COURSE OF STUDY: PEDAGOGICAL SCIENCES
ACADEMIC YEAR: 2023-2024
ACADEMIC SUBJECT: SOCIOLOGY OF TRAINING

General information	
Year of the course	First year
Academic calendar (starting and ending date)	March-May 2024
Credits (CFU/ETCS):	9
SSD	Sps/08
Language	Italian
Mode of attendance	Not compulsory

Professor/Lecturer	
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Virtual room	Teams Code: 2e3gd3k
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Please see https://www.uniba.it/docenti/morciano-daniele/attivita-didattica

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
60	40	20	
CFU/ETCS			
9	6	3	

Learning Objectives	Develop the ability to use sociological concepts and theories in research and observation activities aimed, in particular, at the conception and development of educational-training projects based on the integration between formal, non-formal and informal contexts/methods.
Course prerequisites	Basic knowledge of reading, understanding and critical reflection in the field of socio-psycho-pedagogical sciences applied to educational-training contexts and processes

Teaching strategies	
	Frontal lessons supplemented by group discussions, laboratory exercises and reading/viewing of in-depth materials.

Expected learning outcomes in terms of	
Knowledge and understanding on:	Good level of knowledge and understanding of the basic topics of the subject, in particular on the relationship between education and society, socialization processes, the plurality of educational agencies, training institutions. Good level of knowledge on the evaluation of the educational-training impact deriving from participation in spaces dedicated to youth creativity.
Applying knowledge and understanding on:	Ability to apply the theoretical tools and concepts of the subject in the conception and planning of educational-training interventions based on the cooperation between a plurality of formal and non-formal agencies, as well as on the enhancement of digital media as a learning resource.
Soft skills	*Making informed judgments and choices* Advanced level of critical thinking and reflexivity gained through the application of analytical tools of sociology in the observation and analysis of educational processes in a historical perspective and in contemporary society. To this end, students will be involved in group workshops aimed at developing an educational-training project within a space dedicated to youth creativity. *Communicating knowledge and understanding* At the end of the program, good writing and oral expression skills are expected on the key topics covered by the study of the course, through the appropriate use of the theoretical concepts and scientific language of the sociology of education. These skills will be developed through participation in group workshops and

	presentation of the final results in the classroom.
	Capacities to continue learning A good level of study skills, self-learning, use of the web to search for information and in-depth content, cooperative learning is expected. These skills will be developed through the research and analysis work foreseen in the group laboratories.
Content knowledge	The program will start from an overall framework on the plurality of educational-training agencies, sources and learning resources spread throughout the territory, in life contexts, in the offline and online space, so as to reconstruct a concept of "education" capable of guiding observation of the enlarged and plural training environment in which the educational-training paths of young people and adults are located. The main theories and research on the relationship between society and education will therefore be reviewed, with particular reference to how the educational experience is intertwined with the processes of socialization, to the paths of construction and re-construction of identity, to the plurality of socialization and education agencies (school and university, family, old and new media, peer groups and youth cultures, cultural and educational associations, training organizations operating in the non-formal sphere). The second part of the program provides for the choice between two possible themes: - **The educational impact of youth spaces**: effects and processes of change triggered on the training, work and life paths of young people thanks to participation in activities offered by youth spaces, with particular attention to spaces capable of stimulating/supporting the direct participation of young people in the conception, design and implementation of projects - **The integration between actors and processes of formal, non-formal and informal education**: educational polycentrism, theories on integration, logics and practices of integration in Italy, youth work as an agent of integration between a plurality of contexts and sources of learning
Texts and readings	Ribolzi Luisa (2020). Crescere nella società. Lineamenti di Sociologia dell'educazione. Mondadori Università / chapter 1, 2, 3 e 4 (study of the rest of the book is optional) Daniele Morciano, Scardigno Fausta (2023), *Culture giovanili e spazi trasformativi. Una ricerca sui processi creativi che generano il cambiamento*, Libreriauniversitaria.it edizioni

	Merico Maurizio, Scardigno Fausta (a cura di) (2022), *Il continuum dell'educazione. Teorie, politiche e pratiche tra formale, non formale e informale*, Ledizioni (chapter 1, 2, 3, 4, 5, 6) During the course, the teacher will provide further readings of short articles and essays on the relationship between culture, training processes and local development dynamics (one article or essay chosen from those proposed by the teacher). Furthermore, for the practical exercise, the teacher will provide a specific guide to be used in the design and drafting of the project.
Notes, additional materials	
Repository	The teaching material will be available in the Teams class which will be created on the platform at the start of the course.

Assessment	
Assessment methods	Oral exam on the reference texts and discussion of the project developed in the laboratory.
Assessment criteria	· *Knowledge and understanding* Basic level of understanding of theoretical frame of sociology of education applied to training processes. Good level of knowledge on the relationship between training, education and socialization Good level of knowledge of the monographic part of the course · *Applying knowledge and understanding* Reflection on case or examples of programs, projects or policy in the training field, by using theories and concepts of sociology of education · *Applying knowledge and understanding* Good level of ability in the application of sociological theories and concepts in the observation and critical reflection of educational and training processes, as well as on the design of a training project in the non-formal education context · *Autonomy of judgment* Good level of competences in the application of sociological theories and concepts to the observation and critical reflection of key-issues addressed in the course · *Communication skills* Good synthesis skills of the theoretical-conceptual frameworks of the subject. Good ability to present the phenomena of interest in the subject in oral and written form, adopting the specific

	sociological glossary · *Capacities to continue learning* good ability to autonomously search for complementary and supplementary learning resources with respect to those offered by the course, in particular through the use of access devices to learning resources in the digital space.
Final exam and grading criteria	The final grade is awarded out of thirty. The exam is passed when the grade is greater than or equal to 18 The final grade will consider the ability to present and discuss on each topic proposed by the teacher or student, giving equal importance to all the expected learning outcomes
Further information	