

**COURSE OF STUDY: INTERCLASS SOCIAL SERVICE SCIENCES AND SOCIOLOGY (SSSS L-39/L40)**  
**COURSE IN SOCIOLOGY (L-40)**  
**ACADEMIC YEAR: 2024-25**  
**ACADEMIC SUBJECT: GENERAL AND SOCIAL PEDAGOGY**

| Principali informazioni sull'insegnamento                |  |
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| Academic Year  | Third  |
| Periodo di erogazione                                    | Second semester (10.02.2025 - 16.05.2025)                      |
| European Credit Transfer and Accumulation System (ECTS): | 7  |
| SSD  | MPED/01 General and social pedagogy                            |
| Language   | Italian  |
| Mode of attendance                                       | Although it is not mandatory, attendance is highly recommended |

| Docente  |   |
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| Department and address   | Department of Political Sciences – Corso Italia 23, 70122 Bari, ground floor  |
| Virtual room   | Piattaforma Microsoft Teams – codice di accesso: <b>y5ygo14</b>   |
| Office Hours (and modalities: e.g., by appointment, on line, etc.) | The reception takes place in person, every Monday from 11am to 1pm. For any other communications, interested students can contact the teacher via email.<br>We invite you to consult the teacher page for further updates:<br><a href="https://www.uniba.it/it/docenti/muschitiello-angela">https://www.uniba.it/it/docenti/muschitiello-angela</a> |

| Work schedule |          |       |          |
|---------------|----------|-------|----------|
| Hours         |          |       |          |
| Total         | Lectures | Total | Lectures |
| 175           | 56       |       | 119      |
| CFU/ETCS      |          |       |          |
| 7             | 7        |       |          |

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| <b>Learning Objectives</b> | <p>Within the objectives of the Cds, the teaching, using a rigorous scientific framework and useful itineraries of an operational nature, aims to provide students with basic notions of general and social pedagogy with particular attention to the study of processes educational and training that characterize the current complexity of social phenomena in a generative and participatory welfare perspective. In particular, by combining and integrating contributions of theoretical reflection and empirical research, the course intends to equip students with the skills necessary to critically deal with the main educational emergencies that involve contemporary man in the various social contexts from a practical-design.</p> <p>Furthermore, the course aims to promote in male and female students the development of intra- and inter-personal listening and communication skills which are fundamental in the professional relationship in the socio-educational field.</p> |
| <b>Prerequisites</b>       | No particular prerequisites are necessary other than the basic knowledge acquired during secondary school studies.  |

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| <p><b>Teaching strategy</b></p>   | <p>The course will alternate classroom teaching moments of an expository type with others of a practical-operational, investigative and cooperative nature proposed to male and female students through teaching strategies aimed at encouraging collaborative learning: case study, guided practice, simulation, role playing, cooperative learning and also the forum theater methodology. Furthermore, during the teaching activity, seminars and in-depth workshops are planned with the support of pedagogists, honorary judges, educational service operators and social artists.</p>  |
| <p><b>Expected learning outcomes in terms of</b></p> <p><b>DD1 Knowledge and understanding on:</b></p> <p><b>DD2 Applying knowledge and understanding on:</b></p> <p><b>DD3-5 Soft skills</b></p> | <p>At the end of the course, male and female students will acquire:</p> <ul style="list-style-type: none"> <li>• knowledge relating to the main theories and practices of social pedagogy in its historical, cultural and political reflections and in a generative and participatory welfare perspective;</li> <li>• basic knowledge of educational planning in social contexts.</li> </ul> <p>At the end of the course the students will know:</p> <ul style="list-style-type: none"> <li>• observe the contexts and reflect critically on the dynamics that characterize them;</li> <li>• grasp the specificity of the social phenomena and educational emergencies that characterize our time by analyzing them from multiple points of view (cultural, political, healthcare, intergenerational);</li> <li>• conceive and design services for the person in light of the theoretical pedagogical constructs learned.</li> </ul> <p><i>Autonomy of judgement</i><br/>At the end of the course the student will be able to use autonomously and critically - also through the systematic use of self-evaluation and reflective learning - theories, strategies and tools for analysis, elaboration and critical application of pedagogical knowledge social learning, acting in the perspective of complexity.</p> <p><i>Communication skills</i><br/>At the end of the course the student will have acquired the active listening and effective communication skills necessary to:</p> <ul style="list-style-type: none"> <li>• manage relational dynamics in group work;</li> <li>• deal with workloads on time;</li> <li>• create a climate of relational trust in relationships with others and in the group;</li> <li>• take an empathetic approach while maintaining the "right distance" in helping relationships</li> <li>• apply dialogical relational models of a narrative and hermeneutic nature</li> </ul> <p><i>Ability to learn independently</i><br/>At the end of the course the student will have developed</p> <ul style="list-style-type: none"> <li>• the ability to access scientific literature in the sector, identifying reliable sources;</li> <li>• the ability to develop interdisciplinary theoretical and practical connections.</li> </ul> |
| <p><b>Content knowledge</b></p>   | <p>EPISTEMOLOGY OF SOCIAL PEDAGOGY<br/>Cognitive nature; historical-cultural excursus; pedagogical-critical reflection on the main approaches of the discipline in educational contexts; education, training, educating training.</p> <p>AREAS OF INTEREST OF SOCIAL PEDAGOGY<br/>Formal, informal, non-formal contexts; childhood, adolescence, hardship, deviance, marginality, gender problems-</p> <p>LINK BETWEEN PEDAGOGY AND SOCIETY</p>  |

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|                                    | <p>Education at the center of social life; processes of change in complex society: characteristics and critical issues; ambivalent characters - of generativity and shadow - which characterize the educational and care relationship in social coexistence, in socio-educational and socio-health services, in social planning; research tools of pedagogy in its social and community dimensions of education</p> <p>INSTITUTIONS AND SOCIAL PEDAGOGY</p> <p>Socialization between institutions and professions; relevance and specificity of the pedagogical gaze in the construction of new and alternative forms of common life, proximity and reciprocity in the encounter between different professionalisms and skills that operate in educational and welfare services.</p> <p>ACTIVE LISTENING AND EFFECTIVE COMMUNICATION</p> <p>Emotional life to relate effectively to yourself and others; the importance of emotions in social relationships; develop emotional agility; empathy.</p> |
| <b>Texts and readings</b>          | <p>1. Loiodice I. (2019). <i>Pedagogia. Il sapere/agire della formazione, per tutti e per tutta la vita</i>. Milano: Franco Angeli.</p> <p>2. Iori V. (2009). <i>Quaderno della vita emotiva. Strumenti per il lavoro di cura</i>. Milano: Franco Angeli.</p>  |
| <b>Notes, additional materials</b> | <p>Some topics of the course can be explored further 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.</p>   |
| <b>Repository</b>                  | <p>Reference texts are available in the department library.</p> <p>For information, see the following link:<br/><a href="https://www.uniba.it/it/ricerca/dipartimenti/scienze-politiche/biblioteca/biblioteche-1/servizi-offerti">https://www.uniba.it/it/ricerca/dipartimenti/scienze-politiche/biblioteca/biblioteche-1/servizi-offerti</a></p>  |

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| <b>Assessment</b>          |   |
| <b>Assessment methods</b>  | <p>The final evaluation will aim to ascertain knowledge of the topics covered in the course and in the reference texts.</p> <p>The evaluation consists of two written tests (one halfway through and one at the end of the course) which contribute 50% to determining the final grade.</p> <p>The results of the written tests will be published on the teacher page.</p> <p>Students who do not intend to accept the overall grade resulting from the average of the two intermediate tests or that of only one of the two can refuse the grade and present themselves for the oral exam.</p> <p>The written tests are not compulsory: students who cannot or do not intend to take them can appear for the oral test in one of the sessions foreseen by the Cds.</p> <p>The oral test consists of a minimum of three questions on the teaching programmes</p> <p>Personalized methods for verifying learning will be prepared in the presence of special educational needs certified and recognized according to University directives</p> |
| <b>Assessment criteria</b> | <p>Knowledge and understanding: knowledge of the course contents; ability to adequately interrelate the contents themselves.</p> <p>Applied knowledge and understanding: argumentative coherence; clarity of presentation; analysis and synthesis skills; lexical mastery and punctuality.</p> <p>Independence of judgement: 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 knowledge acquired.</p> <p>Communication skills: possession of adequate expressive ability, specialist terminology and assertive relationship skills.</p> <p>Ability to learn: acquisition of basic inclusive social pedagogical awareness and competence.</p>  |

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| <p><b>Final exam and grading criteria</b></p> | <p>The final grade is awarded out of thirty. The exam is considered passed when the grade is greater than or equal to 18.</p> <p>The scores of the two intermediate written tests contribute 50% to the determination of the final grade, of which the weighted average rounded up will be calculated.</p> <p>The intermediate written tests will concern the topics covered respectively in the first and second part of the course and in particular those relating to the reference text n. 1 and no. 2. The test will consist of two open questions. The total time expected to carry out the test is 1 hour. The final score is obtained by considering, for each individual answer, the conceptual mastery (25%), the adherence of the answers to the outline (25%), the completeness of the answer (25%), the correctness of the exposition (25%)</p> <p>The oral test will cover all the topics covered in the course. The final score is obtained by considering, for each individual answer, the conceptual mastery (25%), the communicative ability to present and argue through appropriate language (25%), the ability to critically reflect on the topics addressed (25%) , autonomy of judgment (25%).</p> <p>The vote is expressed in thirtieths. The grade is based on: knowledge of the program; precision in exposure; ability to critically process the knowledge acquired.</p> <p>The criteria followed for the evaluation of learning outcomes expressed out of thirty are:</p> <p>Insufficient: 0-17<br/>Lack of, incomplete and inadequate knowledge of the fundamental topics contained in the program, use of inappropriate vocabulary by candidates</p> <p>Sufficient: 18-20<br/>Sufficient knowledge of the fundamental topics contained in the program and overall adequacy of the vocabulary used by the candidates</p> <p>Fair: 21-23<br/>Fair knowledge of the fundamental topics contained in the program, fair argumentation and connection skills between the various topics, through the use of an adequate vocabulary by the candidates</p> <p>Good: 24-26<br/>Good knowledge of the topics contained in the program, good ability for in-depth analysis and criticism, through the use of an adequate vocabulary by the candidates</p> <p>Distinct: 27-28<br/>More than good knowledge of all the topics contained in the program, more than good ability for in-depth analysis, connection between the different topics, criticism and mastery of the vocabulary on the part of the candidates</p> <p>Excellent: 29-30<br/>Excellent knowledge of all the topics contained in the program, excellent ability for in-depth analysis, connection between the different topics, as well as criticism and mastery of the vocabulary on the part of the candidates</p> <p>Excellent: 30L<br/>Excellent knowledge of all the topics contained in the program, excellent ability for in-depth analysis, connection between the different topics, criticism and mastery of the vocabulary on the part of the candidates.</p> |
| <p><b>Further information</b></p>             |   |