



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2019/2020		
BACHELOR'S DEGREE (BSC)	EDUCATIONAL SCIENCE		
SUBJECT	CHILDHOOD AND FAMILY PAEDAGOGY		
TYPE OF EDUCATIONAL ACTIVITY	A, B		
AMBIT	50076-Discipline pedagogiche e metodologico-didattiche 50070-Discipline pedagogiche e metodologico-didattiche		
CODE	20709		
SCIENTIFIC SECTOR(S)	M-PED/01		
HEAD PROFESSOR(S)	D'ADDELFIO GIUSEPPINA	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	9		
INDIVIDUAL STUDY (Hrs)	180		
COURSE ACTIVITY (Hrs)	45		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	3		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	D'ADDELFIO GIUSEPPINA Monday 11:00 12:00 Edificio 15 - III piano - Stanza P03 13. In modalita online per studenti lavoratori e studenti genitori su specifica richiesta (tramite mail da inviare al docente dopo aver effettuato la prenotazione)		

DOCENTE: Prof.ssa GIUSEPPINA D'ADDELFIO

PREREQUISITES	Basic knowledge of the core issues of general and social pedagogy as well as of the phenomenological-hermeneutical method.
LEARNING OUTCOMES	1. Knowledge and understanding: acquirement of theoretical tools in order to understand the educational and formative issues emerging in child development, in couple and in family life, in the late modernity society; interpret them in the perspective of a phenomenological-hermeneutical theory of education. actively perform a pedagogical way of reasoning use the language appropriate to proposed research paradigm. 2. Applying knowledge and understanding: ability to recognize the emerging educational problems, in contemporary family life, discriminating and distinguish the authenticity aspects from those of inauthenticity, and presenting the founding reasons; ability to autonomously plan intervention strategy in (quite) simple as well as in complex situations. 3. Making judgements: ability to objectively and critically value their own intervention strategies, detaching positive as well as negative sides, with regard to given situations as well as to the objectives made. 4. Communication: ability to - present their own learning results as well as intervention strategies, with a specific as well as understandable language to both specialist and educators audiences; - stress the founding educational reasons as well as the philosophical underpinning, together with the educational ends and means, in order to make family education possible. 5. Learning Skills: ability to - learn how to learn - modify usual learning styles - develop intellectual intuition as well as dialectical argument - update the scientific references - use the knowledge acquired to continue to study, attending masters, advanced course, and specialized seminar.
ASSESSMENT METHODS	Oral examination with summative assessment; Minimum number of questions: 3. Marks expressed on a scale of 30thirty, according to the following measurement assessment scale. Excellent: 30 – 30 with distinction. Very good: 26 – 29 Good: 24-25 Satisfactory: 21-23 Passing: 18 – 20. Unsatisfactory: = The examination aims at valuing Acquired knowledge: ability to establish connections between the different subject-matters focused during the course; Processing skills: ability to develop autonomous judgment, understanding possible application and implication, framing data in a manner that indicates a professional approach to their future work. Appropriate Communicative skills: gaining to a good mastery of the vocabulary pertaining to the field of study.
EDUCATIONAL OBJECTIVES	The main objective is learning the phenomenological-hermeneutical philosophy of education mode of reasoning, meant as specific critical use of reason, applied to an inquiry into child development, couple relationships and family life. The other essential formative objective will be: reflecting the different new fashions of childness, the couple relationships and family life in contemporary Italian and European society examining the different couple relationships analysing the different forms of relationships inside the families, meant as communities; understand the emerging demanding task of the family pedagogy recognizing the “generative adult” profile, in couple and family life identifying the meaning and the methodological approach of parent educational training, meant as qualifying effort in adult education.
TEACHING METHODS	Frontal lectures. Guided discussion in a workshop setting.
SUGGESTED BIBLIOGRAPHY	1) M. AMADINI, A. BOBBIO, A. BONDIOLI, E. MUSI, Itinerari di pedagogia dell’infanzia, Schole, Brescia 2018; 2) A. BELLINGRERI, La famiglia come esistenziale. Saggio di antropologia pedagogica, Brescia, La Scuola 2014.

SYLLABUS

Hrs	Frontal teaching
45	The phenomenological-hermeneutical philosophy of education mode of reasoning, meant as specific critical use of reason, applied to an inquiry into child development and couple relationships and family life. the different new fashions of childness, The different new fashions of the couple relationships and family life in contemporary Italian and European society The different couple relationships The different forms of relationships inside the families, meant as communities; The emerging demanding task of the family pedagogy The “generative adult” profile, in couple and family life The meaning and the methodological approach of parent educational training, meant as qualifying effort in adult education.