



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2019/2020		
MASTER'S DEGREE (MSC)	PRIMARY EDUCATION		
SUBJECT	GENERAL AND SOCIAL PEDAGOGY AND WORKSHOP		
TYPE OF EDUCATIONAL ACTIVITY	A		
AMBIT	70000-Pedagogia generale e sociale		
CODE	16005		
SCIENTIFIC SECTOR(S)	M-PED/01		
HEAD PROFESSOR(S)	D'ADELFIO GIUSEPPINA	Professore Ordinario	Univ. di PALERMO
	VINCIGUERRA MARIA	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	9		
INDIVIDUAL STUDY (Hrs)	156		
COURSE ACTIVITY (Hrs)	69		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	1		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>D'ADELFIO 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)</p> <p>VINCIGUERRA MARIA Friday 09:00 11:00 Edificio 15, piano V, stanza P0508</p>		

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 generativity and education, to adult education, and to the possible link between education and democracy; -Understanding the educational issue in the perspective of a phenomenological-hermeneutical "fundamental pedagogy". -Knowing the main issues of social pedagogy and, in particular, family pedagogy <p>2. Applying knowledge and understanding:</p> <ul style="list-style-type: none"> - distinguishing the educational authenticity aspects from those of inauthenticity, and presenting appropriate pedagogical reasons - discussing 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; <p>-Processing skills: ability to develop autonomous judgment, understanding possible application and implication;</p> <p>-Appropriate communicative skills: gaining to a good mastery of the vocabulary pertaining to the field of study.</p> <ul style="list-style-type: none"> - Metacognitive awareness and the ability to study autonomously, critically, and creatively. <p>Written Report of the workshop activities</p> <p>The two evaluation will be combined according to a weighted average. Oral examination (8 cfu); Portfolio (1 cfu). 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, workshops
SUGGESTED BIBLIOGRAPHY	<p>1. A. Bellingreri (a cura di), <i>Lezioni di pedagogia fondamentale</i>, La Scuola-ELS, Brescia 2017</p> <p>2. A. Bellingreri (a cura di), <i>Generatività. Scelte familiari e relazioni educative</i>, <i>Pedagogia e Vita</i> 3/2019, Studium</p>

SYLLABUS

Hrs	Frontal teaching
10	Education and Theory of education: an epistemological introduction
5	Phenomenology, Hermeneutics, and Education
10	The need for recognition, empathy, and care: notes on the educational relationship
8	The generativity in contemporary education
Hrs	Practice
6	Case studies in educational contexts: school, family, and community.
Hrs	Workshops
16	The Philosophy for Children and Community method as tool to reflect on the educational relationship inside family as well as between school and families. Parent training
Hrs	Others
5	Concluding remarks

PREREQUISITES	Entrance examination passed
LEARNING OUTCOMES	<p>1. Knowledge and understanding:</p> <ul style="list-style-type: none"> - acquirement of theoretical tools in order to understand the educational and formative issues emerging in the late modernity society, with particular regard to the link between generativity and education, adult education and the possible link between education and democracy; - interpret them in the perspective of a phenomenological-hermeneutical “fundamental pedagogy”; - actively perform a pedagogical way of reasoning - use the language appropriate to prosed paradigm. <p>2. Applying knowledge and understanding:</p> <ul style="list-style-type: none"> - ability to recognize the emerging educational problems, discriminate and distinguish the educational authenticity aspects from those of inauthenticity, and presenting the pedagogical reasons; - finally, ability to autonomously plan intervention strategy in (quite) simple as well as in complex situations. <p>3. Making judgements:</p> <ul style="list-style-type: none"> - 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, in a school setting including both kindergarten and primary school. <p>4. Communication:</p> <ul style="list-style-type: none"> - 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 a given school context. <p>5. Learning Skills:</p> <ul style="list-style-type: none"> - ability to learn how to learn; - modify usual learning styles, if it need to; - 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	<p>Oral examination with summative assessment. The examination aims at valuing:</p> <ul style="list-style-type: none"> - 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 the contents 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. <p>2. Written portfolio, with regard to the workshop (1cfu), aimed at assess students abilities to: - apply their knowledge and understanding, and problem solving abilities related to their field of study and future professional context (kindergarten and primary school) - to 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 school life. Marks will be determined as above explained and sum to the oral examination evaluation, according to a weighted average. Oral examination (8 cfu); portfolio (1 cfu). Marks expressed on a scale of 30thirty.</p> <p>Evaluation criteria:</p> <p>18/23 the student must demonstrate a basic achievement of the objectives, namely the acquisition of a basic knowledge of the topics argued and the ability to operate minimal links, and to expose them with a basic linguistic-communicative skills.</p> <p>24/26 the student must demonstrate a good achievement of the objectives, namely the acquisition of a robust knowledge of the topics argued and the ability to operate well-bringed links, and to expose them with good linguistic-communicative skills.</p> <p>27/29 the student must demonstrate to have surely achieved objectives: full knowledge of subjects, reflexive mastery, significant expressive skills.</p> <p>30/30 cum laude, the student must demonstrate to have achieved excellent objectives: full knowledge of subjects, critical mastery, ability to transfer acquired skills, linguistic-communicative skill, both general and specific, absolutely pertinent and definitely noteworthy; creativity and originality.</p>
EDUCATIONAL OBJECTIVES	The main objective is learning the phenomenological-hermeneutical philosophy of education mode of reasoning, meant as specific critical use of reason, in order to know and to value the most important models of the psychology of the

	<p>development and the education.</p> <p>The other essential formative objective will be:</p> <p>a) with regard to general pedagogy: - reflecting on the genesis of the pedagogical issue in the life-world (empirical moment), mainly recognizing the sense of the need for recognition as specific issue of education as well as of theory of education - reflecting on the epistemological structure of the different sciences of education (empirical moment) - learning the phenomenological attitude, describing the essential features of the education phenomenon (theoretical moment); - learning the hermeneutical attitude, analysing the structure and the sense of existential dialogue, with regard to the empathy based method (practical-poietical moment) - identify the profile of the existential and historical personalism and the meaning of an empathetic education, as formative proposal appropriate to our time (synthesis moment) b) with regard to social pedagogy: - consider the different new fashions of the couple relationships and family life in contemporary Italian and European society - study family generativity as a new study perspective in family pedagogy - understand the emerging demanding task of the family pedagogy - identify the meaning and the methodological approach of parent educational training, meant as qualifying effort in adult education.</p> <p>Argument of the workshops will be: Philosophy for Children, Narrative pedagogy, Parent training.</p>
TEACHING METHODS	Frontal lectures. Guided reading of selected pages by contemporary authors and comment on them. Guided discussion in a workshop setting.
SUGGESTED BIBLIOGRAPHY	<p>1. A. Bellingreri (a cura di), Lezioni di pedagogia generale, La Scuola-ELS, Brescia 2017</p> <p>2. A. Bellingreri (a cura di), Generativita. Scelte familiari e relazioni educative, Pedagogia e Vita, 3/2019, Studium</p>

SYLLABUS

Hrs	Frontal teaching
10	Education and Theory of education: an epistemological introduction
8	Phenomenology, Hermeneutics, and Education
10	The need for recognition and care: notes on the educational relationship
8	The empathy-centred educational method
10	Generativity. Family choices and educational relationships
Hrs	Practice
7	Case studies in educational contexts: school, family, and community
Hrs	Workshops
16	Some aspects of family educational relationships will be explored through experimentation with the Philosophy for Children / for Community method. Furthermore, some methodological approaches for adult education will be tested, with particular reference to parent training.