# **Pedagogic-Educational Competences**

Prof. Alessandra Gargiulo Labriola; Prof. Rita Locatelli

[This module is taken from the Master's Degree Course in Philosophy named “*Models and Projects in Educational and Training Services*”]

Module 1: *Prof. Alessandra Gargiulo Labriola*

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

The course aims to guide students through grasping some emblematic lines that characterise the pedagogical profession in helping relationships and the relationship between the development of key citizenship competences and educational work.

The intended learning outcomes at the end of the course are:

1. To know and be able to critically use theoretical approaches to the study of pedagogical competence in personal services.

2. Critically reflect on pedagogical competence with some references to the development of life skills in educational action.

3. Recognise and interpret personal and social development paths in the field of gender and age diversity.

***COURSE CONTENT***

1. Pedagogical competence as a right to education in the general framework of human rights: the centrality of the individual and job training.

2. The *capability approach* of M. Nussbaum.

3. Perspectives and training practices in educational services between listening and proximity learning.

***READING LIST***

A. Gargiulo Labriola, *La competenza pedagogica. Tra centralità della persona e formazione al lavoro*, Pensa MultiMedia, Lecce, 2021. In print.

G. Alessandrini-M. Mallen (edited by*), Diversity management. Genere e generazioni per una sostenibilità resiliente*, Franco Angeli, Milan, 2014.

***TEACHING METHOD***

To encourage learning from experience, active participation - including online participation - of students is required: lectures, case analyses, classroom practical exercises are provided through group activity and audiovisuals.

***ASSESSMENT METHOD AND CRITERIA***

The learning assessment is carried out through an oral exam on the fundamental elements of the specified programme, with reference to the knowledge of the volumes listed in the reading list, and the ability to argue and critically reflect on the various contents related to pedagogical sciences and personal services.

The assessment will be based on the following elements:

* relevance of answers and presentation effectiveness,
* appropriate use of pedagogical terminology,
* argumentation skills,
* acquisition of an organic framework of knowledge,
* ability to make conceptual connections,
* ability to critically rework the contents learnt,
* ability to master concepts and categories typical of the pedagogical-educational debate.

***NOTES AND PREREQUISITES***

There are no content-related prerequisites for attending the course.

*In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.*

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.

Module 2: *Prof. Rita Locatelli*

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

The course aims to critically focus the concept of competence in the pedagogical-educational field with special reference to the theorisation of this concept from a European and international perspective. It also aims to define and analyse second-level pedagogical-educational competences in educational services and professions.

With regard to the intended learning outcomes, at the end of the course, students must be able to:

* know and understand the concept of pedagogical competence and its historical evolution;
* describe the categorisation of skills with reference to theorisation in the European and international context;
* know and understand the theoretical-practical dimension of the notion of competence;
* describe, with appropriate vocabulary, the second level skills;
* understand and recognise the purposes of second level skills in educational services and professions.

***COURSE CONTENT***

1. The concept of competence between past, present, and future: relevance and theoretical evolution of competences from a European and international perspective.
2. The categorisation of skills: the importance of ‘soft’, ‘transferable’ and ‘non-cognitive’ skills.
3. Second-level skills in educational services and professions: working as a team, reflecting in supervision, narrating professional practice, experimenting with humour in helping relationships, seeking opportunities for change, acting ethically and establishing tutorship relationships between colleagues.

***READING LIST***

* *La Scuola: Laboratorio di Futuro – Volume I*, «Quaderni di pedagogia della scuola », 2, 1 (2022).
* L. Cadei-D. Simeone-E. Serrelli-L. Abeni, *L’altro educatore. Verso le competenze di secondno livello*, Scholé - Morcelliana, Brescia 2022.

***TEACHING METHOD***

The method used for conducting the course includes lectures, seminars and testimonials from qualified professionals.

***ASSESSMENT METHOD AND CRITERIA***

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