



# UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2022/2023		
BACHELOR'S DEGREE (BSC)	EDUCATIONAL SCIENCE		
SUBJECT	PEDAGOGY OF NON VERBAL COMMUNICATION AND EDUCATIONAL RELATIONSHIP		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	50076-Discipline pedagogiche e metodologico-didattiche		
CODE	19610		
SCIENTIFIC SECTOR(S)	M-PED/01		
HEAD PROFESSOR(S)	MIGNOSI ELENA	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	6		
INDIVIDUAL STUDY (Hrs)	120		
COURSE ACTIVITY (Hrs)	30		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	3		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<b>MIGNOSI ELENA</b> Tuesday 12:00 14:00 Edificio 15, viale delle Scienze. Piano 7, stanza 714		

<b>PREREQUISITES</b>	No prerequisite is required
<b>LEARNING OUTCOMES</b>	<p>Knowledge and ability 'to understand</p> <p>Depth knowledge of the issues of the main theories and methods of education related to: the embodiment; the intersubjective perspective; the non-verbal communication; the educational relationship in early childhood</p> <p>Capacity 'to hypothesize independently research paths using their own knowledge</p> <p>Capacity 'to apply knowledge and understanding</p> <p>Ability 'to apply their own knowledge and understanding skills' in dealing with new topics, in problem solving related to the field of training and capacity to implement a new research designed personally</p> <p>Independence of judgment</p> <p>Capacity 'reflexive and self-reflexive related to the ability' to make judgments based on the available information; ability 'to make connections between different perspectives in a critical way; capacity 'to face the complexity' and to identify responsibility 'and social and ethical implications related to the field of study and research.</p> <p>Communicative skills</p> <p>Capacity 'to be able to expose clearly their own knowledge and ideas, expliciting the theoretical premises and their own reflections both orally and in writing.</p> <p>Ability 'to use verbal and non-verbal channel in the act of communication. Ability to use different communication modes according to interlocutor.</p> <p>Learning ability</p> <p>Capacity to deepen independently disciplinary subjects, to conduct bibliographical investigation and to identify new and original paths; knowledge of their own learning strategies and of their own strengths and weaknesses. Meta-cognitive capacity</p>
<b>ASSESSMENT METHODS</b>	<p>exercises in small groups in itinere; Final written test examination for everyone: four open questions related to the topics of the course; it's possible oral integration</p> <p>Evaluation criteria: relevance of the answer; ability to synthesize; completeness 'response; presence of personal insights and reflections; Italian proper form. The vote will be given in relationship to these criteria; the range will go from insufficient, when no check is satisfied, to 18/30 when responses will be just acceptable, to 30/30 when all the criteria will be met in an excellent way.</p>
<b>EDUCATIONAL OBJECTIVES</b>	<p>Knowledge of the main theories about the mind-body relationship in historical and epistemological perspective</p> <p>Knowledge of current perspectives of neuroscience on body-mind unity .</p> <p>Knowledge of the role of the non-verbal communication in the relationship with the toddlers</p> <p>Knowledge of the emotional and affective dimension in learning processes.</p> <p>Knowledge of main educational methodologies in early childhood</p> <p>Expansion of capacity to observe nonverbal dimension in communication and in expression processes.</p> <p>Development of body awareness on the expressive, communicative and relational level.</p> <p>Development of reflective and self-reflective capacity.</p> <p>Capacity to contact, recognize and process the emotions.</p> <p>Ability to consciously use the non-verbal channel with communicative and relational purposes.</p> <p>Capacity to work in groups.</p> <p>Expansion of capacity to use the imaginative dimension and the creative thinking.</p> <p>Ability to plan and evaluate an educational program for children from zero to three years old</p>
<b>TEACHING METHODS</b>	<p>Frontal lessons and exercises;</p> <p>Workshops where it will be possible learning by experience and by reflecting (individually and in group).</p>
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>- Bondioli A., Savio D, Educare l'infanzia. Temi chiave per i servizi 0-6, Carocci, Roma , 2018</p> <p>- Cecilianì A. Gioco e movimento al nido. Facilitare lo sviluppo da zero a tre anni, Carocci, Roma, 2018</p> <p>- Mignosi E. (2020) "Comunicare con i bambini per promuovere la loro crescita la prospettiva intersoggettiva ed embodied", in Quaderni di Intercultura. Anno XI/ 2019, pp.50-58 (available online)</p> <p>Un libro a scelta tra i seguenti (a book among the following)</p> <p>- Mignosi E., Nuti G, a cura di, Un'infanzia fatta di scienza e arte, Franco Angeli, Milano, 2020</p> <p>- Nuti G. Il bambino espressivo , Carocci, Roma, 2021</p> <p>- Castagna V .Coltivare la libertà, Edizioni Junior, Parma, 2021</p> <p>- Savio D, a cura di, Bambini e gioco. Prospettive multidisciplinari per una pedagogia ludica.Edizioni Junior, Parma 2020</p> <p>- Gariboldi A., Pugnaghi A. "Educare alla creatività. Strumenti per il nido e la scuola dell'infanzia", Carocci, Roma, 2020</p>

	- Bloom K. I se' nel corpo, Astrolabio, Roma, 2008 - E. Becchi, a cura di, "Anna Freud: infanzia e pedagogia", Scholè, Brescia, 2021 - Lazzari A. (a cura di) Un quadro europeo per la qualità dei servizi educativi e di cura per l'infanzia: proposta di principi chiave. Zeroseiup, San Paolo d'Argon (BG), 2016 - Bertolino F., Guerra M. , a cura di, Contesti intelligenti, Edizioni Junior, Parma, 2021
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## SYLLABUS

Hrs	Frontal teaching
3	The specificity of the educational context of nurseries
3	The body-mind unity and the role of movement in development
3	The intersubjective perspective: a new approach to the relationship with toddlers
3	The group dimension in the nurseries
Hrs	Practice
3	Body, movement and self awareness in the relationship with the toddlers
3	Observation's techniques centered on non-verbal dimension
Hrs	Workshops
3	Educational methodologies in the relationship with children: scaffolding, mirroring, symbolic play
3	Curriculum hypothesis for children from zero to three years old and the continuity with the kindergartens
3	The planning of educational activities in the nurseries
3	The assessment of educational activities in the nurseries

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<b>EDUCATIONAL OBJECTIVES</b>	<p>Knowledge of the main theories about the mind-body relationship in historical and epistemological perspective</p> <p>Knowledge of current perspectives of neuroscience on body-mind unity .</p> <p>Knowledge of the role of the non-verbal communication in the relationship with the toddlers</p> <p>Knowledge of the emotional and affective dimension in learning processes.</p> <p>Knowledge of main educational methodologies in early childhood</p> <p>Expansion of capacity to observe nonverbal dimension in communication and in expression processes.</p> <p>Development of body awareness on the expressive, communicative and relational level.</p> <p>Development of reflective and self-reflective capacity.</p> <p>Capacity to contact, recognize and process the emotions.</p> <p>Ability to consciously use the non-verbal channel with communicative and relational purposes.</p> <p>Capacity to work in groups.</p> <p>Expansion of capacity to use the imaginative dimension and the creative thinking.</p> <p>Ability to plan and evaluate an educational program for children from zero to three years old</p>
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