

COURSE OF STUDY *Degree Course in Legal Sciences for Immigration, Human Rights and Interculturality (L-14)*

ACADEMIC YEAR *2023-2024*

ACADEMIC SUBJECT *Pedagogy of Work for Inclusion*

General information	
Year of the course	<i>1st year</i>
Academic calendar (starting and ending date)	<i>IInd semester (February-May 2024)</i>
Credits (CFU/ETCS):	<i>6</i>
SSD	<i>M-PED/01 - General and Social Pedagogy</i>
Language	<i>Italian</i>
Mode of attendance	<i>Optional</i>

Professor/ Lecturer	
Name and Surname	<i>Adriana Schiedi</i>
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Department and address	<i>Ionic Department in Law, Economics and Environment – via Duomo n. 259, Taranto (Italy)</i>
Virtual room	<i>Microsoft Teams page of the course of Pedagogy of Work for Inclusion. Team code: caoufcs</i>
Office Hours (and modalities: e.g., by appointment, on line, etc.)	<i>Prof. Schiedi will receive on Tuesday at 11:00. Interested students can give notice by sending an email in advance.</i>

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<i>150</i>	<i>48</i>	<i>/</i>	<i>102</i>
CFU/ETCS			
<i>6</i>			

Learning Objectives
<i>The learning objectives of the course of study are primarily those qualifying for class L-14, in accordance with the guidelines of current legislation. Specifically, the course of study intends to provide, in addition to the necessary basic and characterizing legal skills, a broader cultural and specifically pedagogical (as a basic discipline, according to D.M. 987/2016, art. 8), philosophical, literary and intercultural education, in order to meet the specific needs of the Ionian territory, which has always been open to multiculturalism, and in line with the declared Euro-Mediterranean vocation of the Ionic Department. Within this framework, the course in Pedagogy of Work for Inclusion is meant to incentivize students to reflect on the matter of work under a specifically pedagogical lens, which takes into account its educational value for the identity construction of the subject/person in a context marked by profound transformations, due to the reconfiguration of production and market systems, changing demographic factors, and the ecological and digital transition. With regard to these aspects, which affect the individual and collective educability of the new generations, the</i>

	<i>course highlights the importance that theoretical and methodological reflection on the central issues of Pedagogy of Work (capacitations, new rights, community welfare) has for the professional profiles of the graduates of the course of study.</i>
Course prerequisites	<i>No prior knowledge is required in order to attend the course.</i>
Teaching strategies	<i>The course prospers the traditional frontal lecture as the main teaching method, as it proves to be adequate for the purpose of illustrating the proposed texts and contents and to foster the student's acquisition of knowledge. The capability to understand and apply the learning contents will instead be examined through a didactic methodology with practical effects, which may include dialogical lectures, case analyses, the presentation of an original research, as well as seminars for in-depth thematic analysis. These teaching strategies allow the student to identify in time any critical points in his learning process and the lecturer to adopt adequate forms of compensation.</i>
Expected learning outcomes in terms of	
Knowledge and understanding on:	<ul style="list-style-type: none"> ○ the origins and developments of the discipline; ○ the lexicon of the discipline; ○ the epistemological aspects of the pedagogy of work; ○ the main themes of the course.
Applying knowledge and understanding on:	<ul style="list-style-type: none"> ○ the role of work in the complex society; ○ the value of work as a space for educating and training; ○ the fundamental issues of the debate on the pedagogy of work; ○ the concept of "skill" and its pedagogical values; ○ the importance of building a pedagogically founded organizational and work culture in order to support and enhance the development of professional communities so as to experience work as a space for an authentic realization of the self. ○ the main professional epistemologies; ○ the acquired knowledge to solve problems related to the job training.
Soft skills	<ul style="list-style-type: none"> ● <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> ○ to critically reflect on current scenarios for the "pedagogization" of work within organizations, also through the planning of targeted activities (such as dialogical lectures and attendance at seminars); ○ to identify possible premises for a learning planning aimed at developing anthropologically based professional skills; ○ to develop critical thinking on job training in view of the existential well-being of the worker; ○ to acquire the capability to integrate job knowledge in a pedagogical perspective, so as to manage the complexity of the issues relating to job orientation and professional training. ● <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> ○ to acquire the lexicon of the discipline, through the study of the proposed texts; ○ knowing how to clearly communicate the acquired knowledge, also through dialogue lessons and participation in thematic seminars; ○ be able to critically reflect and problematize the work by highlighting its pedagogical aspects. ● <i>Capacities to continue learning</i> <ul style="list-style-type: none"> ○ to frame the theme of work within an epistemological perspective in which theoretical and practical demands can coexist, mainly through the

	<p>study of the proposed texts;</p> <ul style="list-style-type: none"> ○ the capability to recognize within the panorama of studies on the pedagogy of work the orientations and perspectives for a situated professional education/self-education.
Syllabus	
Content knowledge	<p><i>The course intends to frame the problem of work within pedagogical reflection and in a semantic space in which ethical needs coexist and find their foundation in the very essence of human beings. Work is a peculiar human activity that involves the subject's body and mind, its feelings, emotions, the construction of its identity. In today's society, the development of new professional skills in work contexts (characterized by uncertainty, precariousness, flexibility) questions pedagogy, demanding new formative models in order to support the challenges of contemporary society with regard to the development of increasingly qualified human resources in both technological and human perspective. In addressing the pedagogy-work relationship, the course aims to recover the genesis of the discipline and its epistemological structure. Particular attention will be paid to the planning and training of human resources, to the paradigmatic models of work, to the community of practices, collaborative learning and professional skills.</i></p>
Texts and readings	<p>1) G. Alessandrini (Eds.), "Atlante di pedagogia del lavoro", FrancoAngeli, Milano 2018.</p> <p>2) A. Schiedi, "Lo sguardo fenomenologico sull'esperire scientifico-professionale. Per una lettura pedagogica costruttrice di senso", in "CQIA" ("Rivista Formazione, Lavoro, Persona"), n. 27, 2019, pp. 16-40 – the complete file of the journal is available at the following link: https://forperlav.unibg.it/index.php/fpl/issue/view/28/27.</p> <p>3) A. Schiedi, "Il lavoro come 'valore supremo' ed esperienza di autenticazione del sé. La proposta pedagogica di S. Weil", in "Nuova Secondaria", n. 7, 2020, pp. 36-38 – the complete file of the journal is available at the following link: https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwiwhbOBj-TsAhXJzaQKHRXqAycQFjAGEgQICRAC&url=http%3A%2F%2Friviste.gruppostudiu.m.it%2Fsites%2Fdefault%2Ffiles%2Fns7_web_1.pdf&usq=AOvVaw31g60WdCP8kpwyQLak_HB</p>
Notes, additional materials	/
Repository	<i>The teaching material is easily available in the best bookshops and via the links indicated in this syllabus.</i>

Assessment	
Assessment methods	<p><i>The examination will include an oral interview with the lecturer on the course content. The evaluation will focus on the following aspects: correctness of linguistic expression, originality, organicity, knowledge of the contents and methods proper to the pedagogical discipline, ability to use and connect the acquired knowledge, ability to argue critically and personally by reworking the acquired contents, richness and semantic-lexical mastery of pedagogy, ability to analyse and understand the contemporary educational reality also in terms of active citizenship.</i></p>
Assessment criteria	<ul style="list-style-type: none"> • <i>Knowledge and understanding</i> <ul style="list-style-type: none"> ○ The student must demonstrate: a) to know the origins and developments of the discipline; b) to know the lexicon of the discipline; c) to understand the epistemological aspects of the pedagogy of work; d) to understand the main themes. • <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> ○ The student must be able to: a) understand the role of work in the

	<p>complex society; b) understand the value of work as a space for educating and training; c) know the fundamental issues of the debate on the pedagogy of work; d) understand the concept of "skill" and its pedagogical values; e) understand the importance of building a pedagogically founded organizational and work culture in order to support and enhance the development of professional communities so as to experience work as a space for an authentic realization of the self; f) know the main professional epistemologies; g) apply the acquired knowledge to solve problems related to the job training.</p> <ul style="list-style-type: none"> • <i>Autonomy of judgment</i> <ul style="list-style-type: none"> ○ The student must be able to: a) critically reflect on current scenarios for the “pedagogization” of work within organizations; b) identify the possible premises for a learning planning aimed at developing anthropologically based professional skills; c) develop critical thinking on job training in view of the existential well-being of the worker; d) acquire the capability to integrate job knowledge in a pedagogical perspective, so as to manage the complexity of the issue relating to job orientation and professional training. • <i>Communication skills</i> <ul style="list-style-type: none"> ○ The student must demonstrate: a) to master the lexicon of the discipline; b) the capability to clearly communicate the acquired knowledge; c) to be able to critically reflect and problematize work by highlighting its pedagogical aspects. • <i>Capacities to continue learning</i> <ul style="list-style-type: none"> ○ At the end of the course, the student must demonstrate: a) the capability to frame the theme of work within an epistemological perspective in which theoretical and practical demands can coexist; b) the capability to recognize within the panorama of studies on pedagogy of work the orientations and perspectives for a situated professional education/self-education.
Final exam and grading criteria	<p><i>The final grade is given out of thirty. The exam is considered passed when the grade is greater than or equal to 18. The relevance of the answers, the ability to analyse, summarize and re-elaborate the contents will be evaluated. To achieve a high evaluation, the student must have developed independent judgment and adequate argumentation and exposition skills, as well as being able to demonstrate its assiduous participation in didactical activities. Praise is given in cases where all the answers, in addition to being correct on a formal and content level, present elements of particular depth and originality from a critical-reflective point of view.</i></p>
Further information	/