

General information	
Academic subject	Educational processes for social inclusion
Degree course	<i>Innovazione delle politiche di inclusione sociale</i>
Academic Year	Primo
European Credit Transfer and Accumulation System (ECTS)	9
Language	Italian
Academic calendar (starting and ending date)	First semester
Attendance	Not mandatory but strongly recommended

Professor/ Lecturer	
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Tutoring (time and day)	Monday 8.30 – 10.30

Syllabus	
Learning Objectives	<p>The course will allow students to:</p> <ol style="list-style-type: none"> 1. know the theoretical, cultural and methodological premises of pedagogy for social inclusion; 2. know the dimensions of integration and the inclusive, social and institutional perspectives of educational action; 3. to know good practices, social and institutional networks and methodological references to set up communications, interventions and educational projects that are indispensable in social action. 4. to know and activate methods of collaboration-interdisciplinary and inter-institutional cooperation to address social vulnerabilities. 5. know the operational tools of educational intervention and in particular those referring to research-action. 6. know how to take action in the search for interdisciplinary material relevant to the situations to be examined and faced. 7. give importance to the documentation functional to the cases handled, linked to the knowledge of the cultural and belonging as well as institutional contexts of a single person or his community in order to deal with situations of social criticality / vulnerability.
Course prerequisites	No prerequisites
Contents	<p>Through multiple perspectives, the course explores theoretical and methodological models in a pedagogical key and identifies experiences and good practices to respond in socio-educational and training terms to the challenges of social inclusion and active citizenship in current cultural, political and social scenarios.</p> <p>On the theoretical level, it is intended to initiate paths of knowledge and</p>

	<p>elaboration of a critical thinking on the meaning, on the institution, on the planning, on the evaluation of inclusive contexts responsible for developing educational and re-educational processes of support, accompaniment and individual and collective social recovery.</p> <p>On a practical level, starting from the analysis of specific cases, experiences and concrete problems in terms of social inclusion, we intend to progressively trace the pedagogical frameworks, the heuristic trajectories and the theoretical references capable of orienting the operational practice of the social worker to outline role, functions, duties of this professional figure. From here we go to analyze the "networking" between educational and personal services and generative welfare as a paradigm capable of guiding meaningful and effective educational processes in line with an inclusive pedagogical perspective with a plural, complex, democratic and problematic character.</p>
Books and bibliography	<p>Mandatory texts</p> <ol style="list-style-type: none"> 1. Ferrante A., Gambacorti Passerini M.B., Palmieri C. (2020). <i>L'educazione e i margini. Temi, esperienze e prospettive per una pedagogia dell'inclusione sociale</i>. Milano: Guerini Scientifica. 2. Muschitiello A. (2019). <i>La dimensione educativa nell'assistenza sociale. Per una fusione pedagogica di orizzonti nelle professioni sociali</i>. Milano: Franco Angeli <p>Texts of your choice</p> <ol style="list-style-type: none"> 3. Greco A. (2015). <i>Per una pedagogia dell'inclusione. A partire da Vygotskij</i>. Bari: Progedit. 4. Muschitiello A. (2012). <i>Dalle competenze alle capabilities. Come cambia la formazione</i>. Bari: Progedit.
Additional materials	<p>The "Mandatory Texts" must be studied in their entirety by both attending and non-attending students.</p> <p>Attending students will use the "Texts of your choice" for group work during the lessons on the basis of the indications given by the teacher.</p> <p>Non-attending students - in addition to the compulsory texts - will study in full one of the two "Choice texts" indicated.</p>

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
175	50	50	75
ECTS			
7	2	2	3
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	
Knowledge and understanding on:	<p>During the course, students will acquire:</p> <ul style="list-style-type: none"> • knowledge of the main theories and practices of social inclusion pedagogy • basic knowledge of the role, tasks and functions of the social worker
Applying knowledge and understanding on:	<p>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 interventions and practices of social inclusion in the light of the theoretical constructs learned.
Soft skills	<p>During the course the students:</p> <ol style="list-style-type: none"> 1. 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; 2. will acquire the skills of active listening and effective communication necessary for: <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; 3. will be proposed (with particular attention to work-experience methods and group activities) to develop in students: <ul style="list-style-type: none"> • ability to observe contexts and critically reflect on the dynamics that characterize them;

	<ul style="list-style-type: none"> • 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.
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Assessment and feedback	
Methods of assessment	2 written exemptions 1 oral exam
Evaluation criteria	<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.
Criteria for assessment and attribution of the final mark	The final grade is awarded out of thirty. The exam is passed when the grade is greater than or equal to 18.
Additional information	
	The teaching material (slides, schematizations, in-depth articles, etc.) will be made available to students attending the course.