



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2024/2025		
BACHELOR'S DEGREE (BSC)	EDUCATIONAL SCIENCE		
SUBJECT	GENERAL PEDAGOGY		
TYPE OF EDUCATIONAL ACTIVITY	A, B		
AMBIT	50070-Discipline pedagogiche e metodologico-didattiche 50076-Discipline pedagogiche e metodologico-didattiche		
CODE	05613		
SCIENTIFIC SECTOR(S)	M-PED/01		
HEAD PROFESSOR(S)	SIDOTI ENZA	Professore Associato	Univ. di PALERMO
	D'ADELFIO GIUSEPPINA	Professore Ordinario	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	<p>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)</p> <p>SIDOTI ENZA Thursday 11:00 13:00 Edificio 15 piano 7, stanza 016. In caso di motivate necessita' e' possibile richiedere un incontro su piattaforma teams al seguente link: https://teams.microsoft.com/l/team/19%3Ad92b63ec4b5d443dad8ba17e138c4e0%40thread.ta%20conversations?groupId=670c0bfb-3958-479b-a83c-545d796524af&tenantId=bf17c3fc-3ccd-4f1e-8546-88fe</p>		

PREREQUISITES	Literacy competence; Digital competence; Personal, social and learning to learn competence; - Citizenship competence; Cultural awareness and expression competence
LEARNING OUTCOMES	<p>1. Knowledge and understanding: - 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 phenomenologicalhermeneutical “fundamental pedagogy”. -identifying the peculiarity of a feminine theory of education</p> <p>2. Applying knowledge and understanding: - 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> <p>3. Making judgements: - 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> <p>4. Communication: - 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> <p>5. Learning Skills: - learn how to learn - develop a metacognitive awareness and modify usual learning styles, if it emerges as necessary</p>
ASSESSMENT METHODS	<p>Ongoing written exam (only on November) about the issues addressed in the first months of the course (optional) Final oral exam (minum 3 questions), They are aimed at assessing: -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; -Processing skills: ability to develop autonomous judgment, understanding possible application and implication; -Appropriate communicative skills: gaining to a good mastery of the vocabulary pertaining to the field of study. - Metacognitive awareness and the ability to study autonomously, critically, and creatively. 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: = the exam is not passed “Compensatory tools and dispensatory measures will be guaranteed by the Disability and Neurodiversity Center - University of Palermo (Ce.N.Dis.) to students with disabilities and neurodiversity, based on specific needs and in implementation of current legislation.”</p>
EDUCATIONAL OBJECTIVES	<p>- 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.</p>
TEACHING METHODS	lectures and exercises
SUGGESTED BIBLIOGRAPHY	<p>1.Bellingreri A., D'Addelfio G., Romano L., Sidoti E, Vinciguerra M. (2022). <i>Per-corsi di Pedagogia Generale</i>, Milano: Utet Università 2.Sidoti E, Compagno G. <i>Monteagudo J.G. (2020). Cura e progetto di vita</i>. FrancoAngeli, Milano</p>

SYLLABUS

Hrs	Frontal teaching
10	Education and Theory of education: an epistemological and historical introduction
10	The fundamental pedagogy: epistemological code and educational proposal
5	The need for recognition, empathy, and care: notes on the educational relationship
5	Effective communication
5	The Body in the Contexts of Educational Care
Hrs	Practice
10	Practical exercises of theoretical formulations

PREREQUISITES	Literacy and Multilingual competence: ability to use different languages appropriately and effectively for communication. Personal, social and learning to learn competence: the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning Citizenship competence: knowledge of basic concepts and phenomena relating to individuals, groups, work organisations, society, economy and culture Intercultural Competence: having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms
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 <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>Ongoing written exam (only on November) about the issues addressed in the first months of the course (optional) Final oral exam (minum 3 questions),</p> <p>They are 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;-Processing skills: ability to develop autonomous judgment, understanding possible application and implication;-Appropriate communicative skills: gaining to a good mastery of the vocabulary pertaining to the field of study.- Metacognitive awareness and the ability to study autonomously, critically, and creatively. <p>ompensatory tools and dispensatory measures will be guaranteed by the Disability and Neurodiversity Center - University of Palermo (Ce.N.Dis.) to students with disabilities and neurodiversity, based on specific needs and in implementation of current legislation</p> <p>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	- 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.
TEACHING METHODS	Frontal lectures, guided reading and discussion on pedagogical texts.
SUGGESTED BIBLIOGRAPHY	1. A. Bellingreri et al, Per-corsi di pedagogia generale, Utet, Torino 2022 2. G. D'Addelfio, In altra luce. Per una pedagogia al femminile, Mondadori Milano 2016

SYLLABUS

Hrs	Frontal teaching
8	Education and Theory of education: an epistemological and historical introduction
10	The fundamental pedagogy: epistemological code and educational proposal
10	The need for recognition, empathy, and care: notes on the educational relationship
12	The feminine theory of education in 20th century
Hrs	Others
5	Concluding remarks