**Workshop: Educational problems for individuals in contexts of marginality**

Prof. Luisa Piarulli

***WORKSHOP AIMS AND INTENDED LEARNING OUTCOMES***

*Introduction*

The pandemic crisis that hit our millennium has brought to light the growth of worrying social, cultural, and psychological phenomena that have involved people in all age groups. Particular attention is paid to its impact on adolescents who are already living one of the most delicate phases of life. Therefore, for an effective recovery, today more than ever, educational-pedagogical knowledge and specific competences need to be implemented according to contexts and various situations.

The workshop activities will focus on some phenomena that have affected adolescents and which seem to have worsened following the pandemic: increase in early school leaving and dropout, increase in forms of emotional distress including actual mental disorders, evidence of greater risks deriving from the virtual world, loneliness of students with disabilities, weakness of inclusive processes. For this purpose, the activities offered will be designed to reinforce tools, methodologies and educational interventions aimed at the rehabilitation, recovery, and support of adolescents and their reference figures, so that everyone can have the basic conditions for the construction of a good life plan, according to the principle of “equal opportunities”.

*General aims*

* Acquire awareness of one's own pedagogical professionalism;
* consolidate the identity and professional role of pedagogist;
* reinforce the knowledge of the tools of “pedagogical advice”;
* training in planning competence starting from the collection and reading of the objective data provided by the territory and the systematic verification of the results;
* practice reflective thinking and self-care;
* training in comparison and co-planning, being aware that educating requires a holistic look, empathy, and co-responsibility.

*Workshop aims*

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

- translate the analysis of contexts into the formulation of educational and training problems;

- identify needs and goals;

- formulate verifiable objectives;

- choose methods, techniques and tools that are functional to the subjects and contexts of reference;

- define the time for the intervention;

- identify resources;

- provide for monitoring tools.

*Methods*

The favourite methodology will be group work. Materials and references will be provided for in-depth study in class and independently, for reflection on the most effective pedagogical methodologies. The aim is to enhance students’ planning ability/designing interventions in the field, paying particular attention to the documentation phase, personal experience, as well as the analysis of the resources provided by the territory.

The socialisation in the classroom of the project resolutions regarding “cases/stories” proposed by the lecturer will allow discussion, opinion sharing, consideration of the importance of communication, empathic and relational skills, the awareness that self-knowledge is fundamental in educational work, as well as the willingness to self-assessment and continuous self-training.

***DESCRIPTION OF THE ACTIVITIES***

The course includes an analysis of **“case simulation”** relating to minors who live in specific and, unfortunately known, marginalised contexts and the increasingly widespread forms of youth discomfort (addiction to social networks, hikikomori, Neet …). At the same time, the course will explore **the new forms of discomfort** caused by the current pandemic crisis that have negatively affected the sense of self-efficacy and self-esteem, thus weakening the personal resources for building and carrying out one's life project, to regain “The time of hope” for the future.

Each of the three meetings will be introduced by the presentation and delivery of materials and reading list references provided and illustrated by the lecturer through the projection of slides, which will be followed by debates and brain storming. In this way, it will be possible to **reflect on current scientific and socio-cultural issues** such as: the role of the family, school and education-training agencies in general, peer relationships, adult-minor communication, local resources, network effectiveness, and the preciousness of intergenerational relations.

The following step will be **group work** on an assignment given. Students will have to describe the contextual framework of each proposed situation and consider the available local resources, keeping in mind that each intervention takes place in a multidisciplinary team. Then, they will try their hand at **finding intervention solutions with a problem-solving attitude**, moving from **planning to the design phase**, thus applying the theoretical-scientific knowledge learnt during the courses.

The group work will be followed by the **socialisation** phase aimed at sharing ideas and debate on the pedagogical intervention hypotheses that are considered most effective (pedagogy of narration, peer education, life skills education and in particular resilience ...).

We hope that, through discussion, students will be able to become aware of the need to develop the basic competences indispensable in socio-educational work through experience and by *doing*: empathy, communication skills, ethos and pathos, team work, complexity management, as well as an aptitude for self-knowledge and availability for continuous self-assessment.

Emphasis will be placed on the effectiveness of a holistic approach to the Person during educational counselling, to promote empowerment in a perspective of pedagogical Care.

*Therefore, the workshop activities include:*

- the creation of the classroom;

- debate on the “analysis of stories”;

- project analysis: strengths and weaknesses;

- planning according to the different educational and training contexts;

- the management of resources according to the implementation of educational and training interventions;

- design tools;

- design exercises in small groups;

- enhancement of experience in the field;

- plenary debate.

*General contents*

1. Old and new forms of adolescent distress. The role of educating adults
2. Adolescents: reacquire the “time of hope” and build a life project
3. Pedagogical advice
4. Planning ability and design. The educational care, the relationship

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| **Expected benefits** | **Specific contents proposed** |
| 1. Know and understand, collect data
 | * Know accredited research organisations
* Collect data as “objective” as possible to respond to emerging “needs”
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| 1. Know the educational services available, identify and establish effective networks
 | * Activate new and effective educational “networks”
 |
| 1. Use specific pedagogical methods aimed at the well-being of adolescents
 | * Organise listening help desks (for students, teachers, families)
* Create workshops of storytelling, art …
* Design targeted educational interventions on classes with a view to school inclusion
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| 1. Organise training activities for educating adults, aimed at the acquisition and/or reinforcement of teaching methodologies, as well as self-care.
 | * Raise awareness and train in workshop teaching, cooperative learning, peer education, school evaluation ...
* Educate to the proactive nature of pedagogical supervision as a meta-reflective tool
* Promote proactive and purposeful communication
* Raise awareness of the concept of empowerment
* Organise “workshops on reflective thinking” and dialogical skills aimed at adults (*taking care of oneself is essential for educating*)
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| 1. Strengthen design competences with a view to multidisciplinarity
 | * From planning ability to active designing
* The value of multidisciplinarity
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***ASSESSMENT METHOD AND CRITERIA***

* Observation and production:
* Being able to work in a group with a view to a multidisciplinary approach
* Acquire design skills and/or be able to respond to a “call”
* Write a project

At the end of the course, students will be asked to produce a final project to be carried out in a group.

Students who will not participate in one of the three meetings will have to produce a second individual project.

The lecturer will be available to students after each lesson, via e-mail and by appointment

*Suggested essential and general reading list:*

* D’Alonzo L., *Marginalità e apprendimento,* la Scuola
* Barone P., *Pedagogia dell’adolescenza*, Guerini scientifica
* Boda G., Landi S., *Life skills: il problem solving,* Carocci
* Milani L., *Competenza pedagogica e progettualità educativa*, La Scuola
* Rossetti A., *La prevenzione educativa,* Carocci
* Mortari L., *Cultura della ricerca in pedagogia*, Carrocci
* Mortari L., *Aver cura di sé*, Raffaello
* Demetrio D., *Raccontarsi. L'autobiografia come cura di sé,* Raffaello
* Boffo V., *Relazioni educative tra comunicazione e cura*, Apogeo
* Simeone D., *La consulenza educativa,* V &P
* Freire P., *Pedagogia dell'autonomia,* Ega

Furthermore, an additional specific reading list will be provided for each topic addressed besides the distribution of the projected slides.

***NOTES AND PREREQUISITES***

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.