



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
<b>ACADEMIC YEAR</b>	2021/2022		
<b>BACHELOR'S DEGREE (BSC)</b>	EDUCATIONAL SCIENCE		
<b>SUBJECT</b>	PSYCHODYNAMICS MODELS OF NETWORKING		
<b>TYPE OF EDUCATIONAL ACTIVITY</b>	C		
<b>AMBIT</b>	10677-Attività formative affini o integrative		
<b>CODE</b>	13183		
<b>SCIENTIFIC SECTOR(S)</b>	M-PSI/07		
<b>HEAD PROFESSOR(S)</b>	NOVARA CINZIA	Professore Associato	Univ. di PALERMO
	GARRO MARIA	Ricercatore	Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>			
<b>CREDITS</b>	6		
<b>INDIVIDUAL STUDY (Hrs)</b>	120		
<b>COURSE ACTIVITY (Hrs)</b>	30		
<b>PROPAEDEUTICAL SUBJECTS</b>			
<b>MUTUALIZATION</b>			
<b>YEAR</b>	2		
<b>TERM (SEMESTER)</b>	1° semester		
<b>ATTENDANCE</b>	Not mandatory		
<b>EVALUATION</b>	Out of 30		
<b>TEACHER OFFICE HOURS</b>	<b>GARRO MARIA</b> Friday 10:00 11:00 studio docente edificio 15 piano 7 viale delle scienze <b>NOVARA CINZIA</b> Monday 10:00 13:00 Edificio 15 - 7° piano - Aula 016		

<b>PREREQUISITES</b>	<ul style="list-style-type: none"><li>- Basic knowledge of general pedagogy</li><li>- Basic knowledge of educational psychology</li></ul>
<b>LEARNING OUTCOMES</b>	<p>Knowledge and understanding</p> <p>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.</p> <p>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.</p> <p>Applying knowledge and understanding</p> <p>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</p> <p>Making Judgments</p> <p>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.</p> <p>Communication Skills</p> <p>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.</p> <p>Learning Ability</p> <p>Learning cooperative learning techniques, active listening, problem solving, negotiation, management of institutional relationships, capacity to problematize the practice.</p> <p>Ability to contextualize the readings in reference to the local territorial context, ability to create semantic links between content, capacity for synthesis in reasoning.</p>
<b>ASSESSMENT METHODS</b>	<p>The evaluation will verify both the content knowledge and skills developed during the lectures and provided practical exercises.</p> <p>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.</p> <p>The evaluation will be expressed in thirtieths with eventual praise, according to the following evaluation frame:</p> <ul style="list-style-type: none"><li>- 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;</li><li>- 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;</li><li>- 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;</li><li>- 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;</li><li>- Adequate (score: 18-20): basic knowledge of the teaching and technical language issues, very little ability to independently apply the knowledge</li></ul>

	acquired; Insufficient: does not have an acceptable knowledge of the contents of the topics covered in the teaching.
<b>EDUCATIONAL OBJECTIVES</b>	<p>The general training objective is to be able to read, mobilize and build educational, institutional and territorial networks, able to integrate the action of different subjects (people, organizations, communities, etc.) and achieve shared educational and well-being goals through collaborative methods.</p> <p>In particular, specific training objectives are identified:</p> <ol style="list-style-type: none"> <li>1. Reading the morphology of social detecting structural and dynamic aspects of networks according to the models of social networking and the Network Analysis</li> <li>2. Planning network interventions, applying the model to six steps then the methodologies referring to that.</li> <li>3. Creating logical and practical connections among networking, educational work and community work.</li> <li>4. Owning and managing the analysis tools, communicative mediation and intervention to deal with the operational aspects of networking.</li> <li>5. Enhance the integration of formal and informal territorial resources, recognizing the social value of education.</li> </ol>
<b>TEACHING METHODS</b>	<p>The course will take place through lectures, practical work with the help of multimedia supports 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.</p> <p>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.</p>
<b>SUGGESTED BIBLIOGRAPHY</b>	<ul style="list-style-type: none"> <li>- Sanicola, L. (2009). Dinamiche di rete e lavoro sociale. Un metodo relazionale. Napoli: Liguori editore.</li> <li>- Novara C., Varveri L. (2015) a cura di. Piazza comunita' connessioni. Roma: Aracne.</li> <li>- Pietroni V., Santos Fermino A. (2017). Fare-RETE per educare. La cassetta degli attrezzi &amp; istruzioni per l'uso. Beau Bassin: Edizioni Accademiche Italiane (parti concordate con il docente).</li> </ul>

## SYLLABUS

<b>Hrs</b>	<b>Frontal teaching</b>
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.
5	Planning network interventions, by applying the six steps therefore the methodologies related to the community care
<b>Hrs</b>	<b>Practice</b>
10	Experimentation analysis tools, communicative mediation and intervention to address the operational aspects of social work network

<b>PREREQUISITES</b>	<p>Basic knowledge of general pedagogy</p> <p>- Basic knowledge of educational psychology</p>
<b>LEARNING OUTCOMES</b>	<p>Knowledge and understanding</p> <p>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.</p> <p>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.</p> <p>Applying knowledge and understanding</p> <p>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</p> <p>Making Judgments</p> <p>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.</p> <p>Communication Skills</p> <p>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.</p> <p>Learning Ability</p> <p>Learning cooperative learning techniques, active listening, problem solving, negotiation, management of institutional relationships, capacity to problematize the practice.</p> <p>Ability to contextualize the readings in reference to the local territorial context, ability to create semantic links between content, capacity for synthesis in reasoning.</p>
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<b>EDUCATIONAL OBJECTIVES</b>	

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