

COURSE OF STUDY: INNOVATION OF SOCIAL INCLUSION POLICIES (LM-87)

A.A. 2023-2024

ACADEMIC SUBJECT: EDUCATIONAL PROCESSES FOR SOCIAL INCLUSION

Principali informazioni sull'insegnamento	
Academic Year	First
Periodo di erogazione	First Semester (18/09/2023-7/12/2023)
European Credit Transfer and Accumulation System (ECTS): /	9
SSD	MPED/01
Language	Italian
Modalità di frequenza	Attendance not mandatory

Docente	
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Organizzazione della didattica			
Ore			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
225	72		153
CFU/ETCS			
9			

Learning Objectives	
	The course will allow students to: 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;

	<p>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.</p> <p>4. to know and activate methods of collaboration-interdisciplinary and inter-institutional cooperation to address social vulnerabilities.</p> <p>5. know the operational tools of educational intervention and in particular those referring to research-action.</p> <p>6. know how to take action in the search for interdisciplinary material relevant to the situations to be examined and faced.</p> <p>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.</p>
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</p> <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
DD2 Applying knowledge and understanding on:	<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 interventions and practices of social inclusion 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>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 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</p>

	problematic character.
Reference texts	<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.
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	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

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>
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.

<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:</p> <p>Insufficient: 0-17 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</p>
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	<p>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	