UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
ACADEMIC YEAR	2019/2020
MASTER'S DEGREE (MSC)	PEDAGOGY
SUBJECT	SOCIOLOGY OF EDUCATION AND DIGITAL MEDIA
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50618-Discipline psicologiche, sociologiche e antropologiche
CODE	18627
SCIENTIFIC SECTOR(S)	SPS/08
HEAD PROFESSOR(S)	CAPPELLO GIANNA MARIA 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	**CAPPELLO GIANNA MARIA** Thursday 17:00 19:00 la piattaforma Teams. La prenotazione online e' obbligatoria. Si prega di specificare nelle note il motivo del ricevimento. Il giorno stesso del ricevimento si prega di inviare alla docente un messaggio privato nella chat Teams per segnalare la presenza. La docente richiamera' secondo l'ordine di invio del messaggio.

PREREQUISITES	It is advisable to have taken a course on general sociology or sociology of culture
LEARNING OUTCOMES	Knowledge and ability to understand Knowledge of the main analytical theories in the field of sociology of education. Knowledge of the paradigms, schools of thought and concepts of the main authors. Knowledge and understanding of the key factors related to the relationship between school/education and society. Capacity to understand the basic sociological glossary of discipline, applied to formal, informal and non-formal education, with particular reference to the relationship bwteeen media, children and education. Capacity to apply knowledge and understanding The course aims at developing applied knowledge and understanding. Students will know how to use in professional contexts what they learned in class and be able to interpret profitably the changes affecting the school system in relation to the social dynamics, analyzing the information that they will receive and building interpretative models useful for understanding the dynamics of change with particular reference to children/adolescents and mediated communication. Independent judgment Increase the capacity to elaborate independent judgments with regards to the general topics covered and also with reference to the operational impact of the knowledge they achieved. Students will be able, thanks to the constant references to the knowledge acquired during the entire course of study, to proceed with a critical approach, essential for autonomously interpret available information. Communication skills Acquire the skills needed to confront other professionals and colleagues about education issues. Acquire adequate skills useful to present experimental and bibliographic data and notions. Increase the skills essential to transfer and adequately disclose information on the topics covered. Students must also show capacity of exposure of what was learned during the lectures, group work and exercises using a specific language, their own independent judgment and their own critical conclusions. The acquisition of a specific language, as required by the course, will strengthen the communication skills of the students, preparing them also to play - after graduation - research and consultancy in the field of education in relation with computer-mediated communication within public and private organizations and to participate as an expert in education and digital media in political institutions, administrative bodies, museums, healthcares, schools, etc. Learning ability Learning the basics of the discipline for a subsequent application in the employment field. Acquire the ability to consult databases and journals, and use innovative techniques and fundamental knowledge tools for the continuous updating of knowledge.
ASSESSMENT METHODS	The assessment method consists of an oral exam aiming at verifying the possession of knowledge and critical understanding of the course topics. A complete and thorough study of the textbooks will enable the student to develop a detailed answer to the questions. The judging criteria for the evaluation of the answers are three, in order of importance: - Correctness: the student must respond pertinently and appropriately to what is written in the textbooks. Any personal observation must follow this. Wrong answers lead to cancellation of the answer. - Completeness: answers must be as exhaustive as possible in dissecting aspects of the subject matter of the question. Too general or incomplete answers involve a low grade. - Conciseness: the student has to go right to the point, avoiding turns of phrase and general introductions. In addition, thanks to classroom discussion of case studies addressed through group work and exercises, it will be possible to assess the acquisition of the ability to apply knowledge and critical understanding to real cases, as well as independence of judgment and communication skills. Grades will be given according to the following criteria: EXCELLENT (30 - 30 cum laude) - If the student shows an excellent knowledge of the topics, property of language and analytical capacity, and also if the student is able to apply excellently the knowledge acquired to solve the problems proposed. VERY GOOD (27-29) - If the student shows a very good mastery of the topics, a very good property of language and analytical capacity, and also if the student is able to apply very satisfactorily the knowledge acquired to solve the problems proposed. GOOD (24-26) - If the student shows a good knowledge of the main topics, property of language and capacity to apply the knowledge acquired to solve the

	problems proposed. MORE THAN SUFFICIENT (21-23) - If the student shows a more than sufficient knowledge of the main topics, property of language and capacity to apply the knowledge acquired to solve the problems proposed. SUFFICIENT (18-20) - If the student shows a sufficient knowledge of the main topics, property of language and capacity to apply the knowledge acquired to solve the problems proposed. INSUFFICIENT (less than 18) - if the student shows an insufficient knowledge of the main topics, property of language and capacity to apply the knowledge acquired to solve the problems proposed The assessment will be done either through an intermediate written test during the semester or through the regular exams as scheduled in the didactic calendar.
EDUCATIONAL OBJECTIVES	The course aims at treating the topics of sociology of education with special reference to the relationship between the media, "digital natives" and educational processes, providing a critical and scientific analysis of both the excessive enthusiasm, as well the panic which often characterize public debate (academic and otherwise) on these issues.
TEACHING METHODS	Lectures using multimedia aids; case studies; group work.
SUGGESTED BIBLIOGRAPHY	Elena Besozzi, Societa, cultura, educazione Carocci, Roma 2017 Maria Ranieri e Stefania Manca (2013), I social nell'educazione. Basi teoriche, modelli applicativi e linee guida, Erickson, Trento 2013 La selezione dei libri di testo potra' subire delle variazioni che saranno comunicate con l'avvio delle lezioni. Si prega pertanto di attendere, prima di acquistare i testi, l'avvio delle lezioni. The selection of textbooks may change. Changes will be notified at the beginning of the course. Therefore, before buying any textbook, you need to wait for the beginning of the course.

SYLLABUS

Hrs	Frontal teaching
4	The basic questions in the study of the relationships between education and society
4	The sociological study of educational processes
4	Three models of socialization: functionalist-integrationist, conflictualist, interactionist-communicative
6	Disequalities, identity, integration
4	The relationship between media and "digital natives"
4	The fundamental principles of media education
2	The teaching strategies and the areas of study of media education
2	The relationship between critical analysis and creative production in media education

Hrs	Practice
6	Exercises and group work