



UNIVERSITÀ  
DEGLI STUDI DI BARI  
ALDO MORO

## Education and Training sciences

General information	
Academic subject	Philosophy and research methodology
Degree course	Education and Training sciences
Academic Year	II Year
European Credit Transfer and Accumulation System (ECTS)	9
Language	Italian
Academic calendar (starting and ending date)	October 2022 – January 2023
Attendance	attendance is recommended

Professor/ Lecturer	
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Tutoring (time and day)	Tuesday from 11.00 to 13.00 in attendance

Syllabus	
<b>Learning Objectives</b>	The Degree Course in <i>Training and Education Sciences</i> at the University of Bari prepares graduates who will become professional socio-pedagogical educators (pursuant to Law no. 205/2017) and nursery school educators (pursuant to Law decree no. 65/2017). More specifically, it provides graduates with basic theoretical knowledge and operational skills in pedagogical and methodological-didactic sciences, supplemented by differentiated fields of knowledge and skills in philosophical, sociological and psychological disciplines; in addition, students will also be provided with notions of general education relating to the theoretical, epistemological and methodological aspects of educational problems, including gender-related issues
<b>Course prerequisites</b>	Course prerequisites are not required
<b>Contents</b>	<p><b>“Einführung, relationship's context, formative action. Empathic process and signification of the professional interpersonal relationship”.</b></p> <p>The course intends to put students (future operators in the field of training, evaluation and education) in the conditions of</p> <ul style="list-style-type: none"> <li>- start a process of recognition of the critical function of thought and philosophical language within future work contexts;</li> <li>- know and analyze the philosophical-theoretical foundations that are the basis of the method of investigation and scientific research;</li> <li>- activate one's critical thinking about the ability to know how to observe and describe reality and consequently find the most suitable methodological paths to carry out one's future profession;</li> <li>- deepen the philosophical concept of <b>Einführung</b> (empathic process) to return it to its original meaning and recognize it in its connotation of perceptual process rather than of good educational practice.</li> </ul> <p>Course is based on the philosophical contribution of phenomenological thought (from Husserl to the representatives of Italian Phenomenology) and is divided into a theoretical part and a laboratory part.</p> <p>In the theoretical part some theoretical-phenomenological categories will be addressed and deepened through which it will be possible for the student to work on</p> <ol style="list-style-type: none"> <li>a) the “hic et nunc” of the educational-formative relationship, in order to recognize their own positioning in relational experiences of meaning: “I-the others-the world”</li> <li>b) on the concept of <b>Einführung</b> to recognize its authentic procedural nature that connotes it as an innate relational capacity.</li> </ol> <p>The theoretical categories to be explored will be:</p> <ul style="list-style-type: none"> <li>space</li> <li>time</li> <li>body</li> <li>corporeality</li> <li>intentionality</li> <li>transcendental epoché</li> </ul>

				The laboratory will be carried out through the Reality Data Perceptual Survey Phenomenological Laboratory, aimed at acquiring the research attitude necessary to de-construct and re-construct the relational context within the training action.
<b>Books and bibliography</b>				<ul style="list-style-type: none"> <li>- Stein E. (1917), <i>Il problema dell'empatia</i>, Ed. Studium, Roma (<b>passi scelti</b>);</li> <li>- Costa V., <i>Fenomenologia dell'educazione e della formazione</i>, La Scuola ed., Brescia 2015, (<b>passi scelti</b>);</li> <li>- De Mita G. – Modugno A., <i>Insegnare filosofia in Università. Riflessioni teoretiche verso nuovi scenari metodologici</i>, Franco Angeli 2020;</li> <li>- Ales Bello A. (2021), <i>Assonanze e dissonanze. Dal diario di Edith Stein</i>, Mimesis ed., Milano (<b>passi scelti</b>).</li> </ul>
<b>Additional materials</b>				The text "Il problema dell'empatia" is available at the For.Psi.Com Department Library.
<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>				
225	50	10	165	
<b>ECTS</b>				
9				
<b>Teaching strategy</b>				
				Group-Interactive University Didactic (DUGI); scientific seminars; Laboratories
<b>Expected learning outcomes</b>				
<b>Knowledge and understanding on:</b>				<ul style="list-style-type: none"> <li>• theoretical knowledge of the philosophical authors of reference;</li> <li>• critical understanding skills</li> </ul>
<b>Applying knowledge and understanding on:</b>				<ul style="list-style-type: none"> <li>• ability to know how to apply theoretical knowledge to the reading of reality;</li> <li>• ability to de-construct and re-construct the training context;</li> <li>• ability to identify and apply a research method</li> </ul>
<b>Soft skills</b>				<ul style="list-style-type: none"> <li>• <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> <li>• Ability to detect and process reality data</li> </ul> </li> <li>• <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> <li>• Acquisition of critical-philosophical language</li> </ul> </li> <li>• <i>Ability to learn independently</i> <ul style="list-style-type: none"> <li>• Ability to approach original texts</li> </ul> </li> <li>• <i>Capacities to continue learning</i> <ul style="list-style-type: none"> <li>• Acquisition of the meaning and epistemological foundation of the theories</li> </ul> </li> </ul>

<b>Assessment and feedback</b>	
<b>Methods of assessment</b>	<ul style="list-style-type: none"> <li>- Intermediate exercise on research work</li> <li>- Final oral examination</li> </ul>
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>• <i>Knowledge and understanding</i></li> <li>• the student will be placed in the conditions of knowing and analyzing the philosophical-theoretical foundations underlying the method of investigation and scientific research</li> <li>• <i>Applying knowledge and understanding</i></li> <li>• acquisition of philosophical-theoretical knowledge as an indispensable pre-condition for identifying the most suitable methodological paths to carry out the future profession of educator and trainer</li> <li>• <i>Autonomy of judgment</i></li> <li>• begin to recognize the critical function of thought and theoretical-philosophical language within future work contexts in charge of training, education and user evaluation</li> <li>• <i>Communicating knowledge and understanding</i></li> <li>• Acquisition of critical-philosophical language</li> <li>• <i>Capacities to continue learning</i> through the deepening and analysis of the theoretical coordinates underlying the question of the method, the student will have the necessary tools to begin to recognize the risks of a standard application of pre-defined models of design, evaluation, training and education. "Learning to unlearn" (Abercrombie-Giordano model)</li> </ul>
<b>Criteria for assessment and attribution of the final mark</b>	The final grade is out of thirty. The exam is passed when the grade is greater than or equal to 18.
<b>Additional information</b>	

Il Docente  
