# Pedagogy of Social Processes (2023/2024)

## Prof. Livia Cadei

### **Text under revision. Not yet approved by academic staff.**

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

The course aims to offer an in-depth study of the pedagogical theories and topics that form the debate in the field of educational cultures.

Students will be guided towards the knowledge and understanding of the educational and formative social processes within the epistemological and the methodological field of the discipline of pedagogy. In particular, the course will explore the knowledge and the research related to the cultural challenges of contemporary education, in order to raise citizens and professionals.

Starting from the latest works by UNESCO on education in the contemporary globalised society, and thanks to the development of their intercultural skills, students will be able to reflect upon the challenges and the future of educational and formative social processes.

During the second part of the course, students will have the opportunity to approach the world of educational work, with a focus on its specific skills, in order to promote a productive dialogue between psychological and educational professions,

The course aims to:

* allow students to acquire the pedagogical categories and the main issues related to the culture of education and educational work;
* promote the knowledge and understanding of cultural and educational processes;
* read the contemporary evolution of education, with a focus on fundamental human rights and sustainability in a global world that is changing rapidly;
* carry out a pedagogical reflection upon the topics shared with the psychological culture.

*Knowledge and understanding*

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

* recognise the educational and the formative social processes that structure the discipline of pedagogy
* identify the elements of the contemporary debate on the topics of education
* identify the specific skills of educational work

*Ability to apply knowledge and understanding*

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

* design their own personal pathway towards the in-depth knowledge of specific topics analysed during the course through the use of sources and the comparison of experiences

*Independent judgement and Communication skills*

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

* approach knowledge in a conscious and critical way, managing to discuss its contents;
* develop their ability to carry out a critical-interpretive elaboration of educational and formative social processes
* approach the methodology of collective work and the sharing of experiences.

***COURSE CONTENT***

The course aims to offer an in-depth study of the pedagogical theories and topics that structure the debate in the field of educational cultures.

It is composed of two modules

**MODULE 1**

***Unit 1***

On the basis of the latest works by UNESCO, the course will explore the following topics:

* the development of education in the contemporary globalised society
* the ‘new social contract’ for education, based on the new types of cooperation and solidarity, and for a new culture of the research on education.

***Unit 2***

From the point of view of intercultural skills:

- knowledge of the conceptual, epistemic models of intercultural pedagogy, in order to prevent exclusion and promote social cohesion, through long-lasting synergies.

 - particular attention will be paid to some social phenomena (e.g. caregivers, unaccompanied foreign minors), that stimulate the pedagogical reflection upon the construction of a collective solidarity network and an active and participatory citizenship

**MODULE 2**

An introduction to the skills of educational work, in order to strengthen the interdisciplinary knowledge between pedagogy and psychology:

* guide students towards the discovery of the complexity of thought, and in particular reflexive thinking, in their cognitive development, education, and everyday and professional life;
* define learning pathways for the topics related to educational work and their relationship with the psychological culture.

***READING LIST[[1]](#footnote-1)***

Compulsory textbooks:

* UNESCO, *Reimagining our Futures Together: A New Social Contract for Education,* by International Commission on the Futures of Education*.* UNESCO Publishing, 2021 (ISBN 978-92-3-100478-0, available online).
* UNESCO *"Intercultural competences: A conceptual and operational framework."* (Paris, France: **UNESCO**, 2013 available online).
* Cadei, L., Simeone D., Serrelli, E., Abeni L. (eds.), *L’altro educatore. Verso le competenze di secondo livello*, Scholé, Brescia, 2022 (6 Chapters of their choice) [Buy from V&P](https://librerie.unicatt.it/scheda-libro/autori-vari/laltro-educatore-verso-le-competenze-di-secondo-livello-9788828403678-704950.html)

Some readings will be suggested by the following textbooks :

P. Reggio - M. Santerini (edited by), *Le competenze interculturalei nel lavoro educativo,* Milan, Carocci, 2013.

R. Deluigi, *Legami di cura. Badanti, anziani e famiglie*, Milan, Franco Angeli, 2017.

R. Deluigi, C*ome fosse casa tua...Comunità Lella: un modello di ingegneria dell’educazione,* Progedit, Bari, 2020.

***TEACHING METHOD***

The classroom lectures will include theoretical and historical contributions and examples taken from recent events; the course will alternate between frontal lectures, individual/group works and seminars; where necessary, it will be supported by the use of multimedia tools in order to make examples and trigger reflection.

***ASSESSMENT METHOD AND CRITERIA***

Oral exam aimed to assess the knowledge of the course content.

The assessment aims to verify the students’ knowledge of the topics included in the course content and the development of skills related to what they have learnt; furthermore, the oral exam aims to assess the appropriate use of the terminology, the ability to use argumentation to create a structured and coherent discourse, and the capacity to carry out a critical reflection upon education-related issues; also, students will be asked to reason about examples or specific situations and find connections between contents.

***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.

1. The textbooks indicated in the reading list can be purchased at UCSC libraries or from any other reseller. [↑](#footnote-ref-1)