



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2020/2021		
MASTER'S DEGREE (MSC)	PRIMARY EDUCATION		
SUBJECT	PHILOSOPHY OF EDUCATION		
TYPE OF EDUCATIONAL ACTIVITY	A		
AMBIT	70000-Pedagogia generale e sociale		
CODE	03206		
SCIENTIFIC SECTOR(S)	M-PED/01		
HEAD PROFESSOR(S)	BELLINGRERI ANTONIO	Professore Ordinario	Univ. di PALERMO
	D'ADELFIO	Professore Ordinario	Univ. di PALERMO
	GIUSEPPINA		
OTHER PROFESSOR(S)			
CREDITS	8		
INDIVIDUAL STUDY (Hrs)	147		
COURSE ACTIVITY (Hrs)	53		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>BELLINGRERI ANTONIO Monday 16:00 18:00 Edificio XV, stanza 510</p> <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>		

PREREQUISITES	Basic knowledge of the main classics of occidental philosophy, ancient, modern, contemporary. Basic knowledge of the philosophical language. Basic knowledge of the core issues of fundamental theory of education.
LEARNING OUTCOMES	1. Knowledge and understanding: acquirement of theoretical tools in order to understand the educational and formative issues emerging in the late modernity society; interpret them in the perspective of the philosophy of person, philosophy of good and of value, and of the philosophy education coherent with a phenomenological-hermeneutical and a metaphysical attitude. Actively perform a pedagogical way of reasoning; use the language appropriate to phenomenology and metaphysics. 2. Applying knowledge and understanding: ability to recognize the emerging educational problems, discriminate and distinguish the authenticity aspects from those of inauthenticity, and presenting the founding reasons; ability to autonomously plan intervention strategy in quite simple as well as in complex situations. 3. Making judgements: 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. 4. Communication: - 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 operative environment. 5. Learning Skills: - ability to learn how to learn - modify usual learning styles - 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	Oral examination with summative assessment; Minimum number of questions: 3. Marks expressed on a scale of 30thirty, 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: = The examination aims at valuing 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 content 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.
EDUCATIONAL OBJECTIVES	The main objective is learning the phenomenological and metaphysical philosophy of education mode of reasoning, meant as specific critical use of reason. The other essential formative objective will be: reflecting on the existential genesis of the pedagogical issue in the life-world, 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 philosophy and of the different sciences of education; learning the phenomenological and the metaphysical attitude, describing the essential features of the education phenomenon; reflecting on the main important categories of an ontology of education, an ontology of the person, an ontology of the value, an ontology of the good; Last but not least, to identify the profile of the existential and historical personalism and the meaning of an empathetic education, as formative proposal appropriate to our time. Argument of the workshops will be the guided reading, the comment and interpretation of specific pages, selected by the teacher and drawn from the following classical texts, crucial in the occidental philosophy: E. Husserl, I problemi fondamentali della fenomenologia; E. Stein, Introduzione alla filosofia; E. Stein, La struttura della persona umana.
TEACHING METHODS	Frontal lectures. Guided reading of selected pages by contemporary authors and comment on them. Guided discussion in a workshop setting.
SUGGESTED BIBLIOGRAPHY	A. Testi necessari per seguire con profitto le LEZIONI - per il raggiungimento degli obiettivi minimi di apprendimento / Reference materials to attend successfully the FRONTAL LESSONS: A.1. A. BELLINGRERI, La consegna, Scholé, Brescia 2019; A.2. A. BELLINGRERI, Persona, Scholé, Brescia 2020; A.3. G. D'ADDELIO - M. VINCIGUERRA, Affettività ed etica nelle relazioni familiari, FrancoAngeli, Milano 2020. B. Testi di consultazione e di studio presentati nelle ESERCITAZIONI – guida alla lettura, al commento e alla loro interpretazione / Suggested textbook to take part to the WORKSHOPS; SCEGLIERNE UNO tra i seguenti / please CHOOSE ONE among these books: B.1. E. HUSSERL, I problemi fondamentali della fenomenologia, Macerata, Quodlibet, 2008. B.2. E. STEIN, Introduzione alla filosofia, Città Nuova, Roma 2016; E. STEIN, La struttura della persona, Città Nuova, Roma 2016. " Gli studenti lavoratori (o non frequentati) potranno contattare il docente del corso (via mail) per differenziare il programma e avere accesso alla piattaforma elettronica"

SYLLABUS

Hrs	Frontal teaching
54	<p>The main objective is learning the phenomenological and metaphysical philosophy of education mode of reasoning, meant as specific critical use of reason. The other essential formative objective will be: reflecting on the existential genesis of the pedagogical issue in the life-world, 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 philosophy and of the different sciences of education; learning the phenomenological and the metaphysical attitude, describing the essential features of the education phenomenon; reflecting on the main important categories of an ontology of education, an ontology of the person, an ontology of the value, an ontology of the good; Last but not least, to identify the profile of the existential and historical personalism and the meaning of an empathetic education, as formative proposal appropriate to our time. Argument of the workshops will be the guided reading, the comment and interpretation of specific pages, selected by the teacher and drawn from the following classical texts, crucial in the occidental philosophy: E. Husserl, I problemi fondamentali della fenomenologia; E. Stein, Introduzione alla filosofia; E. Stein, La struttura della persona umana.</p>

PREREQUISITES	Entrance examination passed. Basic knowledge of theory of education key concepts (with particular regard to the phenomenological-hermeneutical research attitude - see "Pedagogia generale e sociale" course, first year) as well as of history of philosophy
LEARNING OUTCOMES	<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> - Acquire the theoretical tools in order to understand the educational and formative issues emerging in the late modernity society; interpret them in the perspective of the philosophy of person, philosophy of good, and of the philosophy education coherent with a phenomenological-hermeneutical attitude. - Using the language appropriate to phenomenology and hermeneutics. - Recognizing recurrent and emerging issues in the contemporary philosophical debate with particular regard to phenomenology and hermeneutics, meant as of forms of personalism appropriate to our time. - Understanding the specificity of a phenomenological theory of "female" education - Knowing the main philosophical perspectives on personhood and good <p>Applying knowledge and understanding:</p> <p>Ability to recognize the emerging educational problems, discriminate and distinguish the authenticity aspects from those of inauthenticity, and presenting the founding reasons;</p> <p>Ability to autonomously read and understand a philosophical text, identifying argumentative structure and matters.</p> <p>Making judgements:</p> <p>Ability to grasp the issue and the argument presented by a philosophical text, sustaining their own view, with regard to the others' one.</p> <p>Ability to gather and interpret relevant information to inform judgements that include reflection on social and ethical issues;</p> <p>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.</p> <p>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; - ability to stress the founding educational reasons as well as the philosophical underpinning, together with the educational ends and means, in a given operative environment. <p>Learning Skills:</p> <ul style="list-style-type: none"> - learn how to learn - modify usual learning styles - 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, thanks to which will be assessed:</p> <ul style="list-style-type: none"> - the knowledge of issues and authors - the ability to apply knowledge in reading philosophical texts and understanding of educational problems, that include reflecting on social and ethical responsibility of teaching. - the ability to grasp the logical structure and the contents of other's arguments and to develop their own autonomously, consciously, and critically - the ability to use an appropriate language, clearly and unambiguously - the ability to further developed what discussed, meant as a crucial learning skills necessary to continue to study in a manner that may be largely self-directed. <p>Marks will be expressed on a scale of 30thirty, according to the following measurement assessment scale.</p> <p>Excellent: 30 – 30 with distinction.</p> <p>Very good: 27– 29</p> <p>Good: 24-26</p> <p>Satisfactory: 21-23</p> <p>Passing: 18 – 20.</p> <p>Unsatisfactory: =</p>
EDUCATIONAL OBJECTIVES	<p>The main objective is learning the phenomenological-hermeneutical philosophy of education mode of reasoning, meant as specific critical use of reason.</p> <p>The other essential formative objective will be:</p> <ul style="list-style-type: none"> - Understanding the peculiar epistemological structure of philosophy of education, confronting it to other educational sciences. - Recognizing, thanks to the reading of selected pages by several classical

	authors, with particular regard to a “personalistic” ethical-pedagogical view, as well as to an hermeneutic-phenomenological research paradigm. - Identifying a moral education profile appropriate to our time. - Finding out the professional profile of teacher.
TEACHING METHODS	Frontal lectures, workshops, reading groups on philosophical texts.
SUGGESTED BIBLIOGRAPHY	1) A. BELLINGRERI, Persona, Brescia, Schole' 2020. 2) G. D'ADDELFIO, Del bene, Brescia, Scholè 2020 3) G. D'ADDELFIO, In altra luce. Per una pedagogia al femminile, Mondadori, Milano 2016. NB: La conoscenza dei temi, la capacità di comprensione delle strutture argomentative delle pagine dell'antologia contenuta nel testo In altra luce, sarà oggetto di valutazione durante l'esame al pari della capacità di rispondere sui contenuti e le argomentazioni presentate negli altri testi.

SYLLABUS

Hrs	Frontal teaching
5	Philosophy of education and general theory of education: epistemological and historical issues
15	The feminine theory of education: some 20th century thinkers
5	The phenomenological-hermeneutical philosophy of education.
10	Phenomenology and Personalism: issues of a philosophy of personhood and of good.
Hrs	Practice
10	The notion of good in women educational philosophers in XX century
5	The Philosophy for Children method
Hrs	Others
3	Conclusive remarks