



# 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	PSYCHODYNAMICS MODELS OF NETWORKING		
TYPE OF EDUCATIONAL ACTIVITY	C		
AMBIT	10677-Attività formative affini o integrative		
CODE	13183		
SCIENTIFIC SECTOR(S)	M-PSI/07		
HEAD PROFESSOR(S)	NOVARA CINZIA	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	6		
INDIVIDUAL STUDY (Hrs)	120		
COURSE ACTIVITY (Hrs)	30		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	NOVARA CINZIA Monday 10:00 13:00 Edificio 15 - 7° piano - Aula 016		

<b>PREREQUISITES</b>	<p>Pre-requisites for achieving the objectives of the course:</p> <ul style="list-style-type: none"> <li>- Knowledge of community social work</li> <li>- Knowledge of preparatory topics for integrated work between services.</li> </ul>
<b>LEARNING OUTCOMES</b>	<p><b>Knowledge and understanding</b>  The student will know the main reading patterns of social networks and show capability of critical analysis of the aspects related to the morphology and psychodynamics of the same, with particular regard to those factors that facilitate or, on the contrary, hinder the network cultures.  The reading of textbooks will also facilitate new and original connections between networking and the educational sphere related both to the context of local territorial community and to the new integrated system of educational services 0-6.</p> <p><b>Applying knowledge and understanding</b>  1) Application of the relational method to read the structural features of networks.  2) Application of the main tools aimed at the exploration of the networks and their mobilization in view of a desired change.  3) Application of the six-step model to build, monitor and evaluate network interventions in the community and educational context  4) Basic design of network educational interventions</p> <p><b>Making Judgments</b>  Use of data collection techniques according to quantitative and qualitative research paradigms, according to a multimethod approach that allows a complex knowledge of social networks. These techniques, used with scientific rigor, together with the clinical skills of demand analysis will allow you to control aspects of reflexivity 'inherent in the relationship between educator / network operator and the local community.</p> <p><b>Communication Skills</b>  Specific expertise in communication and inter-mediation, expertise in maximizing the benefits of multiple codes, channels and means of communication (front, virtual, remote) that underpin the effectiveness of the network and partnership working. Capacity 'to link together the partners of the network and to convey to citizens of the territorial context the objectives and the results of the PLANNING' shared by public communication.</p> <p><b>Learning Ability</b>  Learning cooperative learning techniques, active listening, problem solving, negotiation, management of institutional relationships, capacity to problematize the practice.  Ability to contextualize the readings in reference to the local territorial context, ability to create semantic links between content, capacity for synthesis in reasoning.</p>
<b>ASSESSMENT METHODS</b>	<p>The evaluation will verify both the content knowledge and skills developed during the lectures and provided practical exercises.  The verification methodology will be the oral (conversation), with proof of skills and subject knowledge provided by the course.  The oral test requires a minimum of 4 questions, questions both open and semi-structured are in place to assess the student's ability to independently answer and reflect on the path of theoretical and methodological study.  The evaluation will be expressed in thirtieths with eventual praise, according to the following evaluation method:</p> <ul style="list-style-type: none"> <li>- Excellent (score: 30 or 30 cum laude): excellent knowledge of the topics, excellent properties of language, the student is able to apply the knowledge to solve the suggested problems;</li> <li>- Very good (score: 26-29): good mastery of the subjects, full ownership of the language, the student is able to apply the knowledge to solve the suggested problems;</li> <li>- Good (score: 24/25): Basic knowledge of the main topics, discrete properties of language, limited ability to independently apply the knowledge to the solution of the proposed problems;</li> <li>- Satisfactory (score: 21-23): has not fully mastered the teaching subjects but it has the knowledge, satisfactory property language, poor ability to independently apply the knowledge acquired;</li> <li>- Adequate (score: 18-20): basic knowledge of the teaching and technical language issues, very little ability to independently apply the knowledge acquired;</li> </ul> <p>Insufficient: does not have an acceptable knowledge of the contents of the topics covered in the teaching.</p>
<b>EDUCATIONAL OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Reading the morphology of social detecting structural and dynamic aspects of networks according to the models of social networking and the Network Analysis</li> <li>2. Planning, monitoring and evaluating of network interventions, applying the model to six steps then the methodologies referring to that.</li> </ol>

	<p>3. Creating logical and practical connections among networking, educational work and social community work.</p> <p>4. Owning and managing the analysis tools, communicative mediation and intervention to deal with the operational aspects of networking.</p> <p>5. Acquiring a vision of governance of the educational network in the scholastic and extra-scholastic context (0-6), favoring non-formal and informal education strategies.</p>
<b>TEACHING METHODS</b>	<p>The course will take place through lectures, educational visits on the field, practical work in the classroom and in-depth seminars with experts from the field of studies.</p> <p>To encourage better communication teacher-students will use the e-learning platform of UNIPA, which will be uploaded on the course materials, advertisements and other useful material for learning purposes.</p> <p>The working students must contact the teacher at the beginning of the course (via email) in order to agree on any differentiated work plan and to have access to the teaching material on the electronic platform.</p>
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>- Sanicola, L. (2009). Dinamiche di rete e lavoro sociale. Un metodo relazionale. Napoli: Liguori editore.</p> <p>- Novara C., Varveri L. (2015) a cura di. Piazza comunita' connessioni. Roma: Aracne.</p> <p>- Pieroni, V. &amp; Santos Fermino, A. (2017). Fare-RETE per educare: la cassetta degli attrezzi &amp; istruzioni per l'uso. Edizioni Accademiche Italiane.</p> <p>- Articolo di rivista: Novara, C., Serio, C., &amp; Moscato, G. (2016). Unaccompanied foreign minors in the Italian context: From legal order to networking in educational services. Turkish Online Journal of Educational Technology, 2016, 1229-1235.</p>

## SYLLABUS

<b>Hrs</b>	<b>Frontal teaching</b>
5	Reading the morphology of social detecting structural and dynamic aspects of networks according to the relational method: identify knots and functions among family, social, educational and community networks.
5	Analysis of the tools of the network operator: Todd map (exploration of the personal help network), Map of Rousseau (mobilization of the personal and professional help network), logbook and network support table.
5	Planning, monitoring and evaluating network operations, by applying the six steps then the methodologies related to what
5	Mapping of the resources to be networked through the community profile methodology and analysis of the organizational mission of the potential partners for the construction of a territorial network partnership.
10	Network work in the field of educational projects related to improving the well-being of children living in vulnerable situations (adopted foreign children; unaccompanied foreign minors, children with multi-problematic families).
<b>Hrs</b>	<b>Practice</b>
10	Experimentation analysis tools, communicative mediation and intervention to address the operational aspects of social work network
5	Shared planning in accordance with an a-centered approach: from the conception to the multifocal project to enhance the educational capital, in the scholastic and extra-scholastic context.