# Educational Methods for the Prevention of Marginality

## Prof. Luigi d’Alonzo

1. ***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to provide students with the necessary foundations for working in the field of social marginalisation prevention, especially among minors.

At the end of the course, students will be able to know the educational problems of problematic subjects and the most suitable methodologies for preventing inappropriate behaviour in social and training contexts. Secondly, they will acquire the ability to distinguish the specific educational needs of those who live in situations of hardship and marginalisation. Moreover, they will possess a sufficiently articulated knowledge of the different educational agencies, their aims and role within the current marginality social scenario, and of the logic, strategies and techniques of educational intervention in the area of juvenile marginalisation.

***COURSE CONTENT***

*Marginality and deviance in our socio-cultural context*

– Problematic pupils and their education:

– The hermeneutic skill of the education worker.

– Strategies for educational leadership.

*Demotivation and motivation in the “difficult” pupil*

– Demotivated children and adolescents: a real problem for society.

– Motivation in education.

– Thematic guidelines and educational trends.

– The role of the educator in motivation.

– Strategies for intervention and management of problem behaviour.

***READING LIST***

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

L. d’Alonzo, *Motivare i demotivati,* La Scuola, Brescia, 2017.

***TEACHING METHOD***

Lectures with the support of teaching technologies. Students will be asked to participate and take an active part in lectures as well as work in small groups on pedagogical issues presented during lectures.

***ASSESSMENT METHOD AND CRITERIA***

An oral test aimed at assessing students’ acquisition and correct understanding of the contents of the reading list suggested at lectures, topics discussed during lectures and learning material made available to students during the semester.

Students will be assessed on the following criteria: presentation clarity, knowledge of the foundations of special pedagogy, critical reflection, and ability to link general questions to the topics covered in-depth in the reading list. Furthermore, the examination assesses students’ reasoning and analytical skills regarding course topics as well as language mastery and communication skills.

***NOTES AND PREREQUISITES***

*Prerequisites*

As it is introductory in nature, there are no prerequisites for attending the course. It is assumed, however, that students possess an interest and intellectual curiosity in pedagogical reflection and in the inclusive education of people in marginalised situations.

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.