**- Pedagogy of Educational Work and Training**

PROF. ALESSANDRA TIBOLLO

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

The course aims to offer cognitive tools and food for thought regarding educational and training work in a specific area of action: the community. Starting from the exploration of the “zones of light and shadow”, i.e. the ambiguities, implicit elements and paradoxes that - often unconsciously – are present in care relationships, the course will distinguish these concepts within the specific educational field /community training for minors. The latter is characterised as one of the educational environments most in contact with the shadows of educational work and most in need of experimenting with a new educational light. The general goal will be to promote critical knowledge of some crucial points of the training experience aimed at education professionals, such as self-awareness, motivation, and the sense of limits, placing them within a specific organisational community context. Starting from a reference pedagogical model, students will learn to become familiar with the language and educational tools used by the community educator.

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

- delve into the multiple “lights and shadows” of educational and training work, in relation to multiple work contexts and in particular to the community context;  
- learn about some training experiences, identifying their peculiarities for developing the skills of operators.

***COURSE CONTENT***

The main topics of the lessons will be the following:

* Training and educational work: variations and contextual specificities.
* The multiple connotations of “the shadow” and the dark sides of education: ambiguities and paradoxes of “black” pedagogy; unknown aspects that inhabit relationships under the surface; ambivalences of the educational vocation; affective dimension and erotic connotation; charisma and teaching of the educator; error and failure.
* Knowledge of the community's educational device, its fragility and educational power.
* The knowledge and experimentation of some educational/training work tools.

***READING LIST* 1**

* V. IORI - D. BRUZZONE (edited by), *Le ombre dell*’*educazione. Ambivalenze, impliciti, paradossi*, Franco Angeli, Milan, 2015.
* A. Tibollo, *Le comunità per minori. Un modello pedagogico*, Franco Angeli, Milan, 2016.

The textbooks indicated in the reading list can be purchased from the University bookstores; they can also be purchased from other retailers.

***TEACHING METHOD***

Interactive classroom lessons. The lessons include the active involvement of students through dialogue and discussion and exchange of ideas with professionals involved in the training experiences presented.  
The materials used during the lessons will be made available to students on the Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

The course includes a final exam in the form of an interview. The following parameters will be taken into consideration during the exam: knowledge of the topics covered in class and the content of the texts indicated in the reading list, ability to argue clearly and with appropriate language, reflective ability.

***NOTES AND PREREQUISITES***

Prerequisites of the course is knowledge of elements of general pedagogy, normally acquired during the first and second year. However, the lecturer will carefully explain the terminology and concepts used during the lessons.

Information on office hours available on the teacher's personal page at <http://docenti.unicatt.it/>.