



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2022/2023		
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)	D'ADELFIO GIUSEPPINA	Professore Ordinario	Univ. di PALERMO
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	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)		

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) G. D'Addelfio, <i>Filosofie dell'educazione per il nostro tempo</i> , Mondadori, Milano 2022 2) G. D'Addelfio, <i>Del bene</i> , Brescia, Scholè 2020 NB: La conoscenza dei temi, la capacità di comprensione delle strutture argomentative delle pagine dell'antologia contenuta nel testo <i>Filosofie dell'educazione per il nostro tempo</i> , 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
20	The phenomenological-hermeneutical philosophy of education: Husserl and his disciples
10	Phenomenology and Personalism: issues of a philosophy of personhood and of good.
Hrs	Practice
15	The notion of good in phenomenological educational philosophers in XX century
Hrs	Others
3	Conclusive remarks