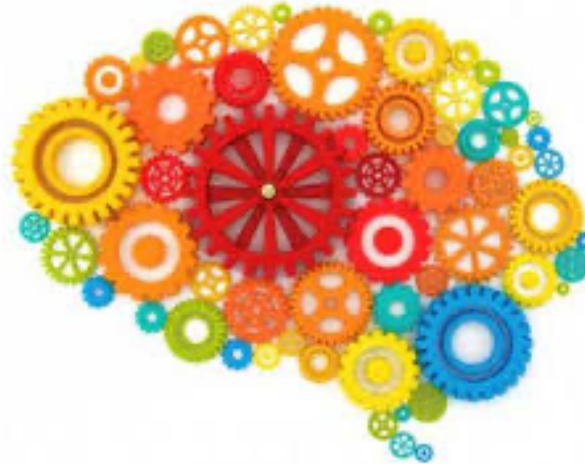


9. Coping
with Emotions

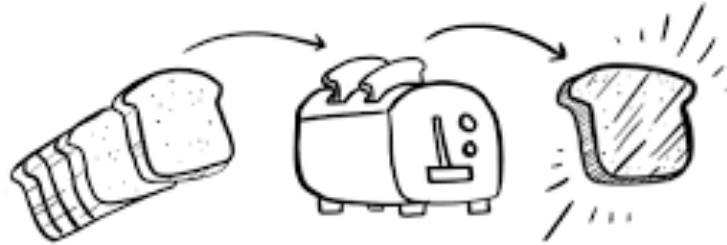


9. Coping
Stress

Creative thinking

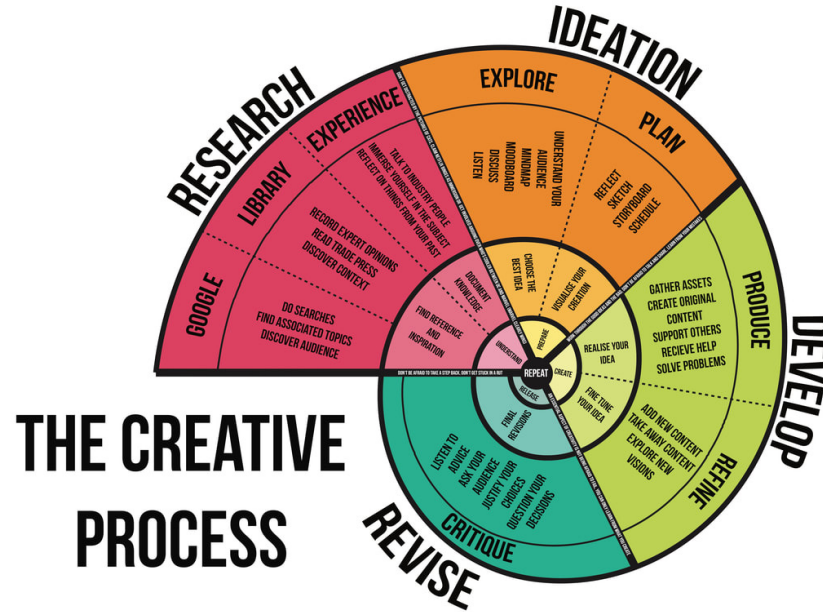


Make a toast



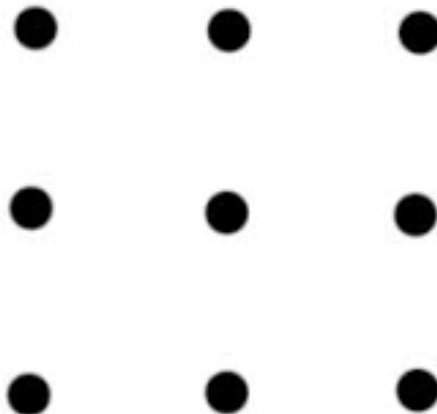
ACTIVITY SESSION

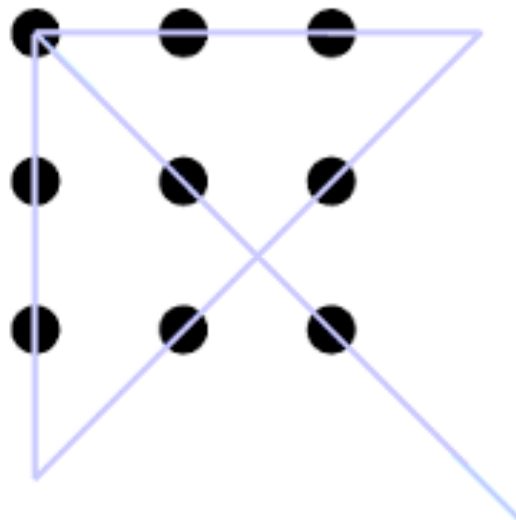
- **10 minutes individually**
- **5 minutes presentations**
- **15 minutes in small groups**
- **5 minutes presentations**

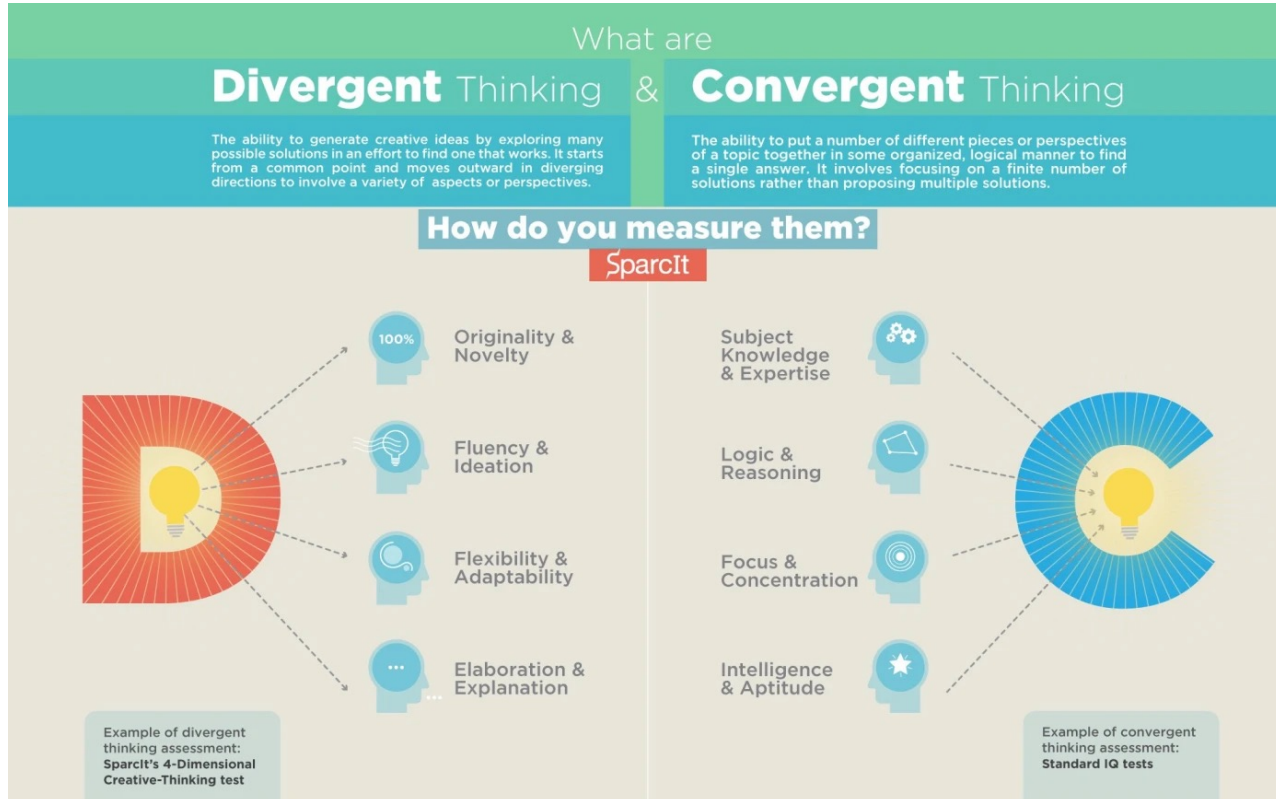


ACTIVITY SESSION

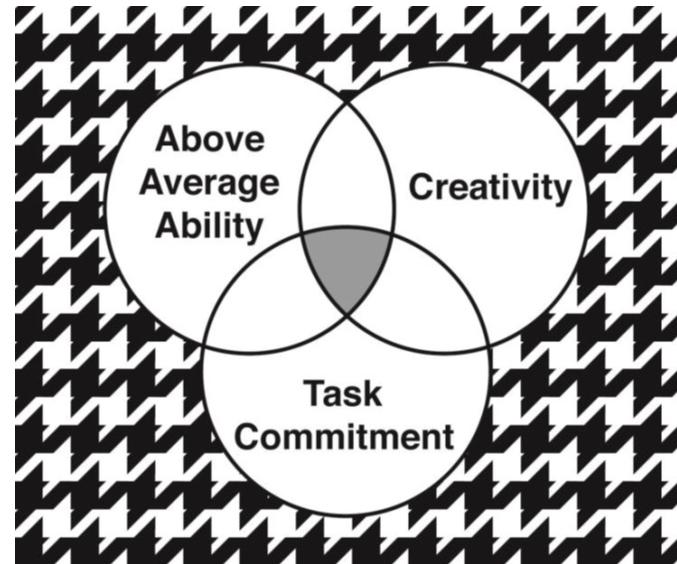
- **15 minutes individually (if
you don't find the solution
try in small group)**







Talent development



Agenda for the second session

- Identity
- Self-awareness
- Self-esteem

ACTIVITY SESSION

«*ACTIVITY 1*»

PLEASE DRAW YOURSELF, as YOU ARE.

**If you like, you can add 3 words to describe
how you are**

«*ACTIVITY 2*»

TURN THE PAPER.

PLEASE DRAW YOURSELF, as YOU

WOULD LIKE TO BE

**If you like, you can add 3 words to
describe how you would like to be**

What aspects caught your attention?



IDENTITY



SELF-AWARENESS



SELF-ESTEEM



IDENTITY

What is IDENTITY?

IDENTITY

BACKGROUND

FREUD
(1856-1939)

The unity and totality of the personality, in its conscious and unconscious parts.

KOHUT
(1923-1981)

1970s, « Self psychology »:

Identity as a central core of the personality that organises feelings, thoughts and representations of self and others.

IDENTITY

A function that defines the existence of
the person

» What am I »

(i.e. as a sense of existence)

Awareness that the subject has of himself
and of experiences

« Who I am »

(i.e. what makes me unique, what makes
me worthwhile)

IDENTITY

Subjective awareness the person has of himself and his experiences, and to a multidimensionality of structural aspects of the self itself (Shavelson et al., 1976).

Three dimensions of the 'SELF'

- 1) Real self (« as I am at present »)
- 2) Ideal self (« as I would like to be »)
- 3) Normative self (« How I should be »)

IDENTITY



AFFECTIVE ASPECTS

(how I feel and what I feel)



COGNITIVE ASPECTS

(how I represent myself)

IDENTITY



**GENERAL
ASPECTS**

(I/me as a person)

**SPECIFIC
ASPECTS**

(I/me as a student)



Reciprocal interactions



SELF- AWARENESS

**When your attention goes to yourself while you are
working or studying something, does it change anything
about what you are doing or how you are doing it?**

**When you realise you are in the gaze of a group of
others, what are your reactions?**

SELF-AWARENESS

Ability to understand oneself and to be able to monitor one's feelings

To recognise one's feelings and emotions as they arise, so as to be able to monitor them and react in the best way

GOLEMAN (1998)

Self-awareness is the knowledge and ability to express feelings with openness and assertiveness.

Being self-aware means knowing weaknesses and strengths, understanding what it is possible to improve about oneself and what one must accept in a constructive and critical manner.

Those who possess self-awareness acquire self-confidence and thus have a greater chance of finding personal fulfilment than those who do not possess or cultivate it.



SELF- ESTEEM

What is SELF-ESTEEM?

SELF-ESTEEM

BACKGROUND

JAMES
(1842-1910)

The relationship between the perceived self and the ideal self

Sense of self-worth derives from the relationship between success and expectations

COOLEY
(1902)

« Looking-glass self »

Self-esteem may be more strongly associated with the perceived appraisals of others than with actual appraisals

MEAD
(1934)

« Role-taking »

SELF-ESTEEM

- Evaluation that an individual makes and maintains of himself, including judgments of approval and disapproval. It indicates how capable, significant, skilled an individual considers himself to be.
- The sum of what is attributed by others about you and yourself.
- Self-esteem can be broken down into different components (and sub-components), while for others, self-esteem is a general attitude, the evaluative component of self-concept (Fleming & Courtney, 1984).
- Attitude directed towards a particular object, namely oneself (Rosenberg, 1965).

«ACTIVITY 3»

Diagram illustrating the structure of Activity 3, showing a sequence of 10 blue rectangular boxes arranged in a grid-like pattern:

- Row 1: 2 boxes
- Row 2: 3 boxes
- Row 3: 2 boxes
- Row 4: 3 boxes
- Row 5: 2 boxes

«ACTIVITY 3»

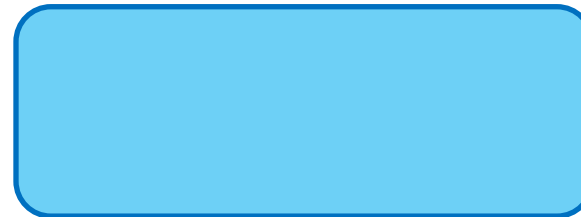
**Which people, places, activities, experiences,
emotions help you strengthen your
self-esteem?**

WRITE THEM IN THE BRICKS.

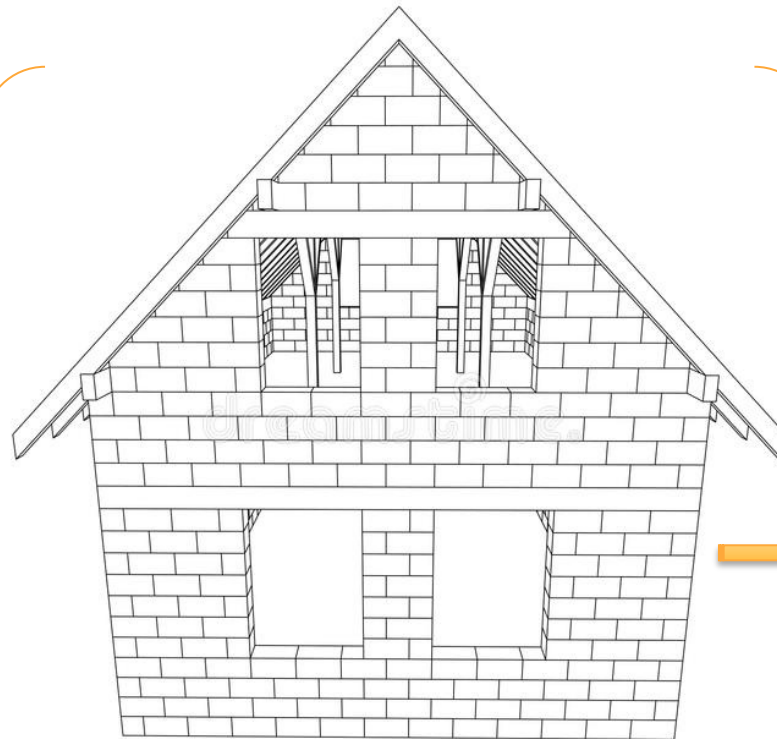
«**ACTIVITY 3**»

**Choose one or two "bricks" that strengthen your self-esteem
and share them with the group**

Use these "big" bricks



**SELF-
ESTEEM**



**Elements
that make
it strong
and stable**

SELF-ESTEEM

Two dimensions

**Global
self-esteem**

**(Trzesniewski et
al., 2006):**

**Domain
specific
self-esteem**

**(Marsh et al.,
2006; Rosenberg et
al. 1995)**

**DOMAIN
SPECIFIC
SELF-ESTEEM**



SOCIAL SELF-ESTEEM

FAMILY SELF-ESTEEM

**SCHOLASTIC OR PROFESSIONAL
SELF-ESTEEM**

BODILY SELF-ESTEEM

«ACTIVITY 4»

What are the factors that influence self-esteem?



Make a list of factors and write them in the paper

What are the factors that influence self-esteem?

- ❑ Assignment of judgements by others both directly and indirectly ('social mirror')
 - ❑ Social comparison
 - ❑ Process self-observation
- ❑ Perception of personal self-efficacy
 - ❑ Expectations furthermore
 - ❑ Mental habits

«ACTIVITY 4»

What does it mean to have

LOW



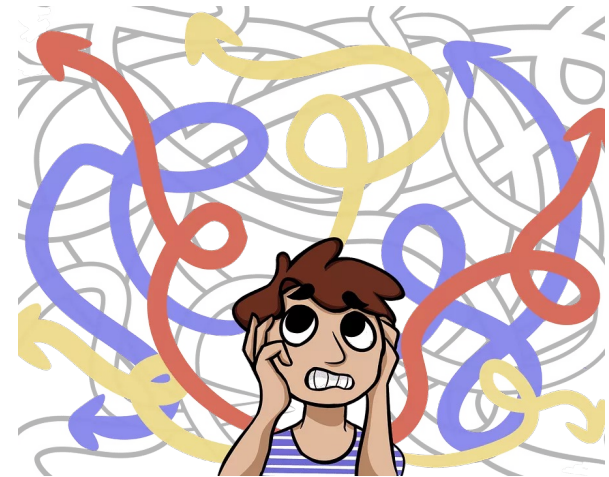
SELF ESTEEM ?

Make a list of signs of low self-esteem, also helping
with examples from friends/people you know

What does it mean to have low self-esteem?

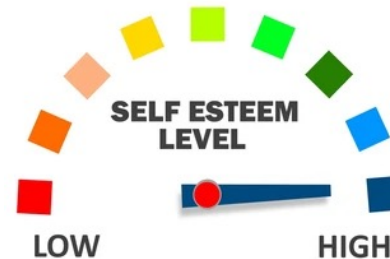
SIGNS OF LOW SELF-ESTEEM

- ❖ Negative view of the future
- ❖ Lack of confidence and trust
- ❖ Inability to express one's own needs
- ❖ Focusing on one's own weaknesses
- ❖ Feelings of shame, sadness or anxiety
- ❖ Believing that others are better than you
- ❖ Difficulty accepting positive or negative feedback (criticism)
- ❖ Fear of making mistakes



«ACTIVITY 4»

What does it mean to have HIGH SELF-ESTEEM?



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Make a list of signs of high self-esteem, also
helping with examples from friends/people you know

What does it mean to have high self-esteem?

SIGNS OF HIGH SELF-ESTEEM

- ✓ Sense of confidence and trust
- ✓ Knowing how to say no appropriate
- ✓ Positive view of the future
- ✓ Ability to see one's own strengths and weaknesses and be able to accept them
- ✓ Negative experiences do not impact on one's general outlook
- ✓ Being able to express one's needs and requirements



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«ACTIVITY 4»

How can we boost our self-esteem?



Make a list of strategies and write them in the paper

How can we consolidate and boost self-esteem in ourselves?

- ✓ Thoughts and feelings
 - ✓ Opinions
 - ✓ Scale of values
- ✓ Natural and acquired rights
 - ✓ Abilities



SUMMARY



- ✓ Identity, Self-awareness and Self-esteem are important dimensions for our personal and professional development.
- ✓ Cooperation with others can increase our self-esteem and self-awareness.
- ✓ Self-esteem can be enhanced through specific skills.