UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
ACADEMIC YEAR	2020/2021
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

PREREQUISITES	Knowledge of community social work - Knowledge of preparatory topics for integrated work between services (social empowerment, social capital, social network).
LEARNING OUTCOMES	Knowledge and understanding 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. Applying knowledge and understanding 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 Making Judgments 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. Communication Skills 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. Learning Ability 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.
ASSESSMENT METHODS	The evaluation will verify both the content knowledge and skills developed during the lectures and provided practical exercises. The assessment involves a written test comprising 30 questions of which 29 are closed questions, with multiple choice answers, and only 1 open question. The questions cover all the topics covered by the recommended texts in the program. In particular, the closed questions are aimed at evaluating all the Dublin indicators in general, while the open question will specifically evaluate: the ability to apply the knowledge acquired in early childhood educational contexts, the competence to choose tools and methodologies in the different educational contexts, therefore the ability to use appropriate technical language. Since each closed question weighs 1 point and the open question weighs from 1 to a maximum of 2 points, in order to obtain the minimum mark and pass the written test, the candidate must be able to correctly answer at least 18 questions. The estimated time for the test is one hour, with a 30% increase in the time for students with specific learning needs. The evaluation will be expressed in thirtieths with eventual praise, according to the following evaluation method: - 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; - 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; - 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; - 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; - Adequate (score: 18-20): basic knowledge of the teaching and technical

	language issues, very little ability to independently apply the knowledge acquired; Insufficient: does not have an acceptable knowledge of the contents of the topics covered in the teaching.
EDUCATIONAL OBJECTIVES	1. Reading the morphology of social detecting structural and dynamic aspects of networks according to the models of social networking and the Network Analysis 2. Planning, monitoring and evaluating of network interventions, applying the model to six steps then the methodologies referring to that. 3. Creating logical and practical connections among networking, educational work and community work. 4. Owning and managing the analysis tools, communicative mediation and intervention to deal with the operational aspects of networking.
TEACHING METHODS	The course will take place through lectures, practical work and in-depth seminars with experts from the field of studies. To encourage better communication teacher-students will use the e-learning platforms of UNIPA (Moodle and Teams), which will be uploaded on the course materials, advertisements and other useful material for learning purposes. 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 platforms.
SUGGESTED BIBLIOGRAPHY	- Sanicola, L. (2009). Dinamiche di rete e lavoro sociale. Un metodo relazionale. Napoli: Liguori editore. - Novara C., Varveri L. (2015) a cura di. Piazza comunita' connessioni. Roma: Aracne. - Pietroni V., Santos Fermino A. (2017). Fare-RETE per educare. La cassetta degli attrezzi & istruzioni per l'uso. Beau Bassin: Edizioni Accademiche Italiane.

SYLLABUS

Hrs	Frontal teaching
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.
10	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.
10	Planning, monitoring and evaluating network interventions, by applying the six steps therefore the methodologies related to the community care

Hrs	Practice
5	Experimentation analysis tools, communicative mediation and intervention to address the operational aspects of social work network