

General information	
Academic subject	<b>PEDAGOGIA DEL LAVORO PER L'INCLUSIONE</b>
Degree course	Legal sciences for immigration, human rights and interculturality
Academic Year	2022-2023
European Credit Transfer and Accumulation System (ECTS)	CFU 6
Language	Italian
Academic calendar (starting and ending date)	II semester (February – May 2023)
Attendance	No

Professor/ Lecturer	
Name and Surname	Adriana Schiedi
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Department and address	Ionic Department in Law, Economics and Environment – via Duomo, 259
Virtual headquarters	Microsoft Teams page of the course of Pedagogy of Work for the Inclusion
Tutoring (time and day)	The professor will receive on Tuesday at 11:00. Interested students can give notice by sending an email in advance

Syllabus	
<b>Learning Objectives</b>	<p>Knowledge and understanding on:</p> <ul style="list-style-type: none"> <li>o the origins and developments of the discipline;</li> <li>o the lexicon of the discipline;</li> <li>o the epistemological aspects of the pedagogy of work;</li> <li>o the main themes.</li> </ul> <p>Applying knowledge and understanding on:</p> <ul style="list-style-type: none"> <li>o the role of work in the complex society;</li> <li>o the value of work as a space for educating and training;</li> <li>o the fundamental issues of the debate on the pedagogy of work;</li> <li>o the concept of "competence" and its pedagogical values;</li> <li>o the importance of building a pedagogically founded organizational and work culture in order to support and enhance the development of professional communities capable of experiencing work as a space for authentic self-realization.</li> <li>o the main professional epistemologies;</li> <li>o the acquired knowledge to solve problems related to the job training;</li> </ul> <p>Making informed judgments and choices:</p> <ul style="list-style-type: none"> <li>o to critically reflect on current scenarios for a pedagogization of work within organizations;</li> <li>o to identify the possible premises for a learning planning aimed at developing an anthropologically based professional competence;</li> <li>o to develop critical thinking on job training in view of the existential well-being of the worker;</li> <li>o to acquire the ability to integrate knowledge on the job in a pedagogical perspective to manage the complexity of the issue relating to job orientation and professional training.</li> </ul> <p>Communicating knowledge and understanding:</p>

	<ul style="list-style-type: none"> <li>o to acquire the vocabulary of the discipline;</li> <li>o knowing how to clearly communicate the acquired knowledge;</li> <li>o be able to critically reflect and problematize the work by highlighting its pedagogical aspects.</li> </ul> <p>Capacities to continue learning:</p> <ul style="list-style-type: none"> <li>o the theme of work within an epistemological perspective in which theoretical and practical demands can coexist;</li> <li>o the ability to recognize within the panorama of studies on work pedagogy, the orientations and perspectives for a situated professional training / self-training.</li> </ul>
<b>Course prerequisites</b>	None
<b>Contents</b>	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, its emotions, the formation 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 capable of supporting 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 design and training of human resources, to the paradigmatic models of work, to the community of practices, collaborative learning and professional competence.
<b>Books and bibliography</b>	<p>1) G. Alessandrini (edited by), <i>Atlante di pedagogia del lavoro</i>, FrancoAngeli, Milano 2018.</p> <p>2) A. Schiedi, <i>Lo sguardo fenomenologico sull'esperire scientifico-professionale. Per una lettura pedagogica costruttrice di senso</i>, in "Cqia", Rivista Formazione-Lavoro-Persona, n. 27, 2019, pp. 16-40 – the complete file of the magazine is available at the following link: <a href="https://forperlav.unibg.it/index.php/fpl/issue/view/28/27">https://forperlav.unibg.it/index.php/fpl/issue/view/28/27</a>.</p> <p>3) A. Schiedi, <i>Il lavoro come "valore supremo" ed esperienza di autenticazione del sé. La proposta pedagogica di S. Weil</i>, in "Nuova secondaria", n. 7, 2020, pp. 36-38 – the complete file of the magazine is available at the following link: <a href="https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;ved=2ahUKEwiwhbOBj-TsAhXJzaQKHRXqAycQFjAGegQICRAC&amp;url=http%3A%2F%2Ffriviste.gruppostudium.it%2Fsites%2Fdefault%2Ffiles%2Fns7_web__1.pdf&amp;usg=AOvVaw31lg60WdCP8kpwQLak_HB">https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;ved=2ahUKEwiwhbOBj-TsAhXJzaQKHRXqAycQFjAGegQICRAC&amp;url=http%3A%2F%2Ffriviste.gruppostudium.it%2Fsites%2Fdefault%2Ffiles%2Fns7_web__1.pdf&amp;usg=AOvVaw31lg60WdCP8kpwQLak_HB</a></p>
<b>Additional materials</b>	

<b>Work schedule</b>			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<b>Hours</b>			
150	48		90
<b>ECTS</b>			
<b>Teaching strategy</b>	Frontal lessons, workshops and in-depth seminars.		

Expected learning outcomes	
Knowledge and understanding on:	<ul style="list-style-type: none"> <li>o the origins and developments of the discipline;</li> <li>o the lexicon of the discipline;</li> <li>o the epistemological aspects of the pedagogy of work;</li> <li>o the main themes.</li> </ul>
Applying knowledge and understanding on:	<ul style="list-style-type: none"> <li>o the role of work in the complex society;</li> <li>o the value of work as a space for educating and training;</li> <li>o the fundamental issues of the debate on the pedagogy of work;</li> <li>o the concept of "competence" and its pedagogical values;</li> <li>o the importance of building a pedagogically founded organizational and work culture in order to support and enhance the development of professional communities capable of experiencing work as a space for authentic self-realization.</li> <li>o the main professional epistemologies;</li> <li>o the acquired knowledge to solve problems related to the job training;</li> </ul>
Soft skills	<ul style="list-style-type: none"> <li>• <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> <li>o to critically reflect on current scenarios for a pedagogization of work within organizations;</li> <li>o to identify the possible premises for a learning planning aimed at developing an anthropologically based professional competence;</li> <li>o to develop critical thinking on job training in view of the existential well-being of the worker;</li> <li>o to acquire the ability to integrate knowledge on the job in a pedagogical perspective to manage the complexity of the issue relating to job orientation and professional training.</li> </ul> </li> <li>• <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> <li>o to acquire the vocabulary of the discipline;</li> <li>o knowing how to clearly communicate the acquired knowledge;</li> <li>o be able to critically reflect and problematize the work by highlighting its pedagogical aspects.</li> </ul> </li> <li>• <i>Capacities to continue learning</i> <ul style="list-style-type: none"> <li>o the theme of work within an epistemological perspective in which theoretical and practical demands can coexist;</li> <li>o the ability to recognize within the panorama of studies on work pedagogy, the orientations and perspectives for a situated professional training / self-training.</li> </ul> </li> </ul>

Assessment and feedback	
Methods of assessment	Oral examination.
Evaluation criteria	<ul style="list-style-type: none"> <li>• <i>Knowledge and understanding</i> <ul style="list-style-type: none"> <li>o the origins and developments of the discipline;</li> <li>o the lexicon of the discipline;</li> <li>o the epistemological aspects of the pedagogy of work;</li> <li>o the main themes.</li> </ul> </li> <li>• <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> <li>o the role of work in the complex society;</li> <li>o the value of work as a space for educating and training;</li> <li>o the fundamental issues of the debate on the pedagogy of work;</li> <li>o the concept of "competence" and its pedagogical values;</li> <li>o the importance of building a pedagogically founded organizational and work</li> </ul> </li> </ul>

	<p>culture in order to support and enhance the development of professional communities capable of experiencing work as a space for authentic self-realization.</p> <ul style="list-style-type: none"> <li>o the main professional epistemologies;</li> <li>o the acquired knowledge to solve problems related to the job training;</li> </ul> <ul style="list-style-type: none"> <li>• <i>Autonomy of judgment</i> <ul style="list-style-type: none"> <li>o to critically reflect on current scenarios for a pedagogization of work within organizations;</li> <li>o to identify the possible premises for a learning planning aimed at developing an anthropologically based professional competence;</li> <li>o to develop critical thinking on job training in view of the existential well-being of the worker;</li> <li>o to acquire the ability to integrate knowledge on the job in a pedagogical perspective to manage the complexity of the issue relating to job orientation and professional training.</li> </ul> </li> <li>• <i>Communicating knowledge and understanding and communication skills</i> <ul style="list-style-type: none"> <li>o to acquire the vocabulary of the discipline;</li> <li>o knowing how to clearly communicate the acquired knowledge;</li> <li>o be able to critically reflect and problematize the work by highlighting its pedagogical aspects.</li> </ul> </li> <li>• <i>Capacities to continue learning</i> <ul style="list-style-type: none"> <li>o the theme of work within an epistemological perspective in which theoretical and practical demands can coexist;</li> <li>o the ability to recognize within the panorama of studies on work pedagogy, the orientations and perspectives for a situated professional training / self-training.</li> </ul> </li> </ul>
<p>Criteria for assessment and attribution of the final mark</p>	<p>The evaluation will take into consideration the analysis of the process and the overall level of development of the learning achieved by the student. So that assiduous and active participation, full mastery of the contents, the ability to re-elaborate them and personal reflection will correspond to a positive judgment as full achievement of the learning objectives.</p>
<p><b>Additional information</b></p>	