



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2022/2023		
MASTER'S DEGREE (MSC)	PEDAGOGY		
SUBJECT	COMMUNITY PEDAGOGY AND MODELS OF ADULT EDUCATION		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	50617-Discipline pedagogiche e metodologico-didattiche		
CODE	13364		
SCIENTIFIC SECTOR(S)	M-PED/01		
HEAD PROFESSOR(S)	MIGNOSI ELENA	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	9		
INDIVIDUAL STUDY (Hrs)	180		
COURSE ACTIVITY (Hrs)	45		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	1		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	MIGNOSI ELENA Tuesday 12:00 14:00 Edificio 15, viale delle Scienze. Piano 7, stanza 714		

DOCENTE: Prof.ssa ELENA MIGNOSI

PREREQUISITES	No prerequisite is required
LEARNING OUTCOMES	<p>Knowledge and ability 'to understand depth knowledge of the issues of the main theories and methods of education related to the different stages of life</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.</p> <p>Ability to use different communication modes according to interlocutors</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.</p> <p>Metacognitive capacity.</p>
ASSESSMENT METHODS	<p>Formative assessment for students attending course : presentation of group work in PPT, reporting, research, etc. 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>
EDUCATIONAL OBJECTIVES	<p>Knowledge of main theoretical perspectives about community pedagogy</p> <p>Knowledge of the main theoretical perspectives on adult education</p> <p>Knowledge of the ecological and systemic perspective with respect to the different contexts of life and work</p> <p>Knowledge of the cultural, social and political values in a intercultural and inclusive perspective</p> <p>Knowledge of the most appropriate training methods for developing meta-cognitive skills and for learning to learn</p> <p>Development of one's autonomy in learning and critical thinking</p> <p>Development of the observation and self-observation capacity</p> <p>Achieve design skills and competencies</p> <p>Achieve skills and competences related to evaluation</p> <p>Ability to work in a team</p> <p>Ability to formulate a task and to conduct both, classroom and a team work</p>
TEACHING METHODS	<p>In addition to lectures, active methods will be proposed to involve participants (brainstorming, simulations, role playing, problem solving) and also classroom exercises in small parallel groups. Moreover students will be invited to present their homework to colleagues by PPT. Each product from lessons will be available on the professor website or on the Team web platform and will constitute 'a shared documentation.</p>
SUGGESTED BIBLIOGRAPHY	<p>Testi di riferimento (Reference books)</p> <p>- U. Telfener Apprendere i contesti, Raffaello Cortina, Milano, 2011</p> <p>- S. Maida, L.Molteni, A.Nuzzo, Educazione e osservazione. Teorie metodologie e tecniche , Carocci, Roma, 2020</p> <p>E. Mignosi (2017) Riflettere per formare cittadini riflessivi: specificità della formazione dei formatori, Studi sulla Formazione/Open Journal of Education, Anno XX, n.1, Firenze University Press, pp. 215-228</p> <p>Available at: https://doi.org/10.13128/Studi_Formaz-20951</p> <p>Un libro a scelta tra i seguenti: (a book among the following)</p> <p>L. Mortari, Apprendere dall'esperienza, Carocci, Roma, 2003</p> <p>-J. Mezirow : Apprendimento e trasformazione, Raffaello Cortina, Milano 2003</p> <p>- M. Catarci: La pedagogia della liberazione di Paulo Freire. Educazione, intercultura e cambiamento sociale Franco Angeli, Milano 2016</p> <p>- F. Falloppa: # Odio . Manuale di resistenza alla violenza delle parole, UTET, Milano, 2020</p> <p>- B. Hooks : Insegnare a trasgredire. L'educazione come pratica della libertà . Meltemi, Milano, 2020</p>

- Batini F., Dora I. Scierri M. In/sicurezza fra i banchi. Bullismo, omofobia e discriminazioni a scuola. Franco Angeli, 2021, open access
 - V. Castagna , Coltivare la libertà, Edizioni Junior, Parma, 2021 (da utilizzare con indagine sul campo - to be used with a field investigation)

SYLLABUS

Hrs	Frontal teaching
6	Theoretical lessons on: concept of community; concept of context and learning context
6	The socio-constructivist perspective on learning; the teaching-learning relationship: emotional, cognitive, relational aspects; specificity of adult education
6	Learn to observe and to observe oneself. The reflexivity in the teaching / learning processes. The evaluation in itinere (ongoing)
3	The group dimension in learning processes. The work -group. Train adults through group work
3	The intercultural perspective in education. Working with differences. How to promote inclusive processes?
Hrs	Practice
3	How do you make a project. Small group activities on the design of learning contexts. Large group reflection
3	Methods and techniques for effective communication; exercises in small groups; reflections in large groups
3	Learn to work in a team; the role of the leader; exercises and reflections based on the experience
Hrs	Workshops
3	Contract for a participative learning. Course presentation; participants presentation through active techniques; Map of expectations. Group negotiation about the course topics
3	Learning to observe and to evaluate: classroom exercises at individual and group level. Reflections in large groups
6	Classroom student leading experiences in small groups using optional books and a laboratory methodology. Large group reflection on experiences. Final evaluation of the course and of the learning