



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	GENERAL PEDAGOGY		
TYPE OF EDUCATIONAL ACTIVITY	A		
AMBIT	50070-Discipline pedagogiche e metodologico-didattiche		
CODE	05613		
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	1		
TERM (SEMESTER)	1° 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)		

PREREQUISITES	Entrance examination passed
LEARNING OUTCOMES	<p>1. Knowledge and understanding:</p> <ul style="list-style-type: none"> - Get acquainted with the perspectives of the 20th century educational theorists focused in the course; - recognizing the main educational and formative issues emerging in the late modernity society, with particular regard to the link between gender and education, to adult education, and to the possible link between education and democracy; - Understand the educational issue in the perspective of a phenomenological-hermeneutical "fundamental pedagogy". -identifying the peculiarity of a feminine theory of education <p>2. Applying knowledge and understanding:</p> <ul style="list-style-type: none"> - distinguish the educational authenticity aspects from those of inauthenticity, and presenting appropriate pedagogical reasons - discuss case studies, developing a professional approach to their future work. - autonomously plan intervention strategy in several educational contexts. <p>3. Making judgements:</p> <ul style="list-style-type: none"> - integrate knowledge and handle complexity, and formulate judgements, including reflecting on their how professional identity, as well as social and ethical responsibilities linked to the application of their knowledge and judgements in educational contexts - value objectively and critically their own intervention strategies, detaching positive as well as negative sides, with regard to given situations as well as to the objectives made. <p>4. Communication:</p> <ul style="list-style-type: none"> - present their own learning results as well as intervention strategies, with an appropriate, specific as well as understandable language to both specialist and non specialist audiences. <p>5. Learning Skills:</p> <ul style="list-style-type: none"> - learn how to learn - develop a metacognitive awareness and modify usual learning styles, if it emerges as necessary.
ASSESSMENT METHODS	<p>Final oral exam (minum 3 questions), aimed at assessing:</p> <ul style="list-style-type: none"> -Acquired knowledge about issues and authors focused during the course - Ability to establish connections between the different subject-matters focused during the course; - Ability to apply knowledge to the educational contexts; -Processing skills: ability to develop autonomous judgment, understanding possible application and implication; -Appropriate communicative skills: gaining to a good mastery of the vocabulary pertaining to the field of study. - Metacognitive awareness and the ability to study autonomously, critically, and creatively. <p>Marks will be expressed on a scale of 30, 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: =</p>
EDUCATIONAL OBJECTIVES	<ul style="list-style-type: none"> - reflecting on the genesis of the pedagogical issue in the life-world -reflecting on the epistemological structure of the different sciences of education -learning the phenomenological research attitude, describing the essential features, i.e. the meaning, of the education phenomena considered; -learning the hermeneutical attitude, developing appropriate educational methodologies.
TEACHING METHODS	Frontal lectures, guided reading and discussion on pedagogical texts.
SUGGESTED BIBLIOGRAPHY	<p>1. A. Bellingreri (a cura di), <i>Lezioni di pedagogia fondamentale</i>, La Scuola-ELS, Brescia 2017</p> <p>2. G. D'Addelfio, <i>In altra luce. Per una pedagogia al femminile</i>, Mondadori, Milano 2016.</p>

SYLLABUS

Hrs	Frontal teaching
10	Education and Theory of education: an epistemological and historical introduction

SYLLABUS

Hrs	Frontal teaching
5	The need for recognition, empathy, and care: notes on the educational relationship
10	The fundamental pedagogy: epistemological code and educational proposal
10	The feminine theory of education in 20th century and nowadays
5	The formative role of religions in contemporary society, between opportunities and risk.
Hrs	Practice
5	The need for recognition, empathy, and care: empatethic traing and case studio
Hrs	Others
5	Concluding remarks