# . - Educational Methodologies for Preventinon of Marginalisation

## Prof. Roberto Franchini

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to provide theoretical knowledge on the phenomena of marginality and deviance, as well as the practical skills for managing critical situations, beginning with the recognition of the educational needs of the subjects involved.

To begin with, the course will clarify the scenario in which marginality and deviance are found, within a context of transition from a Welfare State mindset to that of community welfare.

In this context, the course aims to provide the skills for designing "second welfare" initiatives and interventions, with a view to the increasing the capacities of people and networks.

Specific attention is paid to preventive methodologies, through the study of the particular configuration of early education (segment 0-3) which proves to be effective in combating social marginalisation.

And finally, through case analyses, the course then seeks to stimulate reflection on the profile of the educator who works with marginality and deviance, with particular emphasis on pedagogical planning tools and teamwork.

At the end of the course, students will be able to

* Know and understand the fundamental elements which structure marginality and the main interpretative theories of the phenomenon
* Know and understand the historical and social scope of welfare models and educational organisations which translate on an institutional level;
* Learn the organic framework of the fundamental elements of the aims of educational action and the nature of educational and training processes in relation to personal development and different life situations;
* Understand the educational needs and resources of people in a complex and articulated manner, in relation to their age and condition, with particular reference to people living in difficult conditions and marginalised people.
* Understand the nature, scope and constraints of different educational agencies, their aims and their role in the current social context, envisaging the necessary changes for tackling new generative scenarios;
* acquire the planning logic that responds to the most effective strategies and techniques for early educational intervention (0-3 cycle) capable of preventing marginalisation

***COURSE CONTENT***

1. Epistemological issues and conceptual details on marginality, deviance and social exclusion.

2. Old and new forms of marginality and deviance.

3. People at risk of marginality, deviance and social exclusion.

4. The role of early education (0-3 cycle) in preventing marginalisation: models and guidelines.

5. From Welfare State to Community Welfare: caring for the networks

6. The educator's profile: knowledge, skills and operational tools.

7. Pedagogical planning in the contexts of marginality, deviance and social8 exclusion: observation, evaluation and action.

8. The life project in the person with disabilities between inclusion and self-determination.

9. Rethinking residential contexts

***READING LIST***

Compulsory text:

L. D’Alonzo, *Marginalità e apprendimento,* La Scuola, Brescia, 2016

One of the following:

M. K. Nevo, *Speranza radicale. Lavoro sociale e povertà,* Erickson 2021

Ricerca e sviluppo erickson, *Bisogni educativi speciali al nido e alla scuola dell’infanzia. Strategie efficaci per educatori e insegnanti,* Erickson 2021

A.Canevaro, M.Gianni, L.Callegari, R.Zoffoli, *L’accompagnamento nel progetto di vita inclusivo,* Erickson 2021

K.Robinson, *Scuola creativa. Manifesto per una nuova educazione,* Erickson 2016

F. Iurlaro, *Sarà un paese per vecchi. Idee per valorizzare l’età anziana, innovare le politiche di cura, costruire il futuro dei servizi,* Dapero 2021

***TEACHING METHOD***

Lectures with materials made available in advance to the student on the Blackboard platform. In addition, some project work will be carried out according to the lecturer’s work assignment. Students must upload the products they created in the project-work on Blackboard, as evidence of their learning.

***ASSESSMENT METHOD AND CRITERIA***

The exam is oral.

The elements considered for the assessment will be: clarity of presentation, knowledge of the general lines of the subject, critical reflection, ability to connect general issues to the issues relating to the insights specified in the reading list.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG, or on the Faculty notice board.