



Code: M-PED/01

Credits: 6

Matter: Social Pedagogy

Main language of instruction: Italian

Other language of instruction: English

Teaching Staff

Head instructor

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Introduction

1. Objective of the course :

The course aims to promote the acquisition of knowledge, skills and internal dispositions in the field of Social Pedagogy understood as a practical-project science of education in the social context, introducing terminology, key concepts, some reference theories and the main areas of application.

Social pedagogy, in this way, will be outlined as a science that deals with the study of processes, educational systems, educational emergencies as a function of social development. Social pedagogy, framed in the context of the more general debate on the identity of pedagogical knowledge in relation to other knowledge of education, will present the objects of research, the perspectives of investigation, the methods and its dynamic profile, still being defined in many ways.

The course also aims to provide theoretical and conceptual references related to the implementation of educational and training projects based on the needs of the community; methodologies for facilitating educational and training projects in social contexts; examine the educational and training professionals, rethinking their identity and model of professionalism.

The training intent is to stimulate the acquisition of cognitive tools and analysis and intervention skills to operate in territorial contexts characterized by forms of potential and/or actual social distress.

Objectives

2. Course Structure:

The course is organized in six subjects. The first subject is about Social pedagogy: identity, problems, methods and perspectives. The second subject is about the

historical dimension of social pedagogy. The third subject is about the training of operators. The fourth subject is about educational professionalism in the social field. The fifth subject is about territorial educational planning. The sixth subject is about conceptual and operational tools of educational intervention.

Competencies:

- Know the key concepts and theories of educational and training design in social contexts
- Know how to implement and manage functional projects to prefigure interventions in different social contexts
- To facilitate self-directed learning in groups
- Knowing how to use design as a professional tool
- Developing the ability to combine what you study with professional practices
- Knowing how to use the group as a resource to plan training consultancy interventions
- To orient oneself in the epistemological horizon of social pedagogy;
- Reflect on the competences of the professional educator and on the collective competences of the team;
- To master the knowledge in circularity between theory and practice in the different fields in which social pedagogy is expressed.

Syllabus

3. Programme of the course:

Subject 1. Presentation of the course: structure, content and methodological notes.

Social pedagogy: identity, problems, methods and perspectives:

1. The epistemological identity of social pedagogy.
2. Interaction with general pedagogy and the humanities.
3. Sociality as a possible epistemological horizon.

Subject 2. The historical dimension of social pedagogy:

1. History of the discipline.
2. Paradigmatic characters and moments.
3. The debate in Italy at the end of the twentieth century.

Subject 3. Training of operators:

1. Social emergencies and training needs.



2. Training and educational action in the knowledge society:

Subject 4. Educational professionalism in the social field:

1. Participatory action-research: a theoretical framework.
2. Participatory action-research: operational lines.

Subject 5. Territorial educational planning:

1. The territory as a living space and the "educating society".
2. Knowledge of the territory through maps.
3. A project approach: the participatory intervention project.
4. The phases of territorial educational planning.

Subject 6. Conceptual and operational tools of educational intervention:

1. The biographical and autobiographical approach.
2. The animating approach.
3. Street educational work.
4. The network perspective.
5. Social theatre.

Evaluation system and criteria

The examination usually consists of an written test aimed at ascertaining the ability to analyse and rework the concepts acquired.

The written test consists of 3 closed-ended questions and 3 open-ended questions. The 3 closed questions relating to the different contents of the examination programme are given a value of 3 points for correct answer;

The 3 open questions are awarded a maximum score of 7 points based on the teacher's assessment of the expected learning outcomes.

The adequacy of the answers will be assessed on the basis of the following criteria: completeness of the arguments, ability to deepen the links between the different themes, clarity of presentation.

Bibliography and resources

4. *Materials to consult:*

Course material provided by the teacher.