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| <b>General Information</b> |                                       |
| Academic subject           | Pedagogy of Educational Relationships |
| Degree course              | Pedagogical studies                   |
| Curriculum                 |                                       |
| ECTS credits               | 6                                     |
| Compulsory attendance      | No                                    |
| Language                   | Italian                               |

|                        |                   |                            |         |
|------------------------|-------------------|----------------------------|---------|
| <b>Subject teacher</b> | Name Surname      | Mail address               | SSD     |
|                        | Silvana Calaprice | Silvana.calaprice@uniba.it | M/PED01 |

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| <b>ECTS credits details</b> | Disciplinary Field | SSD      | Credits |
| Basic teaching activities   | 11/D1              | M-PED/01 | 6       |

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| <b>Class schedule</b> |  |
| Period                | I Semester a.a.2019-2020   |
| Year                  | I  |
| Type of class         | Frontal lessons, jobs of group and seminars of close examination on thematic specifications of the course. |

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| <b>Time management</b>   |                  |
| Hours measured           | 1 h = 60 minutes |
| In-class study hours     | 40               |
| Out-of-class study hours | 110              |

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|--------------------------|---------------|
| <b>Academic calendar</b> |               |
| Class begins             | November 2019 |
| Class ends               | January 2020  |

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| <b>Syllabus</b>  |   |
| Prerequisite requirements                                    | It is necessary that the students have solid bases of history of the education and general and social pedagogy, as well as mastery of the methods of study.   |
| Expected learning outcomes (according to Dublin Descriptors) | <p><i>Knowledge and understanding</i><br/>The student must possess knowledge to theoretical and methodological level of the pedagogy with particular reference to the educational relationship.</p> <p><i>Applying knowledge and understanding</i><br/>Starting from the good knowledge of the discipline the student must be able to read critically the finalities, the formalities and the procedures of the relationships of care to be able to effect suitable interventions in the different educational and formative contexts.</p> <p><i>Making judgements</i><br/>The student must be able to appraise with critical spirit and in full autonomy of judgment the dynamics than in relationship and of educational care that can influence in positive or negative way the development of the subject.</p> <p><i>Learning Skills</i><br/>The student must develop the abilities to conduct interviews of consultation and educational planning in tuning with the dynamics of the partner-cultural contexts in which they will develop their own professional activity and the ability of learning they will be stimulated through activity of laboratory and experiential practices.</p> |

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| Contents            | The themes which will be dealt with: <ol style="list-style-type: none"> <li>1. Care relationship</li> <li>2. Role of Pedagogist and normative references</li> <li>3. Educational Planning</li> <li>4. Family and caring</li> </ol>  |
| Course program      |   |
| Bibliography        | CALAPRICE S. e NUZZACI A. (2017). <i>L'Ascolto nei contesti educativi. L'Infanzia e l'adolescenza tra competenze e diritti</i> . Ed. Pensa Multimedia, Lecce;<br>VANNA I. (2009, Ristampa 2018) <i>Quaderno della vita emotiva. Strumenti per il lavoro di cura</i> . Ed. Franco Angeli, Milano;<br>MARI G. (2019) <i>La Relazione educativa</i> . Ed. Scholé |
| Notes               | According to the students' interests, it will be possible to modify and improve the programme.  |
| Teaching methods    | The lessons are all strongly participatory, hinged on key concepts to be built together through shared reflection and debate, also with audio-visual support. The mode of cooperative research in the classroom and in personal study is encouraged.  |
| Assessment methods  | Evaluation in itinere and final. The one in itinere will be on the results of the workshop activities, the final one on a questionnaire.  |
| Further information |   |