



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2023/2024		
BACHELOR'S DEGREE (BSC)	EDUCATIONAL SCIENCE		
SUBJECT	CHILDHOOD AND FAMILY PAEDAGOGY		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	50076-Discipline pedagogiche e metodologico-didattiche		
CODE	20709		
SCIENTIFIC SECTOR(S)	M-PED/01		
HEAD PROFESSOR(S)	D'ADELFIO GIUSEPPINA	Professore Ordinario	Univ. di PALERMO
	VINCIGUERRA MARIA	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	6		
INDIVIDUAL STUDY (Hrs)	110		
COURSE ACTIVITY (Hrs)	40		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	3		
TERM (SEMESTER)	1° 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)		
	VINCIGUERRA MARIA Friday 09:00 11:00 Edificio 15, piano V, stanza P0508		

DOCENTE: Prof.ssa GIUSEPPINA D'ADDELIO- *Lettere M-Z*

PREREQUISITES	Basic knowledge of the core issues of general and social pedagogy as well as of the phenomenological-hermeneutical method.
LEARNING OUTCOMES	1. Knowledge and understanding: acquirement of theoretical tools in order to understand the educational and formative issues emerging in childhood and family education, in the late modernity society; interpret them in the perspective of a phenomenological-hermeneutical theory of education. actively perform a pedagogical way of reasoning use the language appropriate to proposed research paradigm. 2. Applying knowledge and understanding: ability to recognize the emerging educational problems, in contemporary family life, discriminating and distinguish the authenticity aspects from those of inauthenticity, and presenting the founding reasons; 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. 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 order to make family education possible. 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 data 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.
EDUCATIONAL OBJECTIVES	The main objective is to know the main themes and problems of childhood pedagogy and family pedagogy, with particular reference to contemporary educational challenges. The specific objectives will be the following: reflecting the different new fashions of the couple relationships and family life in contemporary Italian and European society 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.
TEACHING METHODS	Frontal lectures. Guided discussion in a workshop setting.
SUGGESTED BIBLIOGRAPHY	lezioni / Reference materials to attend successfully the frontal lectures: 1) M. AMADINI, A. BONDIOLI, A. BOBBIO, E.MUSI, Itinerari di pedagogia dell'infanzia, Scholè, Brescia 2018 2) G. D'ADDELIO, M. VINCIGUERRA, Affettività ed etica nelle relazioni educative familiari. Percorsi di Philosophy for Children, FrancoAngeli, Milano 2021

SYLLABUS

Hrs	Frontal teaching
10	Pedagogy of Early Childhood: historical development
5	the contexts of childhood education
4	Family life cycle and childcare
5	Affectivity and ethics in educational relationships
5	Parent Training
Hrs	Others
2	Conclusive consideration

DOCENTE: Prof.ssa MARIA VINCIGUERRA- Lettere A-L

PREREQUISITES	Basic knowledge of the core issues of general and social pedagogy as well as of the phenomenological-hermeneutical method.
LEARNING OUTCOMES	1. Knowledge and understanding: acquirement of theoretical tools in order to understand the educational and formative issues emerging in childhood and family education, in the late modernity society; interpret them in the perspective of a phenomenological-hermeneutical theory of education. actively perform a pedagogical way of reasoning use the language appropriate to proposed research paradigm. 2. Applying knowledge and understanding: ability to recognize the emerging educational problems, in contemporary family life, discriminating and distinguish the authenticity aspects from those of inauthenticity, and presenting the founding reasons; 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. 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 order to make family education possible. 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; Mininum number of questions: 3. Marks expressed on a scale of 30thirty, according to the following measurement assessment scale: 18/23 the student must demonstrate a basic achievement of the objectives, namely the acquisition of a basic knowledge of the topics argued and the ability to operate minimal links, and to expose them with a basic linguistic-communicative skills. 24/26 the student must demonstrate a good achievement of the objectives, namely the acquisition of a robust knowledge of the topics argued and the ability to operate well-bringed links, and to expose them with good linguistic-communicative skills. 27/29 the student must demonstrate to have surely achieved objectives: full knowledge of subjects, reflexive mastery, significant expressive skills. 30/30 cum laude, the student must demonstrate to have achieved excellent objectives: full knowledge of subjects, critical mastery, ability to transfer acquired skills, linguistic-communicative skill, both general and specific, absolutely pertinent and definitely noteworthy; creativity and originality.
EDUCATIONAL OBJECTIVES	The main objective is to know the main themes and problems of childhood pedagogy and family pedagogy, with particular reference to contemporary educational challenges. The specific objectives will be the following: reflecting the childhood in contemporary society, children's rights and the contexts of childhood education, family life cycle and childcare different, the new fashions of the couple relationships and family life in contemporary Italian and European society; understand the emerging demanding task of the childhood pedagogy and family pedagogy recognizing, the "generative adult" profile, in couple and family life identifying the meaning and the methodological approach of parent educational training.
TEACHING METHODS	Frontal lectures. Guided discussion in a workshop setting.
SUGGESTED BIBLIOGRAPHY	TESTI CONSIGLIATI /SUGGESTED BIBLIOGRAPHY. Testi per il raggiungimento degli obiettivi minimi, per seguire con profitto le lezioni e le esercitazioni/Reference materials to attend successfully the frontal lectures and the guided discussion in a workshop setting: 1) M. AMADINI, A. AUGELLI, A. BOBBIO, G. D'ADDELIO, E. MUSI, Diritti per l'educazione. Contesti e orientamenti pedagogici, Scholè, Brescia 2020 2) G. D'ADDELIO, M. VINCIGUERRA, Affettività ed etica nelle relazioni educative familiari. Percorsi di Philosophy for Children, FrancoAngeli, Milano 2021

SYLLABUS

Hrs	Frontal teaching
5	Children's rights and the condition of contemporary childhood.
5	the contexts of childhood education
5	Family life cycle and childcare
5	Affectivity and ethics in educational relationships
5	Parent Training
Hrs	Practice
5	Family education today: new challenges

