

**COURSE OF STUDY: L-39 -L-40 – SOCIAL SERVICE SCIENCES AND SOCIOLOGY.-
SOCIAL SERVICE SCIENCES**

ACADEMIC YEAR : 2023-2024

ACADEMIC SUBJECT: GENERAL AND SOCIAL PEDAGOGY

| Principali informazioni sull'insegnamento | |
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| Academic Year | Terzo |
| Periodo di erogazione | Secondo Semestre |
| European Credit Transfer and Accumulation System (ECTS): | 6 |
| SSD | MPED/01 |
| Language | Italian |
| Modalità di frequenza | Attendance not mandatory |

| Docente | |
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| Virtual headquarters | |
| Tutoring (time and day) | Monday 9.00 – 11.00 Consult the web page: www.uniba.it/it/ricerca/dipartimenti/scienze-politiche/docenti |

| Organizzazione della didattica | | | |
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| Ore | | | |
| Total | Lectures | Hands on (Laboratory, working groups, seminars, field trips) | Out-of-class study hours/ Self-study hours |
| 150 | 48 | | 102 |
| CFU/ETCS | | | |
| 6 | | | |

| Learning Objectives |
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| The course will allow students to: |

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| | <ul style="list-style-type: none"> • know the basic theoretical, conceptual and practical-planning paradigms of social pedagogy with particular regard to the current complexity of social phenomena; • interpret the socio-educational problems of complex society in a perspective of generative and participatory welfare; • understand the main pedagogical issues underlying the educational relationship of care, assistance and help to people in conditions of educational poverty, social hardship, deviance and marginalization; <ul style="list-style-type: none"> • design, implement and evaluate socio-educational processes, tools and practices with particular reference to the places, contexts and recipients of these interventions: minors, family, places of training and education, immigration, centers of aggregation, women, the elderly, social exclusion, community and territoriality, prisoners, the disabled; • critically confront the main educational emergencies that involve contemporary man in various social contexts; • use in an autonomous and critical way methods, strategies, techniques and socio-educational tools for prevention, recovery, intervention and social and human promotion • have the necessary skills to favor the birth and consolidation of a "culture of prevention of discomfort and social promotion" from a practical-planning point of view. |
| Prerequisites | Possession of a secondary school diploma or obtained abroad and recognized in Italy. Knowledge of general culture, English, French, logic and mathematics is useful for successfully following the training course. |
| Teaching strategy | <p>The teaching activity will mainly consist of moments of face-to-face lectures and laboratory moments during which students will be guided to practice reflective analyzes on experiences and concrete cases, including those taken from topical issues.</p> <p>The discussion of the topics, with the teacher and between students, is aimed at stimulating the development of individual and relational skills, autonomy of judgment, communication skills and learning ability. It will also be possible to formulate in-depth proposals on topical issues related to the topics of the course to be carried out through group activities aimed at encouraging collaborative learning of students.</p> <p>During the didactic activity, seminar meetings are also provided for in-depth study of the topics of the course with the support of experts, pedagogues, honorary judges, educational service operators, social artists with whom students can dialogue to stimulate the development of interpretation skills, critical understanding and deepening</p> |
| Expected learning outcomes | |
| DD1 Knowledge and understanding on: | <p>Dublin Descriptor 1- During the course, students will acquire:</p> <ul style="list-style-type: none"> • knowledge of the main theories and practices of social pedagogy in its historical, cultural and political reflections and in a perspective of generative and participatory welfare; • basic knowledge of educational planning in social contexts. |

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| <p>DD2 Applying knowledge and understanding on:</p> | <p>Dublin Descriptor 2 - The course will promote students' acquisition of the methodological knowledge necessary for:</p> <ul style="list-style-type: none"> • grasp the specificity of current social phenomena and educational emergencies by analyzing them from several points of view (cultural, political, health, intergenerational); • conceive and design services for the person in the light of the theoretical constructs learned. |
| <p>DD3-5 Soft skills</p> | <p>Dublin Descriptor 3 - Judgment autonomy During the course the students will learn to use independently and critically - also through the systematic use of self-assessment and reflective learning - theories, strategies and tools of analysis, processing and critical application of the social pedagogical knowledge learned, acting in the complexity perspective;</p> <p>Dublin Descriptor 4 - Communication skills During the course the students will acquire the skills of active listening and effective communication necessary for:</p> <ul style="list-style-type: none"> • manage relational dynamics in group work; • cope with workloads on time; • create a climate of relational trust in relationships with others and in the group; • take an empathic approach keeping the “right distance” in helping relationships • apply dialogic reactionary models of a narrative and hermeneutic nature; <p>Descrittore di Dublino 5 - Ability to learn independently During the course the students will acquire</p> <ul style="list-style-type: none"> • ability to observe contexts and critically reflect on the dynamics that characterize them; • ability to access the scientific literature of the sector, identifying reliable sources; • autonomous learning ability also by means of individual or group in-depth work; • ability to develop interdisciplinary theoretical and practical connections. |
| <p>Contents</p> | <p>The course intends to introduce the themes of social pedagogy of socio-educational services and welfare.</p> <p>On the theoretical level, the contents and theories of the recent relative pedagogical reflection will be deepened;</p> <ul style="list-style-type: none"> • the processes of change that characterize complex society today, analyzing some of the main criticalities anthropologically and pedagogically; • to the ambivalent characters - of generativity and shadow - that characterize the educational and care relationship in social coexistence, in socio-educational and social-health services, in social planning; • the relevance and specificity of the pedagogical outlook in the construction of new and alternative forms of common life, proximity and |

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| | <p>reciprocity in the encounter between different professionalism and skills that operate in the educational and welfare services in a generative and participatory perspective.</p> <p>On a practical level, students will be offered:</p> <ul style="list-style-type: none"> • research tools of pedagogy in its social and community dimensions of education, capable of interacting with the crisis of social ties, of promoting practices of recomposition and dialogue, of developing daily dimensions of trespassing and crossing of real or imaginary borders; • analytical and methodological tools for constructing pedagogical settings and activating social processes in which the fragility, tensions, multiple forms of exclusion and violence, the ambiguous relationships between culture and power, the meanings of active citizenships, the implicit relationships between belonging, constructions of the enemy and different forms of marginalization, in the perspective of new practices of original and creative weaving of social bonds; • action strategies in everyday life, in the design of services and in community work, highlighting the main dimensions underlying the design. |
| Reference texts | <ol style="list-style-type: none"> 1. Loiodice I. (2019). <i>Pedagogia. Il sapere/agire della formazione, per tutti e per tutta la vita</i>. Milano: Franco Angeli. 2. Cambi F., Certini R. Nesti R, (2017). <i>Dimensioni della pedagogia sociale. Struttura, percorsi, funzione</i>. Roma: Carocci. |
| Notes to the reference texts | Some topics of the course can be explored by students using the text: Galimberti A., Muschitiello A. (a cura di) (2022). <i>Pedagogie e lavoro: le sfide tecnologiche</i> . Fano: Aras Edizioni. In corso di stampa. |
| Educational materials | I The teaching material prepared by the teacher in addition to the recommended texts (such as slides, handouts, exercises, bibliography, slides, schematizations, in-depth articles, etc.) will be made available to attending students during the course and specific communications from the teacher for teaching can be found within the Teams platform |

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| Valutation | |
| Learning verification methods | <p>The final assessment will aim to ascertain the knowledge of the topics addressed in the course and in the reference texts.</p> <p>The assessment consists of two verification tests that contribute to 50% in determining the final grade:</p> <ol style="list-style-type: none"> 1. An intermediate written exam in the middle of the course; 2. An oral exam at the end of the course. <p>Personalized methods for verifying learning will be prepared in the presence of certified and recognized special educational needs according to the directives of the University</p> |



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| <p>Evaluation criteria</p> | <ul style="list-style-type: none"> • Knowledge and understanding: knowledge of the course contents; ability to adequately interrelate the contents themselves; • Applied knowledge and understanding: argumentative coherence; clarity of presentation; ability to analyze and synthesize; lexical command and punctuality; • Autonomy of judgment: autonomy of judgment on the topics of the course; ability to move easily between the topics covered during the lessons, starting from the proposed texts; ability to critically rework the acquired knowledge; • Communication skills: possession of adequate expressive properties, specialized terminology and assertive relationship skills; • Ability to learn: acquisition of a basic social pedagogical awareness and competence. |
| <p>Measurement criteria of learning and assignment of the final mark</p> | <p>The final grade is awarded out of thirty. The exam is passed when the grade is greater than or equal to 18.</p> <p>The votes of the two assessment tests, the intermediate written one and the final oral one, contribute 50% to the determination of the final mark, of which the weighted average rounded up will be calculated.</p> <p>The intermediate written exam will cover the topics covered in the first part of the course and in particular those related to the reference textbook n. 1 and to the additional material proposed by the teacher available on the Teams platform. It will consist of two open questions. The estimated time for each response is 25 minutes. The final score is obtained considering, for each single answer, the conceptual mastery (25%), the adherence of the answers to the track (25%), the completeness of the answer, (25%), the correctness of the exposition (25%).</p> <p>The final oral test will cover the topics covered in the second part of the course and in particular those related to the reference textbook n. 2 and to the additional material proposed by the teacher available on the Teams platform. The final score is obtained considering, for each individual answer, the conceptual mastery (25%), the communicative ability to explain and argue through an appropriate language (25%), the ability to critically reflect on the topics addressed (25%), independent judgment (25%).</p> <p>The method of verifying the expected learning outcomes is represented by the oral exam, which consists of a minimum of three questions on the teaching program. The vote is expressed in thirtieths. Grade is based on: knowledge of the programme; accuracy in exposure; ability to critically process the acquired knowledge.</p> <p>The criteria followed for the evaluation of the learning outcomes expressed out of thirty are: Insufficient: 0-17</p> |



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| | <p>Lack, incomplete and inadequate knowledge of the fundamental topics contained in the program, use of inappropriate vocabulary by candidates</p> <p>Sufficient: 18-20 Sufficient knowledge of the core topics contained in the program and overall adequacy of the vocabulary used by the candidates</p> <p>Fair: 21-23 Discreet knowledge of the fundamental topics contained in the programme, discrete ability to argue and connect the various topics, through the use of adequate vocabulary by candidates</p> <p>Good: 24-26 Good knowledge of the topics contained in the program, good in-depth and critical skills, through the use of adequate vocabulary by candidates</p> <p>Distinguished: 27-28 More than good knowledge of all the topics contained in the program, more than good ability to deepen, to connect the different topics, to criticize and master the vocabulary on the part of the candidates</p> <p>Great: 29-30 Excellent knowledge of all the topics contained in the program, excellent in-depth analysis, connection between the various topics, as well as criticism and command of the vocabulary by the candidates</p> <p>Excellent: 30L Excellent knowledge of all the topics contained in the program, excellent in-depth analysis, connection between the different topics, criticism and command of the vocabulary by the candidates</p> |
| Other | |