

CORSO DI STUDIO *Educational and training sciences*

ANNO ACCADEMICO 2023-2024

DENOMINAZIONE DELL'INSEGNAMENTO *Philosophy and research methodology*

General information	
Year of the course	Second Year
Academic calendar (starting and ending date)	First Semester – October 2023 – December 2023
Credits (CFU/ETCS):	9
SSD	Theoretical Philosophy - M-FIL/01
Language	Italian
Mode of attendance	Attendance is recommended

Professor/ Lecturer	
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Virtual room	
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Tuesday from 11 a.m. to 1 p.m. in presence

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
225	50	10	165
CFU/ETCS			
9			

Learning Objectives	The Degree Course in Educational and Training Sciences provides graduates who will become professional socio-pedagogical educators (law 205/2017) and nursery educators (legislative decree 65/2017) with basic theoretical knowledge and operational skills in the sciences pedagogical and methodological-didactic, integrated by differentiated areas of knowledge and skills in philosophical, sociological and psychological disciplines, but always in relation to a prevalence of general training, relating to the theoretical, epistemological and methodological knowledge of educational problems in their different dimensions, including that of gender.
Course prerequisites	A basic knowledge of the philosophical thought of the main modern and contemporary authors is desirable. In any case, this pre-requisite is not necessary for the purposes of in-depth study of the contents of the Course.

<p>Teaching strategie</p>	<p>The reference methodology is DUGI (Group-Interactive University Teaching), of a phenomenological-group-analytic matrix which comes from the most important and modern scientific research conducted for decades in the Inter-university Research Center "Laboratory of Group Analysis and Epistemology" (CIRLaGE) of the Universities of Bari, Verona and Genoa.</p> <p>The innovative connotation of DUGI comes from the radical rethinking of the teacher-student relationship, no longer admissible in terms of frontal transmission of knowledge and theoretical knowledge.</p> <p>DUGI starts from group-analytic provisions to re-design the space-time coordinates of the academic "lesson" and thus offer the opportunity to experience the relationship between teacher and students and between students in a reticular manner, favoring the active and proactive participation of everyone.</p> <p>The objective of DUGI is to acquire the ability to go beyond theoretical knowledge, learning to use the latter as a starting or arrival point for the construction of critical thinking and for the problematization of the reality in which one is implicated from time to time.</p> <p>“Learning from experience” and “training change” are the prerequisites that animate the teaching methodology of DUGI which, consequently, is divided into a path that includes field work, group work, scientific seminars, phenomenological workshops on case studies.</p>
<p>Expected learning outcomes in terms of</p>	
<p>Knowledge and understanding on:</p>	<p>- the student will be able to know and analyze the philosophical-theoretical foundations underlying the method of investigation and phenomenological scientific research</p>
<p>Applying knowledge and understanding on:</p>	<p>- acquisition of philosophical-theoretical knowledge as an indispensable precondition for identifying the most suitable methodological paths to carry out the future profession of educator and trainer</p>
<p>Soft skills</p>	<ul style="list-style-type: none"> • <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> - <i>Through field experiences, group work, phenomenological reporting workshops on real data, the student will be able to activate his own critical and judgmental capacity regarding data collection, analysis and study of cases, situations professional relationships in which one may be involved from time to time and reflection on social, scientific or ethical issues connected to them</i> <i>Autonomy judgement</i> <i>At the end of the course the student must be able to</i> <ul style="list-style-type: none"> - <i>begin to recognize the critical function of theoretical-philosophical thought and language within future working contexts responsible for training, education and evaluation of the user</i> • <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> <i>At the end of the course the student must be able to</i> <ul style="list-style-type: none"> - <i>use critical-philosophical language and activate a first level of dialogic-scientific capacity</i> • <i>Capacities to continue learning</i> <ul style="list-style-type: none"> <i>At the end of the course the student must be able to</i> <ul style="list-style-type: none"> - <i>begin to recognize the risks of a standard application of pre-defined models of planning, evaluation, training and education, through the in-depth analysis and analysis of the theoretical coordinates underlying the question of method.</i>

Syllabus	
Content knowledge	<p>Experience, method and care of "being in a relational situation" interpersonally and professionally</p> <p>Through the Course and the proposed thematic focus, we intend to offer students (future operators in the field of training, evaluation and education) the opportunity to experience a path that develops on a dual level:</p> <ul style="list-style-type: none"> - Theoretical-philosophical - Methodological-experiential. <p>About the first level (theoretical-philosophical), students will be placed in a position to approach theoretical philosophy not as a mere summation of the thought of modern and contemporary authors and philosophers but rather as the ability to know how to question and question, from time to time, the thought of philosophers to try to construct a critical reflection on the phenomena that one will be able to observe within the professional reality of the educator and trainer. It will therefore be possible</p> <ul style="list-style-type: none"> - start a process of recognition of the critical function of philosophical thought and language within future professional contexts; - know and analyze the philosophical-theoretical foundations that underlie the method of investigation and scientific research; - activate one's critical thinking regarding the ability to observe and describe reality and consequently find the most suitable methodological paths to carry out one's future profession. <p>About the second level (methodological-experiential), we intend to undertake with the students an epistemological path that allows them to understand the fundamental theoretical and practical steps of the qualitative research methodology, capable of recognizing and understanding the lived experience as an object of scientific investigation. In particular, we intend to delve deeper</p> <ul style="list-style-type: none"> - the Husserlian phenomenological methodology, its theoretical assumptions and application potential; - how the phenomenological method can be applied to empirical sciences; - how it is possible, through the phenomenological method, to analyze the experiences found in the "here and now" of the educational relationship and training action. <p>The thematic focus that will allow the two levels to be kept together will be the interconnection between demand for training and demand for care.</p> <p>How is it possible to learn the culture of "taking care" within a training process? How is it possible, in the educational-training relationship, to create a continuum between self-knowledge and taking charge of others? How is it possible to recognize the characteristics of plasticity of the relationship between theory and practice in learning the exercise of "taking care"?</p> <p>To try to answer the questions outlined above, some theoretical-phenomenological categories will be addressed and explored in depth through which it will be possible for the student to work on the "here and now" of the educational-training relationship, to recognize each time his own positioning in the relational experiences of meaning: "me-others-the world".</p> <p>The theoretical categories to be explored in depth will be:</p> <p>context space time</p>

	<p>body-corporeity intentionality transcendental epoché <i>Einfühlung</i> (empathic process) Limit</p> <p>The course is based on the philosophical contribution of phenomenological thought (from Husserl to the representatives of Italian Phenomenology).</p> <p>The laboratory part will be carried out through the Phenomenological Laboratory of Perceptive Survey of Reality Data, aimed at acquiring the research attitude necessary to de-construct and re-construct, from time to time, the relational context within the training action.</p>
Texts and readings	<p>- Husserl E. (1911), <i>La filosofia come scienza rigorosa</i>, Laterza, Roma-Bari 2005;</p> <p>- De Mita G, Modugno A., d'Elia G., Guaragno S., Valenti S. (2023), <i>Tempo, spazio, corpo-corporeità, relazione comunicativa. Dialoghi per la ripartenza in un confronto trans-disciplinare e multi-esperienziale</i>, FrancoAngeli, Milano;</p> <p>Mortari L. (2023), <i>Fenomenologia empirica</i>, Il Nuovo Melangolo ed., Genova.</p>
Notes, additional materials	Husserl's text "Philosophy as a rigorous science" can be found in the library of the For.Psi.Com Department.
Repository	During the course, information on texts or in-depth articles will be provided, in line with the progress of the educational path. The material will be uploaded, from time to time, on the teacher's page.

Assessment	
Assessment methods	<ul style="list-style-type: none"> - Intermediate exercise on research work - Final oral exam
Assessment criteria	<ul style="list-style-type: none"> • <i>Knowledge and understanding</i> <ul style="list-style-type: none"> ○ theoretical knowledge of the philosophical authors of reference; ○ critical understanding skill • <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> ○ apply theoretical knowledge to the observation and description of reality skill; ○ de-construct and re-construct the training context skill; ○ identify and apply a research method skill • <i>Autonomy of judgment</i> <ul style="list-style-type: none"> ○ detect and process reality data skill • <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> ○ Acquisition of critical-philosophical language • <i>Communication skills</i> <ul style="list-style-type: none"> ○ Use of specific technical language • <i>Capacities to continue learning</i> <ul style="list-style-type: none"> ○ Ability to approach original texts ○ Acquisition of the meaning and epistemological foundation of theories
Final exam and grading criteria	The final grade is expressed out of thirty. The exam is considered passed when the grade is greater than or equal to 18.
Further information	
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Bari, 26/06/2023

Il docente
