



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	GENERAL AND SOCIAL PEDAGOGY AND WORKSHOP		
TYPE OF EDUCATIONAL ACTIVITY	A		
AMBIT	70000-Pedagogia generale e sociale		
CODE	16005		
SCIENTIFIC SECTOR(S)	M-PED/01		
HEAD PROFESSOR(S)	D'ADDELFIO	Professore Ordinario	Univ. di PALERMO
	GIUSEPPINA		
	BELLINGRERI ANTONIO	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	9		
INDIVIDUAL STUDY (Hrs)	156		
COURSE ACTIVITY (Hrs)	69		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	1		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	BELLINGRERI ANTONIO Monday 16:00 18:00 Edificio XV, stanza 510 D'ADDELFIO 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
LEARNING OUTCOMES	<p>1. Knowledge and understanding: acquirement of theoretical tools in order to - understand the educational and formative issues emerging in the late modernity society; - interpret them in the perspective of a phenomenological-hermeneutical "fundamental pedagogy". - actively perform a pedagogical way of reasoning - use the language appropriate to prosed paradigm. 2. Applying knowledge and understanding: ability to recognize the emerging educational problems, discriminate and distinguish the educational authenticity aspects from those of 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 their own intervention strategies, detaching positive as well as negative sides, with regard to given situations as well as to the objectives made, in a school setting including both kindergarten and primary school. 4. Communication: 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; - stress the founding educational reasons as well as the philosophical underpinning, together with the educational ends and means, in a given school context. 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.</p>
ASSESSMENT METHODS	<p>1. 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 contents 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. 2. Written portfolio, with regard to the workshop (1cfu), aimed at assess students abilities to: - apply their knowledge and understanding, and problem solving abilities related to their field of study and future professional context (kindergarten and primary school) - to integrate knowledge and handle complexity, and formulate judgements, including reflecting on their how professional identity, as well as social and ethical responsibilities linked to the application of their knowledge and judgements in school life. Marks will be determined as above explained and sum to the oral examination evaluation, according to a weighted average. Oral examination (8); portfolio (1).</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, in order to know and to value the most important models of the psychology of the development and the education. The other essential formative objective will be: a) with regard to general pedagogy: - reflecting on the genesis of the pedagogical issue in the life-world (empirical moment), mainly recognizing the sense of the need for recognition as specific issue of education as well as of theory of education - reflecting on the epistemological structure of the different sciences of education (empiriological moment) - learning the phenomenological attitude, describing the essential features of the education phenomenon (theoretical moment); - learning the hermeneutical attitude, analysing the structure and the sense of existential dialogue, with regard to the empathy-based method (prassical-poietical moment) - identify the profile of the existential and historical personalism and the meaning of an empathetic education, as formative proposal appropriate to our time (synthesis moment) b) with regard to social pedagogy: - consider the different new fashions of the couple relationships and family life in contemporary Italian and European society - understand the emerging demanding task of the family pedagogy - identify the meaning and the methodological approach of parent educational training, meant as qualifying effort in adult education. Argument of the workshops will be Philosophy for Children Narrative pedagogy Parent training Educational Theatre Anthropology Educational Music Antropology Dance/movement Therapy Movement and body perception The didactic in the "Corso di Laurea in Formazione primaria"</p>
TEACHING METHODS	Frontal lectures. Guided reading of selected pages by contemporary authors and comment on them. Guided discussion in a workshop setting.
SUGGESTED BIBLIOGRAPHY	Testi consigliati / SUGGESTED BIBLIOGRAPHY 1. A. BELLINGRERI ET ALII, Per-corsi di pedagogia generale, UTET, Torino 2021; 2. A. BELLINGRERI, L'evento persona, Scholé, Brescia 2018.

SYLLABUS

Hrs	Frontal teaching
53	<p>The other essential formative objective will be: a) with regard to general pedagogy: - reflecting on the genesis of the pedagogical issue in the life-world (empirical moment), mainly recognizing the sense of the need for recognition as specific issue of education as well as of theory of education - reflecting on the epistemological structure of the different sciences of education (empirical moment) - learning the phenomenological attitude, describing the essential features of the education phenomenon (theoretical moment); - learning the hermeneutical attitude, analysing the structure and the sense of existential dialogue, with regard to the empathy-based method (practical-poetical moment) - identify the profile of the existential and historical personalism and the meaning of an empathetic education, as formative proposal appropriate to our time (synthesis moment) b) with regard to social pedagogy: - consider the different new fashions of the couple relationships and family life in contemporary Italian and European society - understand the emerging demanding task of the family pedagogy - identify the meaning and the methodological approach of parent educational training, meant as qualifying effort in adult education. Argument of the workshops will be Philosophy for Children Narrative pedagogy Parent training Educational Theatre Anthropology Educational Music Anthropology Dance/movement Therapy Movement and body perception The didactic in the "Corso di Laurea in Formazione primaria"</p>

PREREQUISITES	Entrance examination passed
LEARNING OUTCOMES	<p>1. Knowledge and understanding:</p> <ul style="list-style-type: none"> - Get acquainted with the perspectives of the 20th century educational theorists focused in the course; - recognizing the main educational and formative issues emerging in the late modernity society, with particular regard to the link between gender and education, to adult education, and to the possible link between education and democracy; - Understand the educational issue in the perspective of a phenomenological-hermeneutical "fundamental pedagogy". -identifying the peculiarity of a feminine theory of education -use the language specialized appropriate <p>2. Applying knowledge and understanding:</p> <ul style="list-style-type: none"> - distinguish the educational authenticity aspects from those of inauthenticity, and presenting appropriate pedagogical reasons - discuss case studies, developing a professional approach to their future work. - autonomously plan intervention strategy in several educational contexts. <p>3. Making judgements:</p> <ul style="list-style-type: none"> - integrate knowledge and handle complexity, and formulate judgements, including reflecting on their how professional identity, as well as social and ethical responsibilities linked to the application of their knowledge and judgements in educational contexts - value objectively and critically their own intervention strategies, detaching positive as well as negative sides, with regard to given situations as well as to the objectives made. <p>4. Communication:</p> <ul style="list-style-type: none"> - present their own learning results as well as intervention strategies, with an appropriate, specific as well as understandable language to both specialist and non specialist audiences. <p>5. Learning Skills:</p> <ul style="list-style-type: none"> - learn how to learn - develop a metacognitive awareness and modify usual learning styles, if it emerges as necessary.
ASSESSMENT METHODS	<p>Final oral exam (minum 3 questions), aimed at assessing:</p> <ul style="list-style-type: none"> -Acquired knowledge about issues and authors focused during the course - Ability to establish connections between the different subject-matters focused during the course; - Ability to apply knowledge to the educational contexts; <p>-Processing skills: ability to develop autonomous judgment, understanding possible application and implication;</p> <p>-Appropriate communicative skills: gaining to a good mastery of the vocabulary pertaining to the field of study.</p> <ul style="list-style-type: none"> - Metacognitive awareness and the ability to study autonomously, critically, and creatively. <p>Written report on the workshop activities</p> <p>The two evalutaion will be combined according to a weighted average. Oral examination (8 cfu); Portfolio (1 cfu). Marks will be expressed on a scale of 30, 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: =</p>
EDUCATIONAL OBJECTIVES	<ul style="list-style-type: none"> - reflecting on the genesis of the pedagogical issue in the life-world -reflecting on the epistemological structure of the different sciences of education -learning the phenomenological research attitude, describing the essential features, i.e. the meaning, of the education phenomena considered; -learning the hermeneutical attitude, developing appropriate educational methodologies. - Knowing the main themes of general and social contemporary pedagogy, with a particular focus on family as well as on school education
TEACHING METHODS	Frontal lectures, guided reading and discussion on pedagogical texts, workshops
SUGGESTED BIBLIOGRAPHY	1. A. Bellingeri (a cura di), <i>Lezioni di pedagogia fondamentale</i> , La Scuola-ELS, Brescia 2017

2. G. D'Addelfio - M. Vinciguerra, Affettività ed etica nelle relazioni educative familiari, FrancoAngeli, Milano 2021.

SYLLABUS

Hrs	Frontal teaching
10	Education and Theory of education: an epistemological introduction
10	Phenomenology, Hermeneutics, and Education
6	The need for recognition, empathy, and care: notes on the educational relationship
12	Ethics in contemporary education
Hrs	Practice
10	Case studies in educational contexts: school, family, and community.
Hrs	Workshops
16	Philosophy for Children and Community
Hrs	Others
6	Concluding remarks