**-. Family Pedagogy**

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

The changes taking place in the family call for new educational tasks and responsibilities. Married, separated parents, mixed couples, de facto families, single-parent, reconstituted families...: multiple family forms imply different ways of being mothers and fathers. What tools does pedagogy offer to understand these expressions of complexity and social differentiation?

In the first part of the course (1st semester), students will be presented with the conceptual notions and tools necessary to understand the different family morphologies, the dynamics linked to roles and their evolution. The general aim of the course consists of promoting the acquisition of the theoretical foundations of family pedagogy in relation to the main social transformations and examining in depth some conditions of the parental experience, in particular its educational responsibilities in critical conditions.

The second semester will focus on direct learning in the different contexts and will include three training paths in three particularly significant social scenarios: for the support of the family, of its relatives put to the test by critical experiences, the identification of possibilities for education/re-education and social promotion. The three contexts are: the Centre for families (where it is possible to meet and interact with midwives, gynaecologists, educators, future and new mothers), the Piacenza prison (where it is possible to meet prisoners, volunteers, penitentiary workers), the “La casa di Iris” hospice (where it is possible to work with social and healthcare workers, volunteers, family members of people who spent the last days of their lives there).

Each path consists of a series of meetings (3-4) in the places providing the services, where students will interact with the operators of those services and the individuals who are experiencing them.

During the first semester, students will be prepared to deal with these delicate contexts, the topics that will be addressed will be previously discussed in the classroom and the ways of co-managing part of the meetings will be shared through small test exercises, by identifying with the perspective of interlocutors, preparing stimulus materials, co-managing the discussion.

In the meeting with social workers, educational professionals, volunteers and users of services, a learning community will be structured, within which points of view, knowledge and skills will be blended and redefined, and different ages and experiences will come into dialogue.

The University outside the university spaces is an opportunity for individuals with different roles to talk about themselves, urged to detect and problematise the pedagogical dimension of their actions, in order to better understand the world in which they (co)live and to build together hypotheses of evolutionary change.

This purpose has specific objectives, such as:

- encourage students to carry out a critical analysis of social reality through the use of conceptual categories and pedagogical theories learned in particular in the first semester of the Course;

- verify and become aware of the strengths and weaknesses of their preparation through the experience;

- learn to read and problematise the contradictions, ambiguities, shadows of education and socio-educational work.

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

- understand the theoretical foundations of family pedagogy and reflect on the transformations that affect it;

- become aware of family roles, responsibilities and tasks that characterise them;

- know practices and approaches to decode and prevent family critical issues, support their evolution by listening to the parents’ voice in order to grasp their implicit or latent resources;

- actively participate in a learning community that places the change in the social order at the centre as a privileged object of knowledge;

- experiment with co-leading a discussion and co-managing interactions supported by participatory research techniques (world café, open host technology, focus groups, circle time...) with service operators and users.

***COURSE CONTENT***

The main themes of the lessons will be the following:

* family systems in social macro processes;
* family pedagogy and the concept of plurality in the family dimension;
* emergencies in contemporary families and teaching nodes;
* pedagogical horizons for supporting the educational functions of families;
* scenarios of educational alliances: policies and practices;
* inside the family: the codes of human existence (filial, maternal, paternal, fraternal) and their family evolution;
* the family faced with key experiences: birth, pain, mistake, death;
* contexts and institutions that support the family in critical experiences.

***READING LIST***

- A. Gigli, *Famiglie evolute. Capire e sostenere le funzioni educative delle famiglie plurali*, Junior-Spaggiari, Parma, 2016.

- P. Milani, *Educazione e famiglie. Ricerche e nuove pratiche per la genitorialità*, Carocci, Rome, 2018.

- P. Milani, *Nelle stanze dei bambini alle nove di sera. Contrastare e prevenire le disuguaglianze sociali*, Erickson, Trento, 2022.

- I. Punzi, *I quattro codici della vita umana. Filialità, maternità, paternità, fraternità*, San Paolo, Cinisello Balsamo (Milan), 2018.

- a novel to choose from:

D. De Vigan, *Le fedeltà invisibili*, Einaudi, Turin, 2018.

M. G. Mazzucco, *Sei come sei*, Einaudi, Turin, 2015.

F. Bosco, *Il nostro momento imperfetto*, Garzanti, Milan, 2019.

L. Marone, *Le madri non dormono mai*, Einaudi, Turin, 2022.

***TEACHING METHOD***

Interactive lessons in the classroom (1st semester) and in contexts (socio-educational/re-educational services) outside the University (2nd semester). The lessons include the active involvement of students, through practical exercises (work grids, family autobiographical diary pages, simulations), comparison and discussion (e.g. analysis of film sequences), while in the second semester students will verify the effectiveness of what they have learned by helping to animate the participatory lessons.

The materials used during the lessons will be made available to students via the Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

The course includes a final oral exam.

Students will also have the opportunity to take an interim (oral) test which will focus on the contents covered in the first semester and will take place on a date to be defined in the months of January-February. The methods, the type and timing of the interim test will be published on the teacher's web page and on the Blackboard platform. The completion of the oral exam with the assignment of the final mark will take place during the official exam sessions starting from the June-July summer session.

The exams will be held in oral form and will focus on the reading list established for the exam. The interview, lasting approximately 15-20 minutes, aims to verify knowledge of the contents presented during the course, the adequate use of the reading list sources, the critical re-elaboration of the topics addressed and the impact on professional contexts of the acquisitions achieved. The discussion will be introduced by a topic chosen by the student followed by some open questions.

***NOTES AND PREREQUISITES***

There are no specific prerequisites for attending the course. The lecturer will 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/>.