



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2021/2022		
MASTER'S DEGREE (MSC)	PEDAGOGY		
INTEGRATED COURSE	FOUNDATIONS OF EDUCATIONAL RESEARCH		
CODE	19197		
MODULES	Yes		
NUMBER OF MODULES	3		
SCIENTIFIC SECTOR(S)	M-PED/01, M-PED/02		
HEAD PROFESSOR(S)	D'ADELFIO GIUSEPPINA	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)	ROMANO LIVIA	Professore Associato	Univ. di PALERMO
	D'ADELFIO GIUSEPPINA	Professore Ordinario	Univ. di PALERMO
	ALBA FABIO	Ricercatore a tempo determinato	Univ. di PALERMO
CREDITS	9		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>ALBA FABIO Thursday 14:00 16:00 Dipartimento di Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione. Viale delle Scienze, Ed. 15, stanza 512</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> <p>ROMANO LIVIA Monday 12:00 13:30 EDIFICIO 15 - VII PIANO - STANZA 013</p>		

DOCENTE: Prof.ssa GIUSEPPINA D'ADDELFIO

PREREQUISITES	Basic knowledge of the main authors and perspectives of contemporary theory of education Basic knowledge of the epistemology of the 20th century Initial knowledge of the experimental and historical method.
LEARNING OUTCOMES	1. Knowledge and understanding: acquirement of theoretical tools in order to understand the educational and formative issues emerging in the history of education and pedagogy through the 20th century; interpret them in the perspective of the a phenomenological-hermeneutical theory of education. use the language appropriate to proposed paradigm. 2. Applying knowledge and understanding: starting from the main pedagogical research method considered, ability to recognize and interpret the emerging educational problems in the late modernity society, discriminating the authenticity aspects from those of educational inauthenticity, and presenting the pedagogical reasons; finally, ability to autonomously plan intervention strategy in (quite) simple as well as in complex situations. 3. Making judgements: ability to objectively and critically value the different research methods considered as well as the related intervention strategies, with regard to given situations and the objectives made. 4. Communication: ability to - present their own learning results about the methodologies considered and the intervention strategies, with a specific as well as understandable language to both specialist and educators audiences; - stress the educational reasons as well as 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 contenent 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.
TEACHING METHODS	Frontal lectures. Guided reading and comment of selected pages by contemporary authors, who exemplarily present different method of pedagogical research. Guided discussion in a workshop setting

MODULE PHILOSOPHY OF ADULT EDUCATION

Prof. FABIO ALBA

SUGGESTED BIBLIOGRAPHY

- J. Elias, M. Merriam, Philosophical Foundations of Adult Education, Kriger (parti fornite dal docente)
 - G. D'Addelfio, What purpose, if any, could a feminine theory of education serve today?, in Educational Science and Research, scaricabile da: <https://riviste.unimc.it/index.php/ess/article/view/1371>

AMBIT	21037-Attività formative affini o integrative
INDIVIDUAL STUDY (Hrs)	60
COURSE ACTIVITY (Hrs)	15

EDUCATIONAL OBJECTIVES OF THE MODULE

The course aims at deeply considering philosophy of education issues and research paradigms linked to contemporary adult education.

SYLLABUS

Hrs	Frontal teaching
3	The Philosophy of Adult Education: an historical overview.
5	Contemporary Paradigms od Adult education
5	Adult Education and Gender Studies
Hrs	Others
2	Conclusive Remarks

**MODULE
ETHICS AND EDUCATION**

Prof.ssa GIUSEPPINA D'ADDELFIO

SUGGESTED BIBLIOGRAPHY

Testi consigliati per il raggiungimento degli obiettivi minimi di apprendimento, per seguire con profitto le lezioni / Reference materials to attend successfully the frontal lectures: 1) A. BELLINGRERI, *New families as an Educational Emergency* («La Famiglia», 50 / 2016, pp. 109-125). 2) A. BELLINGRERI, *The Empathy and the Ethics of care* (Draft).

AMBIT	21037-Attività formative affini o integrative
INDIVIDUAL STUDY (Hrs)	60
COURSE ACTIVITY (Hrs)	15

EDUCATIONAL OBJECTIVES OF THE MODULE

We will study the relation ethics-social pedagogy, reflecting on the different new fashions of the couple relationships and new family forms in contemporary Italian society and in German and English societies. The main objective is learning the phenomenological-hermeneutical philosophy of education mode of reasoning, meant as specific critical use of reason, applied to an inquiry into couple relationships and family life. The other essential formative objective will be: reflecting the different new couple relationships and family life in contemporary Italian and European society, chiefly in German and in English societies, examining the different couple relationships analysing the different forms of relationships inside the families, meant as communities; understand the emerging demanding task of the family pedagogy recognizing the “generative adult” profile, in couple and family life identifying the meaning and the methodological approach of parent educational training, meant as qualifying effort in adult education.

SYLLABUS

Hrs	Frontal teaching
15	The phenomenological-hermeneutical philosophy of education mode of reasoning, meant as specific critical use of reason, applied to an inquiry into couple relationships and family life. The different new fashions of the couple relationships and family life in contemporary Italian and European society The different couple relationships The different forms of relationships inside the families, meant as communities; The emerging demanding task of the family pedagogy The “generative adult” profile, in couple and family life The meaning and the methodological approach of parent educational training, meant as qualifying effort in adult education

MODULE
HISTORY OF ITALIAN CONTEMPORARY THEORY OF EDUCATION

Prof.ssa LIVIA ROMANO

SUGGESTED BIBLIOGRAPHY

Testi di riferimento

G. Chiosso, La pedagogia contemporanea, La Scuola 2015

ROMANO L., LA PEDAGOGIA DI ALDO CAPITINI E LA DEMOCRAZIA. ORIZZONTI DI FORMAZIONE PER L'UOMO NUOVO, FRANCOANGELI, MILANO 2014

Dispense a cura di Livia Romano

REFERENCE TEXTS

G. Chiosso, La pedagogia contemporanea, La Scuola 2015

ROMANO L., LA PEDAGOGIA DI ALDO CAPITINI E LA DEMOCRAZIA. ORIZZONTI DI FORMAZIONE PER L'UOMO NUOVO, FRANCOANGELI, MILANO 2014

LECTURE NOTES EDITED BY LIVIA ROMANO

AMBIT	21037-Attività formative affini o integrative
INDIVIDUAL STUDY (Hrs)	60
COURSE ACTIVITY (Hrs)	15

EDUCATIONAL OBJECTIVES OF THE MODULE

-Epistemological and theoretical knowledge of historical and educational subjects: the students are introduced to the knowledge of the current debate on the epistemological status of the History of education and the path that led to the current identity of the discipline.

-Knowledge and methodological skills: the students learn the various methods of historical research and carry out independently, critically and personal research of educational history.

-Knowledge of research tools historiography: the students recognize the specific methods of historical and pedagogical research in relation to the use of multiple sources (direct and indirect, written, oral, iconographic).

-Application skills of learning in educational research: the students know how to apply the content and skills acquired in the concrete educational reality.

-Ability to use libraries, archives, journals and periodicals: the students become familiar with the places where you can do a search of educational history.

-Ability to develop a scientific method and personal study: the students carry out a critical and rigorous study of the educational history.

-Capacity for critical and independent judgment on issues concerning the history of education: independent and critical judgment regarding the theories and educational practices of the history of education and the different interpretations developed over time.

-Awareness of the interconnection relationship between the history of the contemporary education and the interpretation of history, or between the facts, theories, educational practices and the work of the historian.

-Communication and interpersonal skills: the students are given the opportunity to clearly and consciously share the knowledge acquired in the field of historiography

-Competence in using the basic vocabulary of the History of education: the students are able to recognize the specificity of each document that relates to the History of education.

SYLLABUS

Hrs	Frontal teaching
3	Introduction to the Italian educational theories in the second half of the Twentieth Century
6	The educational theories of dialogue and liberation
3	Capitini: the pedagogy of the co-presence
3	Capitini and the democratic education