Pedagogical Sciences

General information	
Academic subject	Sociology of training
Degree course	Pedagogical Sciences
Academic Year	2022-2023
European Credit Transfer and Accumulation System (ECTS)	60
Language	Italian
Academic calendar (starting and ending date)	March-May 2023
Attendance	Not compulsory

Professor/ Lecturer	
Name and Surname	Daniele Morciano
E-mail	Daniele.morciano@uniba.it
Telephone	
Department and address	Dipartimento di Scienze della Formazione, Psicologia, Comunicazione. Palazzo Chiaia-Napolitano, Via Scipione Crisanzio, 42, 70122 - Bari
Virtual headquarters	
Tutoring (time and day)	Please see: https://www.uniba.it/docenti/morciano-daniele/attivita-didattica

Syllabus	
Learning Objectives	Using major sociological concepts and theories for the observation, research, planning and pedagogical consultancy directed to educational/training agencies, both private and public. Particular attention should be accorded to the processes and challenges of integration between formal, non formal and informal education and learning Developing skills to support the reflexivity of professionals operating in education and training, in the face of the increasing uncertainty, instability and complexity at social, institutional and economic level, along with the need to address the educational inequalities affecting the life paths of young people and adults.
Course prerequisites	Basic knowledge in the field of psychological, pedagogical and social sciences applied to educational and training processes and contexts
Contents	The course will start with a general overview on the different educational and training agencies, as well as on the different sources and forms of learning in the forma, non formal and informal sphere. In this way, a concept of education will be build in order to explore the extended educational environment in which training path occurs among young people and adults. The program will include the main theories and research on the relation between society and education, with particular attention to how training experiences intertwine with socialization processes, the identity work, the plurality of educational and training agencies (schools, universities, old and new media, peer groups, youth cultures, educational and cultural associations, training providers in the non formal context). The first part of the course will end with the main classical sociologists of education, for how they help to understand the main changes occurred in the

	educational system since 80s to nowadays. Main issues explored will be cultural capital, educational inequalities, power and education, education in post-modernity, reflexivity in the liquid modernity. The second part of the course will offer the following three lines of monography study: - *Youth work in Europe and* Italy: actors, practices, policy, perspective of professional development and recognition - *The integration between formal, non formal and informal education*: theories and model of integration, potentials and limits of integration in Italy - *Reflexivity in educational work and organizations:* how reflexivity help to critically deconstruct implicit theories of action that are embedded in the professional habitus (schemes of action, routines, thought styles etc.) in order to develop new and more effective theories of actions that help to improve practice - *How the education system reacted to the first wave of Covid-19:* the hard lockdown during the first wave of the pandemic (March-June 2020) has jeopardized the efficacy of the education system and its inclusivity, making clear its endemic weaknesses. The challenge revealed unexpected capabilities of teachers, students and families and the difficulty of institutional level to shape a new regime in providing education and ensuring quality and equality, as well as criticalities, tensions and contradictions-
Books and bibliography	Ribolzi Luisa (2020). *Crescere nella società. Lineamenti di Sociologia dell'educazione*. Mondadori Università Books, articles and essays of one of the following themes: **1) Youth work in Europe and Italy** Morciano Daniele (2021). *Youth work in Europa e in Italia. Conoscere per ri-conoscere l'animazione socioeducativa*, Meltemi **2) Reflexivity in educational work and organizations** Merico Maurizio, Scardigno Fausta (2023). *Il continuum educativo. Teorie, politiche ed esperienze tra formale, non formale e informale*. (forthcoming book) **3) Reflexivity in educational work and organizations** Morciano D., Polito A. (2023). *Per una sociologia sui condizionamenti istituzionali latenti nella pratica insegnante: i Work Discussion Group come metodo di ricerca-intervento* (forthcoming article) Pentucci M. (2018). "I formati pedagogici", chapter 5 of the book "I formati pedagogici nelle pratiche degli insegnanti", Franco Angeli, free download at: https://series.francoangeli.it/index.php/oa/catalog/book/305 Nuzzaci, A. (2011). Pratiche riflessive, riflessività e insegnamento. Articolo pubblicato nella rivista STUDIUM EDUCATIONIS-Rivista semestrale per le professioni educative, (3), 9-28. Free download at: https://ojs.pensamultimedia.it/index.php/studium/article/view/686 Colombo M. (2005). "Dalla riflessività alle pratiche riflessive. La svolta creativa in educazione", chapter included in the book *Riflessività e creatività nelle professioni educative. Una prospettiva internazionale*, Vita e Pensiero, pp. 7-34 (available in the University Library system) **4) How the education system reacted to the first wave of Covid-19** Colombo, M., Romito, M., Vaira, M., & Visentin, M. (2022). *Education and Emergency in Italy: How the Education System Reacted to the First Wave of Covid-19.* Brill, https://brill.com/display/title/63288

Additional materials	

Work schedule	

Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
60	40	20	
ECTS			
9 cfu			

Teaching strategy	
	Lectures and group discussions

Expected learning outcomes	
Knowledge and understanding on:	o Basic knowledge on the application of sociology of education in the pedagogical professional context. Advanced knowledge on the educational and training process from a sociological perspective
Applying knowledge and understanding on:	o Applying theoretical frame sand concepts in the observation, analysis, planning, and consultancy included in the pedagogical professional work
Soft skills	· *Making informed judgments and choices* Advanced critical thinking in the analysis and understanding of educational and training process in the contemporary society

	· *Communicating knowledge and understanding* Writing and communication skills on the key themes of the course, by applying the specific scientific glossary of sociology *Capacities to continue learning* Good level of self-learning skills, including the use of web to look for information and detailed contents, as well as the cooperative learning during the work group

Assessment and feedback	
Methods of assessment	An oral exam is based on the presentation of concepts, theoretical frameworks, and significant issues include in the program, selected by the teacher and/or proposed by the student. Any midterm exam will be communicated by the teacher at the beginning of class.
Evaluation 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 · *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.
Criteria for assessment and attribution of the final mark	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

Additional information	