

DIDATTICA DELLA FORMAZIONE

Prof.ssa Gigliola Paviotti

e-mail: gigliola.paviotti@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PED/03

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Paradiso, L., *La progettazione educativa e sociale. Modelli, metodologie, strumenti.*, Mondadori Università, Milano, 2020,

aims:

Understand the implications of education in formal, informal and non-formal contexts

Understand the design competence in the field of education and training

To know and distinguish planning approaches, methods and techniques

prerequisites:

None compulsory.

Knowledge of the principles of general didactics would be useful.

content:

The professionalism of the educational social worker

The context of socio-educational services

The relational method

The project cycle: from the identification of the need to the formulation, implementation and evaluation of the project

Out-of-school training projects: subjects, relationships and co-design

DIDATTICA, PEDAGOGIA SPECIALE E RICERCA EDUCATIVA
PEDAGOGIA SPECIALE

Prof. Filippo Gomez paloma

MOD. A: DIDATTICA,

e-mail: filippo.gomezpalloma@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 18

European Credit Transfer and Accumulation System (ECTS): 3

Discipline Scientific Sector: M-PED/03

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (C) Catia Giaconi, *Qualità della Vita e adulti con disabilità*, Franco Angeli, Milano, 2015, 1-144, Cap. I e IV
2. (A) Filippo Gomez Paloma, Paola Damiani, *Manuale delle Scuole ECS*, Morcelliana, Brescia, 2020, da 250 a 286

aims:

Know the ECS paradigm through the use of theoretical and methodological tools that favor the exercise of critical reflection on educational processes through research paths

prerequisites:

Anything

content:

The main ECS teaching design methodologies. Institutional documents of inclusive education (PEI, PDP, Project and Quality of Life. ECS teacher training.

DIDATTICA, PEDAGOGIA SPECIALE E RICERCA EDUCATIVA EDUCATIVA

Prof.ssa Laura Fedeli

MOD. B: RICERCA

e-mail: laura.fedeli@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 6

European Credit Transfer and Accumulation System (ECTS): 1

Discipline Scientific Sector: M-PED/04

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (C) Barbier, R., *La ricerca-azione*, Armando, Roma, 2008, 1-128
2. (A) Mortari, Ghirotto (a cura di), *Metodi per la ricerca educativa*, Carocci, Roma, 2019, Cap.4 (il metodo Etnografico, pp.101-138); cap. 5 (la ricerca-azione, pp. 143-159)

aims:

students will be able to identify the characteristics of action research and ethnography.

prerequisites:

none

content:

Action Research

Ethnography at school

DIRITTO PRIVATO

Prof.ssa Barbara Marucci

e-mail: barbara.marucci@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 36

European Credit Transfer and Accumulation System (ECTS): 6

Discipline Scientific Sector: IUS/01

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Francesco Galgano, *Istituzioni di Diritto privato*, Cedam, Padova, 2019, pp. 1-282; pp. 319-335; pp. 347-368; pp. 375-433.

aims:

The course is designed to provide the basics of private law with a critical, with the aim of systematically interpreting and value-free legal rules of different legal institutions.

prerequisites:

There are no prerequisites

content:

The sources of law; the interpretation of the law; the subjects of law; existential situations; property and minor real rights, possession, communion; the obligation (sources, fulfillment and methods of extinction, default and default, assignment of credit, delegation, assignment of the contract); the invalidity of the contract; the ineffectiveness of the contract; representation, the contract and third parties; termination and termination; liability of the debtor and guarantee of the creditor; illicit facts, the family. The following are excluded from the program: individual contracts, other deeds or facts that are a source of obligations, inheritances and donations

EDUCAZIONE AMBIENTALE

Prof. Claudio Ortenzi

e-mail: claudio.ortenzi@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: BIO/05

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) S. GALASSI, I. FERRARI, P. VIAROLI, *Introduzione all'ecologia applicata*, Città Studi, Torino, 2014, Capitoli: tutti i capitoli (pagine 259)

aims:

The course stimulates the attention on environmental problems, their root causes, the controversy over their seriousness and suggests ways we can live more sustainably.

prerequisites:

(none)

content:

The course discusses the following topics:

1. What are natural resources?
2. How fast is the human population increasing?
3. What are the earth's main types of resources?
4. How can they be depleted or degraded?
5. What are the principal types of pollution?
6. How can pollution be reduced and prevented?
7. What are the root causes of the environmental problems?
8. How serious are environmental problems, and is our current course sustainable?

LETTORATO DI LINGUA FRANCESE DI BASE

Prof.ssa Sabra Boukelia

A1

e-mail: sabra.boukelia@unimc.it

degree course: L11-0/19

degree class: L-19

logistic sharing: classe L-1,L-15

total hours of tuition: 40

European Credit Transfer and Accumulation System (ECTS): 0

Discipline Scientific Sector: L-LIN/03

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

(to be specified)

aims:

(to be included)

prerequisites:

(to be included)

content:

(to be included)

LETTORATO LINGUA FRANCESE

Prof.ssa Sabra Boukelia

B1

e-mail: sabra.boukelia@unimc.it

degree course: L11-0/19

degree class: L-19

logistic sharing: classe L-1,L-15

total hours of tuition: 40

European Credit Transfer and Accumulation System (ECTS): 0

Discipline Scientific Sector: L-LIN/03

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

(to be specified)

aims:

(to be included)

prerequisites:

(to be included)

content:

(to be included)

LINGUA E CULTURA FRANCESE

Prof. Luca Pierdominici

e-mail: luca.pierdominici@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: L-LIN/03

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Antoine de Saint-Exupéry, *Le Petit Prince*, Gallimard, Paris, 2017,
2. (C) de Gennaro, *Nuova Grammaire par étapes*, Il Capitello, Torino, 2008,

aims:

This course aims at bringing students to level B1 of the Common European Framework of Reference.

Students are expected:

- to acquire knowledge of the course program;
- to use their own knowledges in French language for spoken production.

prerequisites:

A1 level in French according to the Common European Framework of Reference for Languages.

content:

Le Petit Prince by Antoine de Saint Exupéry.

The contents are oriented to outline a methodology of reading and reflection around the literary text.

LINGUA E CULTURA INGLESE

Prof.ssa Antonella Pascali

e-mail: _

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: L-LIN/11

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (C) R. Murphy, *English Grammar in Use*, Cambridge University Press, Cambridge, 2012,
2. (A) Latham-Koenig C, Oxenden C & Seligson P, *English File Digital Preintermediate A2/B1. Student's Book & Workbook. Libro misto con espansione online*, Oxford, Oxford, 2012,
3. (A) Slattery M, Willis J, *English for Primary Teachers*, Oxford, Oxford, 2015,
4. (C) Fiedler C, *Il mio primo inglese. Giochi, canzoni e attività per la scuola dell'infanzia.*, Erikson, Trento, 2014,

aims:

The course aims to provide students with a grammatical and lexical preparation of the English language to reach the B1 level also examining the process of English teaching in children from 0 to 3.

prerequisites:

Knowledge of the English language at the A2 Level of the Common European Framework of Reference for Languages.

content:

The course consists of 2 parts: one dedicated to the study of grammar and vocabulary aimed at developing the 4 fundamental skills (listening, speaking, reading and writing) and the other dedicated to the simulation of teaching English in kindergartens or in recreational/rehabilitation centres for children or young people.

1. GRAMMAR

a. Revision and study of the main grammar structures of the English language

2.GENERAL PROGRAMME

Methods and techniques for teaching English to very young children will be provided such as TPR, listening and do, etc. by examining ways to create effective learning conditions in the classroom.

MEDICINA SOCIALE

Prof.ssa Giovanna Tassoni

e-mail: giovanna.tassoni@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: MED/43

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) G. Devoto, *Argomenti di igiene e medicina sociale per la Facoltà di scienze della formazione*, La Goliardica pavese, Pavia, 2004, 1-148, 197-294
2. (A) A.Pellai e P. Marzorati, *Educazione alla salute. Standard e linee guida dalla scuola elementare alla scuola superiore*, Franco Angeli, Milano, 2009, 1-258

aims:

The aim of the social medicine course is to provide students with an understanding of the main problems of social medicine in general, especially in relation to the area of interest of social and nursing educators.

prerequisites:

No specific prerequisite is required, but course attendance is recommended

content:

Functions and role of social medicine, definition and characteristics of social diseases. Health and disease concept, health determinants, health factors, risk factors and causal factors, social health inequalities. Epidemiology, data sources and epidemiological measures, health indicators. Primary, secondary and tertiary prevention, screening. Behavioral risk factors. Tobacco smoke: general characteristics and prevention. Alcohol and drugs: general characteristics and prevention. Nutrition: general characteristics, alterations in eating behavior. Infectious diseases. National health system. Health promotion and education

PEDAGOGIA GENERALE (AL)

Prof. Fabrizio D'aniello

e-mail: fabrizio.daniello@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PED/01

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Macchietti S.S., d'Aniello F. (a cura di), *Parole e questioni dell'educazione*, Aras, Fano, 2015, pp. 13-53 (capitolo 1); 73-86 (capitolo 4); 177-206 (capitolo 8); 207-238 (capitolo 9); 267-290 (capitolo 12).
2. (A) Catarsi E., Freschi E. (a cura di), *Le attività di cura nel nido d'infanzia*, Junior, Bergamo, 2013, pp. 1-139
3. (A) Tramma S., *L'educatore imperfetto. Senso e complessità del lavoro educativo*, Carocci, Roma, 2018, pp. 1-154
4. (A) d'Aniello F., *Ritorno al futuro della città educante*, Aras, Fano, 2021, pp. 1-122.

aims:

To know the epistemological status of general pedagogy. To deepen the basic concepts and elements that characterise general pedagogy and the educational professions.

prerequisites:

No prerequisite.

content:

The notions of education and training: critical-historical excursus.

Educational and training processes.

The educational relationship.

Educational planning.

Objectives, goals, values and dimensions of education.

Education and "person".

Educational and self-educational institutions, places and spaces.

Educational "forms".

The perspective and guiding idea of lifelong education.

Identity, specificity and epistemological "questions" of general pedagogy: critical-historical excursus.

The structure of the pedagogical discourse.

The criteria of pedagogical criticism.

The figure of the educator: normative profile, competences, professionalism and ethics.

PEDAGOGIA GENERALE (MZ)

Prof.ssa Rosita Deluigi

e-mail: rosita.deluigi@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PED/01

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) L. Milani, *Competenza pedagogica e progettualità educativa. Nuova edizione riveduta e corretta*, ELS La Scuola, Brescia, 2017, pp. 107-202
2. (A) L. Cadei, R. Deluigi, J.-P. Pourtois, *Fare per, fare con, fare insieme. Progetti di cittadinanza tra scuole e famiglie*, Junior, Bergamo, 2016, 9-65
3. (A) C. Silva, R. Deluigi, F. Zaninielli (a cura di), *Educare nella diversità. Contesti, soggetti, linguaggi*, Junior, Bergamo, 2022, volume in stampa (1-150)
4. (A) R. Deluigi (a cura di), *Come fosse casa tua. Comunità Lella: un modello di ingegneria dell'educazione*, PROGEDIT, Bari, 2020, 1-149

aims:

The course analyzes the meanings of pedagogy and educational action impacts. We will explore some formal and informal education practices, inquiring about the continuous research of skills.

prerequisites:

none

content:

Epistemological reflections of education

Learn and live in complexity

Pedagogical skills in training and educational context

The management of the educational relationship

Participatory planning and its strategies

PROPEDEUTICA FILOSOFICA (AL)

Prof. Sergio pasquale Labate

e-mail: sergiolabate@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-FIL/01

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) R. Mancini, *Le logiche del male. Teoria critica e rinascita della società*, Rosenberg & Sellier, Torino, 2012, 206 pagine
2. (A) Aristotele, *Etica nicomachea*, Bompiani, Milano, 2000, libri I, II, III, V, VI, VIII, IX, X (nell'edizione indicata sono circa 200 pagine compreso il testo a fronte)

aims:

Introduce some basic categories of philosophy.

prerequisites:

(none)

content:

The course aims to explore some of the main research themes of philosophy. It will be divided into two parts. In the first part will delve into some contemporary theoretical proposals dedicated to the "logic of evil". The second part will work on some fundamental questions of Etica a Nicomaco.

PROPEDEUTICA FILOSOFICA (MZ)

Prof. Sergio pasquale Labate

e-mail: sergiolabate@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-FIL/01

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) R. Mancini, *Le logiche del male. Teoria critica e rinascita della società*, Rosenberg & Sellier, Torino, 2012, 206 pagine
2. (A) Aristotele, *Etica nicomachea*, Bompiani, Milano, 2000, libri I, II, III, V, VI, VIII, IX, X (nell'edizione indicata sono circa 200 pagine compreso il testo a fronte)

aims:

Introduce some basic categories of philosophy.

prerequisites:

(none)

content:

The course aims to explore some of the main research themes of philosophy. It will be divided into two parts. In the first part will delve into some contemporary theoretical proposals dedicated to the "logic of evil". The second part will work on some fundamental questions of Etica a Nicomaco.

PSICOLOGIA GENERALE (AL)

Prof.ssa Carla Canestrari

e-mail: carla.canestrari@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PSI/01

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) R.S. Feldman, G. Amoretti, M.R. Ciceri, *Psicologia Generale*, McGraw Hill, Milano, 2017, Capitoli: 1 ("Introduzione alla psicologia: la storia e i metodi"), 3 ("Sensazione e percezione"), 5 ("Apprendimento"), 6 ("Memoria"), 7 ("Pensiero"), 11 ("Emozioni"), 12 ("Personalità"), 13 ("Psicologia positiva e benessere") circa 260 pagine
2. (C) I. Boniwell, *La scienza della felicità. Introduzione alla psicologia positiva*, Il Mulino, Bologna, 2015, integralmente (196 pagine bibliografia inclusa, formato pagina ridotto)
3. (A) A. Dionigi, P. Gremigni (a cura di), *La clownterapia. Teorie e pratiche*, Carocci, Roma, 2014, integralmente (227 pagine bibliografia inclusa, formato pagina ridotto)

aims:

The main aim of the programme is twofold: 1) approaching the main topics, theories, and research methods of General Psychology; 2) providing students the basic psychological tools useful in the educational field.

prerequisites:

(none)

content:

- Historical introduction to general psychology and its main approaches
- Scientific method used in general psychology
- Visual perception and Gestalt Theory
- Learning
- Memory
- Thinking, reasoning, problem solving, heuristic techniques
- Emotions
- Human personality
- Positive Psychology and wellbeing
- Clown therapy

PSICOLOGIA GENERALE (MZ)

Prof.ssa Carla Canestrari

e-mail: carla.canestrari@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PSI/01

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) R.S. Feldman, G. Amoretti, M.R. Ciceri, *Psicologia Generale*, McGraw Hill, Milano, 2021, Capitoli: 1 ("Introduzione alla psicologia: la storia e i metodi"), 3 ("Sensazione e percezione"), 5 ("Apprendimento"), 6 ("Memoria"), 7 ("Pensiero"), 11 ("Emozioni"), 12 ("Personalità"), 13 ("Psicologia positiva e benessere") in totale circa 260 pagine
2. (C) I. Boniwell, *La scienza della felicità. Introduzione alla psicologia positiva*, Il Mulino, Bologna, 2015, integralmente
3. (A) A. Dionigi, P. Gremigni (a cura di), *La clownterapia. Teorie e pratiche*, Carocci, Roma, 2014, integralmente (227 pagine bibliografia inclusa, formato pagina ridotto)

aims:

The main aim of the programme is twofold: 1) approaching the main topics, theories, and research methods of General Psychology; 2) providing students the basic psychological tools useful in the educational field.

prerequisites:

(none)

content:

- Historical introduction to general psychology and its main approaches
- Scientific method used in general psychology
- Visual perception and Gestalt Theory
- Learning
- Memory
- Thinking, reasoning, problem solving, heuristic techniques
- Emotions
- Human personality
- Positive Psychology and wellbeing
- Clown therapy

PSICOLOGIA GENERALE E SOCIALE

Prof.ssa Ilaria Riccioni

MOD. A: PSICOLOGIA GENERALE

e-mail: ilaria.riccioni@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 12

European Credit Transfer and Accumulation System (ECTS): 2

Discipline Scientific Sector: M-PSI/01

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (C) R. Canestrari e A. Godino, *Manuale di psicologia*, Clueb, Bologna, 2018, Capp. 1, 3, 4, 5
2. (C) Feldman R.S., Amoretti G., Ciceri M.R., *Psicologia generale*, McGraw Hill, Milano, 2021, Capp. 1, 5, 6, 7, 10, 11
3. (C) Schacter D., Gilbert D., Nock M., Wegner D., *Psicologia generale*, Zanichelli, Milano, 2018, Capp. 1, 2, 6, 7, 8, 9

aims:

Knowledge of both historical evolution and themes of scientific psychology.

Knowledge of features and development of the main psychological (cognitive, emotional/relational, motivational) processes.

prerequisites:

none

content:

1. Scientific Psychology: origins and evolution
2. Superior mental processes: intelligence and language
3. Memory and learning
4. Emotions and motivation

PSICOLOGIA GENERALE E SOCIALE

Prof.ssa Ilaria Riccioni

MOD. B: PSICOLOGIA SOCIALE

e-mail: ilaria.riccioni@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 6

European Credit Transfer and Accumulation System (ECTS): 1

Discipline Scientific Sector: M-PSI/05

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (C) B. Pojaghi, P. Nicolini, *Contributi di psicologia sociale in contesti socio-educativi*, Franco Angeli, Milano, 2018, Capitoli: 2, 3, 4
2. (C) S. Gattino, A. Miglietta, D. Converso, *Introduzione alla psicologia sociale*, Carocci, Roma, 2014, Capitoli: 1, 2, 3, 4
3. (C) C. Serino, A. Antonacci, *Psicologia sociale del bullismo*, Carocci, Roma, 2013,

aims:

Knowledge of some of the main socio-psychological processes influencing the educational context (personal and group identity, stereotypes, interpersonal communication, bullying).

prerequisites:

none

content:

1. Social knowledge;
2. Self and identity;
3. Stereotypes and prejudices;
4. Interpersonal communication;
5. Bullying and cyberbullying.

PSICOLOGIA SCOLASTICA E DELLO SVILUPPO

Prof.ssa Sonia Del savio

e-mail: soniadel Savio@gmail.com

degree course: L11-0/19

degree class: L-19

total hours of tuition: 18

European Credit Transfer and Accumulation System (ECTS): 3

Discipline Scientific Sector: M-PSI/04

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (C) (A) Pojaghi, B. e Nicolini, P., *Contributi di psicologia sociale in contesti socio-educativi*, franco angeli, milano, 2018, tutto
2. (C) Guido Crocetti, *"Teoria della clinica: infanzia"*, Milano, 91/92, 1992, tutto
3. (C) E.Musi, *educazione in ostaggio*, franco angeli, milano, 2017, tutto
4. (C) Guido Crocetti, *il gioco*, mulino, bologna, 2000, tutto

aims:

no

prerequisites:

no

content:

no

PSICOPEDAGOGIA

Prof. Stefano Polenta

e-mail: polenta@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PED/01

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) J. Dewey, *Le fonti di una scienza dell'educazione*, Fridericiana Editrice Universitaria, Napoli, 2016, pp. XXII-35
2. (A) Stefano Polenta, *Elementi di psicopedagogia*, In corso di stampa, In corso di stampa, 2022, pp. 200
3. (A) L. Cena, A. Imbasciati, F. Baldoni, *La relazione genitore-bambino*, Springer, Milano, 2011, 1-143
4. (A) D. Winnicott, *Gioco e realtà*, Armando, Roma, 2005, pp. 1-53; 93-138; 153-173

aims:

The student will know the dynamics of emotional development and identity construction.

prerequisites:

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content:

The course intends to offer an introduction to the links between education, emotional development and identity construction. The most widely used theoretical background will be predominantly the psychoanalytic one (enriched by the systemic perspective), always showing its repercussions on the educational front and its usefulness for the maturation of profound attitudes of the educator.

SOCIOLOGIA GENERALE (AL)

Prof.ssa Claudia Santoni

e-mail: claudia.santoni@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: SPS/07

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) P. Donati, *Sociologia. Una introduzione allo studio della società*, Cedam, Padova, 2010, Capitoli: 1, 2, 3, 6 Dal glossario: Agente-Agil-Anomia-Educazione-Famiglia-Gender- Rete Sociale- Status/Ruolo
2. (A) R.A. Wallace, A. Wolf, *La teoria sociologica contemporanea*, Il Mulino, Bologna, 2008, Capitoli: 1, 2, 3, 4, 5, 6, 7 (176 pagine)
3. (C) Claudia Santoni, *Bullismo e Cyberbullismo*, ODG edizioni, Macerata, 2022,
4. (C) Isabella Crespi, *Il questionario come strumento di ricerca. Aspetti teorici ed applicativi.*, Itard, Ancona, 2022, 95

aims:

Knowledge of main concepts and theories of sociology in order to understand and explain social contexts and changes in socialization processes within societal transformations.

prerequisites:

Basic knowledge of contemporary history.

content:

Society, individuals and relationships
Theoretical framework of sociology (classical to contemporary)
Sociology , methodology and research
Socialization, identity and education
Communication, culture and socialization
Politics, economics and power relations
Emerging issue about education in complex society

SOCIOLOGIA GENERALE (MZ)

Prof.ssa Claudia Santoni

e-mail: claudia.santoni@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: SPS/07

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) P. Donati, *Sociologia. Una introduzione allo studio della società*, Cedam, Padova, 2010, Capitoli: 1, 2, 3, 6 . Dal glossario: Agente-Agil-Anomia-Educazione-Famiglia-Gender- Rete Sociale- Status/Ruolo
2. (A) R.A. Wallace, A. Wolf, *La teoria sociologica contemporanea*, Il Mulino, Bologna, 2008, Capitoli: 1, 2, 3, 4, 5, 6, 7 (233 pagine)
3. (C) Claudia Santoni, *Bullismo e Cyberbullismo. Riflessioni e buone pratiche*, ODG edizioni, Macerata, 2022,
4. (C) Isabella Crespi, *Il questionario come strumento di ricerca. Aspetti teorici ed applicativi.*, Itard, Ancona, 2022, 95

aims:

Knowledge of main concepts and theories of sociology in order to understand and explain social contexts and changes in socialization processes within societal transformations.

prerequisites:

Basic knowledge of contemporary history.

content:

Society, individuals and relationships
Theoretical framework of sociology (classical to contemporary)
Sociology , methodology and research
Socialization, identity and education
Communication, culture and socialization
Politics, economics and power relations
Emerging issue about education in complex society

STORIA CONTEMPORANEA (AL)

Prof. Edoardo Bressan

e-mail: edoardo.bressan@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-STO/04

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) S. Lupo, A. Ventrone, *L'età contemporanea*, Le Monnier Università, Firenze, 2018, pp. 201-226; 260-275; 304-550
2. (C) E. Bressan, *Le vie cristiane della sicurezza sociale. Un dibattito fra i cattolici italiani 1931-2001*, CUEM, Milano, 2009, pp. 5-129
3. (C) F. Conti, G. Silei, *Breve storia dello Stato sociale*, Carocci, Roma, 2013, pp. 11-234
4. (C) M. Minesso (a cura di), *Welfare e minori. L'Italia nel contesto europeo del Novecento*, Franco Angeli, Milano, 2011, pp. 147-319
5. (C) F. Sabatino, *La metafora di Ulisse nel mondo mercificato. Capitale, merce, consumo*, Libreriauniversitaria.it, Padova, 2018, pp. 7-205; 247-257
6. (C) M. Schianchi, *Storia della disabilità. Dal castigo degli dèi alla crisi del welfare*, Carocci, Roma, 2012, pp. 11-237
7. (C) E. Bressan, *Don Carlo Gnocchi. Una vita al servizio degli ultimi*, Oltre edizioni, Sestri Levante, 2017, pp. 11-211
8. (C) D. Boati, R. Cavallo, G. Uberti (a cura di), *Una vita per l'infanzia. Il Pio Istituto di Maternità di Milano: una esperienza di 150 anni*, Franco Angeli, Milano, 2017, pp. 3-131
9. (C) D. Caroli, *Per una storia dell'asilo nido in Europa tra Ottocento e Novecento*, Franco Angeli, Milano, 2014, pp. 9-81; 197-346
10. (C) D. Bonifazi, E. Bressan (a cura di), *A quarant'anni dal Concilio della speranza. L'attualità del Vaticano II*, Eum, Macerata, 2008, pp. 23-148
11. (C) F. Bartolini, B. Bonomo, A. Gagliardi, a cura di L. Rapone, *L'Europa del Novecento. Una storia*, Carocci, Roma, 2020, pp. 277-387
12. (C) E. Bressan, *I cattolici italiani e lo Stato sociale. Dal Risorgimento alla società contemporanea*, Studium, Roma, 2023,

aims:

Learning concepts, research methods and interpretative models for the study of contemporary history and social history.

prerequisites:

Knowledge of fundamental characteristics of XX Century history.

content:

Politics and Society in Italy in the XX Century

Reconstruction and analysis of the main events and issues of the XX Century. Examination of Italian social policies (especially concerning the Welfare system). Critical accounts of the more relevant methodological aspects in a historical study of the transformations of political, social and cultural systems from the First World War to the present time.

STORIA CONTEMPORANEA (MZ)

Prof. Edoardo Bressan

e-mail: edoardo.bressan@unimc.it

degree course: L11-0/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-STO/04

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) S. Lupo, A. Ventrone, *L'età contemporanea*, Le Monnier Università, Firenze, 2018, pp. 201-226, 260-275, 304-550
2. (C) E. Bressan, *Le vie cristiane della sicurezza sociale. Un dibattito fra i cattolici italiani 1931-2001*, CUEM, Milano, 2009, pp. 5-129
3. (C) F. Conti, G. Silei, *Breve storia dello Stato sociale*, Carocci, Roma, 2013, pp. 11-234
4. (C) M. Minesso (a cura di), *Welfare e minori. L'Italia nel contesto europeo del Novecento*, Franco Angeli, Milano, 2011, pp. 147-319
5. (C) F. Sabatino, *La metafora di Ulisse nel mondo mercificato. Capitale, merce, consumo*, Libreriauniversitaria.it, Padova, 2018, pp. 7-205; 247-257
6. (C) M. Schianchi, *Storia della disabilità. Dal castigo degli dèi alla crisi del welfare*, Carocci, Roma, 2012, pp. 11-237
7. (C) E. Bressan, *Don Carlo Gnocchi. Una vita al servizio degli ultimi*, Oltre edizioni, Sestri Levante, 2017, pp. 11-211
8. (C) D. Boati, R. Cavallo, G. Uberti (a cura di), *Una vita per l'infanzia. Il Pio Istituto di Maternità di Milano: una esperienza di 150 anni*, Franco Angeli, Milano, 2017, pp. 3-131
9. (C) D. Caroli, *Per una storia dell'asilo nido in Europa tra Ottocento e Novecento*, Franco Angeli, Milano, 2014, pp. 9-81; 197-346
10. (C) D. Bonifazi, E. Bressan (a cura di), *A quarant'anni dal Concilio della speranza. L'attualità del Vaticano II*, Eum, Macerata, 2008, pp. 23-148
11. (C) F. Bartolini, B. Bonomo, A. Gagliardi, a cura di L. Rapone, *L'Europa del Novecento. Una storia*, Carocci, Roma, 2020, pp. 277-387
12. (C) E. Bressan, *I cattolici italiani e lo Stato sociale. Dal Risorgimento alla società contemporanea*, Studium, Roma, 2023,

aims:

Learning concepts, research methods and interpretative models for the study of contemporary history and social history.

prerequisites:

Knowledge of fundamental characteristics of XX Century history.

content:

Politics and Society in Italy in the XX Century

Reconstruction and analysis of the main events and issues of the XX Century. Examination of Italian social policies (especially concerning the Welfare system). Critical accounts of the more relevant methodological aspects in a historical study of the transformations of political, social and cultural systems from the First World War to the present time.

DIDATTICA E RICERCA DIDATTICA (AL)

Prof. Andrea Tarantino

MODULO A

e-mail: _

degree course: L11-EI/19

degree class: L-19

total hours of tuition: 46

European Credit Transfer and Accumulation System (ECTS): 7

Discipline Scientific Sector: M-PED/03

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) P. Zonca, S. Colombini, *Come progettare al nido. Costruire percorsi di crescita per bambini 0-3*, Mondadori, Milano, 2019, 5-205
2. (A) E. Catarsi, A. Fortunati, *Educare al nido. Metodi di lavoro nei servizi per l'infanzia*, Carocci Editore, Roma, 2021, pp. 13-232

aims:

Know the pedagogical principles of teaching for children.

Design and manage educational interventions in nurseries, in infantile communities and in all the new types of supplementary services for children;

prerequisites:

no prerequisite

content:

The skills of the educator in kindergartens;

Approaches to educational planning;

Types of planning and implementation of the educational project;

Stages of educational planning;

Observation tools and methods: role of the observer, type of observation tools for the collection of quantitative and qualitative data;

Methodologies and intervention strategies;

Documentation of the educational action: document the educational action for the team, for other recipients involved in the monitoring of educational interventions

Evaluation tools and methods

DIDATTICA E RICERCA DIDATTICA (AL)

Prof.ssa Chiara Laici

MODULO B

e-mail: chiara.laici@unimc.it

degree course: L11-EI/19

degree class: L-19

total hours of tuition: 22

European Credit Transfer and Accumulation System (ECTS): 3

Discipline Scientific Sector: M-PED/04

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Roberto Trinchero, *I metodi della ricerca educativa*, Laterza, Bari - Roma, 2004, pp. 1-50; 85-173

aims:

know the theoretical foundations and the main strategies of empirical research in education

develop skills to set up and carry out a research process in an educational context

know the main data collection tools

prerequisites:

None

content:

Course (2 CFU)

Empirical research in education and in early childhood education services

Educator as reflective practitioner

Community of practices and narrative process

Action research

Ccase study

Tools and procedures for data collection

Laboratory (1 CFU)

The laboratory (1 cfu - compulsory attendance) involves the creation of a product related to the course

contents (methodology, action-research, narrative approaches) to be carried out individually and in a small group.

DIDATTICA E RICERCA DIDATTICA (MZ)

Prof. Andrea Tarantino

MODULO A

e-mail: _

degree course: L11-EI/19

degree class: L-19

total hours of tuition: 46

European Credit Transfer and Accumulation System (ECTS): 7

Discipline Scientific Sector: M-PED/03

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) P. Zonca, S. Colombini, *Come progettare al nido. Costruire percorsi di crescita per bambini 0-3*, Mondadori, Milano, 2019, 5-205
2. (A) E. Catarsi, A. Fortunati, *Educare al nido. Metodi di lavoro nei servizi per l'infanzia*, Carocci Editore, Roma, 2004, pp. 13-232

aims:

Know the pedagogical principles of teaching for children.

Design and manage educational interventions in nurseries, in infantile communities and in all the new types of supplementary services for children;

prerequisites:

no prerequisite

content:

The skills of the educator in kindergartens;

Approaches to educational planning;

Types of planning and implementation of the educational project;

Stages of educational planning;

Observation tools and methods: role of the observer, type of observation tools for the collection of quantitative and qualitative data;

Methodologies and intervention strategies;

Documentation of the educational action: document the educational action for the team, for other recipients involved in the monitoring of educational interventions

Financial evaluation tools and methods;

DIDATTICA E RICERCA DIDATTICA (MZ)

Prof.ssa Chiara Laici

MODULO B

e-mail: chiara.laici@unimc.it

degree course: L11-EI/19

degree class: L-19

total hours of tuition: 22

European Credit Transfer and Accumulation System (ECTS): 3

Discipline Scientific Sector: M-PED/04

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Roberto Trinchero, *I metodi della ricerca educativa*, Laterza, Bari - Roma, 2004, pp. 1-50; 85-173

aims:

know the theoretical foundations and the main strategies of empirical research in education

develop skills to set up and carry out a research process in an educational context

know the main data collection tools

prerequisites:

None

content:

Course (2 CFU)

Empirical research in education and in early childhood education services

Educator as reflective practitioner

Community of practices and narrative process

Action research

Ccase study

Tools and procedures for data collection

Laboratory (1 CFU)

The laboratory (1 cfu - compulsory attendance) involves the creation of a product related to the course

contents (methodology, action-research, narrative approaches) to be carried out individually and in a small group.

DIRITTO COSTITUZIONALE

Prof. Giuseppe Laneve

e-mail: giuseppe.laneve@unimc.it

degree course: L11-EI/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: IUS/08

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) G. De Vergottini - T.E. Frosini, *Diritto pubblico*, Cedam, Padova, 2021, 37-112; 124-136; 139-145; 149-206; 230-240; 246-303; ; 323-331; 335-359; 365-384

2. (A) G. Laneve, *La scuola nella pandemia. Dialogo multidisciplinare*, EUM, Macerata, 2020, 13-28; 49-64; 111-121;

aims:

Basic Knowledge on Constitutional Law

History and development of Italian Constitutional provisions relating to fundamental rights and duties of citizens (childhood), public institutions and distribution of powers in a multilevel context

prerequisites:

(none)

content:

Constitutionalism and the concept of constitution in the modern sense;

Historical profiles of the Italian constitutional order;

Constitutionalism in the European dimension;

The Italian Constitution: nature, principles and its identity and educational value;

Pluralism in the Constitution: its educational function;

Rights of freedom and social rights;

The constitutional duties;

Child in Constitution: principles, paths, evolutionary lines and problematic nodes

The separation of powers;

The functioning of the Italian form of government;

The meaning of constitutional justice

Decentralization, autonomy and subsidiarity

Education in Constitution: education in pandemic

Kindergartens

IGIENE INFANTILE E SVILUPPO PSICOMOTORIO
NEUROPSICHIATRIA E SVILUPPO PSICOMOTORIO

MOD. A:

Prof. Mario graziano loredano De rosa

e-mail: mario.derosa@sanita.marche.it

degree course: L11-EI/19

degree class: L-19

total hours of tuition: 18

European Credit Transfer and Accumulation System (ECTS): 3

Discipline Scientific Sector: MED/39

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Franco Fabbro, *Neuropsichiatria Infantile*, Carocci, Roma, 2016,
2. (A) Mario G.L. De Rosa, *Disagio esistenziale e dipendenze patologiche*, Franco Angeli, Milano, 2021,

aims:

- A knowledge of the main themes of Child Psychiatry
- A knowledge of evolutionary neuropsychology: psychosocial development, neuropsychological and cognitive development, emotional development and child neuropsychopathology

prerequisites:

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content:

Infantile cerebral palsy; Epilepsy; Mental retardation; Attention deficit Hyperactivity disorder; Learning disabilities; Communication disorders; Behavioral disorders; Anxiety disorder: obsession and phobia; Mood disorders; Child psychosis; Addiction; Narcissism, Psychological Theory (Freud, Mahler, Winnicott, Piaget, Spitz, Klein)

**IGIENE INFANTILE E SVILUPPO PSICOMOTORIO
SANITARIA E PROMOZIONE DELLA SALUTE**

MOD. B: EDUCAZIONE

Prof.ssa Giuseppina Sanza

e-mail: giuseppinasanza@libero.it

degree course: L11-EI/19

degree class: L-19

total hours of tuition: 12

European Credit Transfer and Accumulation System (ECTS): 2

Discipline Scientific Sector: MED/42

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Enza Sidoti, *Igiene e promozione della salute*, PICCIN, UP s.r.l Roma, 2020, pag 512
2. (C) J.Martin Maldonado- Duran, *Infanzia e salute mentale*, Raffaello Cortina, Milano, 2009, pag 441

aims:

Knowledge and understanding of essential psychological dynamics in the various stages, with a focus on the psychomotor development of infancy 0-3 anni. Knowledge of the environment of organic life, health and strategies for their protection.

prerequisites:

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content:

Evolution of the concept of health and health promotion. Prevention concept. cognitive, affective and social development of the 0-3 year old child. Acquire knowledge on risk factors and protective factors in early childhood. Effective communication strategies with children.

LETTERATURA PER L'INFANZIA

Prof.ssa Lucia Paciaroni

e-mail: l.paciaroni2@unimc.it

degree course: L11-EI/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PED/02

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Marcella Terrusi, *Meraviglie mute. Silent book e letteratura per l'infanzia*, Carocci, Roma, 2017, 9-207
2. (A) Hamelin, *Ad occhi aperti. Leggere l'albo illustrato*, Donzelli, Roma, 2012, 3-202

aims:

The course presents the history and the use of the picture book and the silent book for reading education and illustrates the practices of reading aloud and the realization of courses of reading education.

prerequisites:

There are no specific prerequisites.

content:

PART 1

The history of children's literature from the nineteenth century to today

PART 2

Picture books and silent book: guide to reading and presentation of the masterpieces

PART 3

Reading aloud: classroom exercises and national projects

PEDAGOGIA DELLE RELAZIONI FAMILIARI

Prof.ssa Chiara Sirignano

e-mail: chiara.sirignano@unimc.it

degree course: L11-EI/19

degree class: L-19

total hours of tuition: 58

European Credit Transfer and Accumulation System (ECTS): 9

Discipline Scientific Sector: M-PED/01

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Pati L. (a cura di), *Pedagogia della famiglia*, La Scuola, Brescia, 2014, 5-30; 51-85; 101-129; 179-204; 225-234; 251-282; 295-309; 341-350; 363-372; 427-444; 467-470.
2. (A) G. Cavalli-E. Di Terlizzi-A. Valle, *I grandi nel mondo dei piccoli. La relazione tra educatori e genitori nei servizi per la prima infanzia*, La Scuola, Brescia, 2011, 11-120
3. (A) C. SIRIGNANO, *La mediazione familiare educativa. Una risorsa formativa per le famiglie separate, divorziate e ricostituite*, Armando, Roma, 2010, 33-42; 77-117

aims:

The course addresses the issue of family planning on the side and its possible transformation, with a focus on relations between educational institutions and families.

prerequisites:

/

content:

- The epistemological status of family pedagogy.
- The family and social context.
- The transformations of family.
- The critical aspects of family life.
- Family mediation for divorced parents.
- The relationships between educational institutions and families.
- Participation and communication between educators of nursery and families.
- Pedagogical guidelines for the integrated system 0/6.

PEDAGOGIA SOCIALE

Prof.ssa Grazia Romanazzi

e-mail: grazia.romanazzi@unimc.it

degree course: L11-EI/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PED/01

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Grazia Romanazzi, *Rinascere alla famiglia. Per una pedagogia delle competenze relazionali*, Franco Angeli, Milano, 2022, in c.d.s.
2. (A) Massimiliano Stramaglia, *Jem e Lady Gaga. The origin of fame*, FrancoAngeli, Milano, 2014, 11-184
3. (A) Susanna Mantovani, Clara Silva, Enrica Freschi (a cura di), *Didattica e nido d'infanzia. Metodi e pratiche d'intervento educativo*, Junior (Gruppo Spaggiari), Parma, 2016, 25-58

aims:

- Knowledging the epistemological status of social pedagogy
- Knowledging early childhood educational contexts
- The educational use of verbal language in kindergartens

prerequisites:

none

content:

- The epistemological status of social pedagogy
- Family education and earlychildhood
- Gender stereotypes and education
- The educational function of words in kindergartens

PEDAGOGIA SPECIALE

Prof. Filippo Gomez paloma

EDUCATORE DEI SERVIZI EDUCATIVI PER L'INFANZIA

e-mail: filippo.gomezpaloma@unimc.it

degree course: L11-EI/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PED/03

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Gomez Paloma F., Damiani P., *Manuale delle Scuole ECS*, Morcelliana, Brescia, 2021, Da pag. 50 a pag. 286
2. (C) Giaconi C., *Qualità della vita e adulti con disabilità. Percorsi di ricerca e prospettive inclusive*, Franco Angeli, Milano, 2014, Cap. I e V
3. (A) Bulgarelli D., *Nido inclusivo e bambini con disabilità*, Erickson, Trento, 2018, da pag. 17 a 131

aims:

Students will acquire a basic preparation that will allow them to observe and design in educational contexts that welcome people with disabilities following the ECS paradigm.

prerequisites:

Nothing

content:

ECS educational planning: methodologies and tools and evaluation in the inclusive field and training of educators and teachers.

STORIA DELL'ARTE CONTEMPORANEA

Prof.ssa Susanne adina Meyer

e-mail: susanneadina.meyer@unimc.it

degree course: L11-EI/19

degree class: L-19

logistic sharing: classe L-1,L-15

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: L-ART/03

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Carlo Bertelli, *Invito all'Arte. Edizione gialla. 3. Dal Neoclassicismo a oggi*, Pearson Bruno Mondadori, Milano, 2017, Dal Neoclassicismo alla Pop Art A 2 Federica Rovati *L'arte dell'Ottocento* Einaudi Torino 2017
2. (A) Giorgio Cracco, Francesco Paolo Di Teodoro, *Itinerario nell'arte. Quarta edizione versione verde*, Zanichelli, Bologna, 2016, Dal Neoclassicismo alla Pop Art
3. (A) Irene Baldriga,, *Dentro l'arte. Contesto, metodo, confronti. IV e vol. V*, Electa Scuola, Milano, 2016, Dal Neoclassicismo alla Pop Art
4. (A) S. Settis, T. Montanari, *ARTE. Una storia naturale e civile*, Mondadori, Milano, 2019, dal Neoclassicismo fino alla Pop Art (inclusi)

aims:

The course aims to provide students with the fundamental tools to read contemporary art from a material, formal, stylistic and iconographic point of view.

prerequisites:

(none)

content:

The main developments in contemporary art will be illustrated from Neoclassicism to the 1970s through the presentation of works, artists and movements. Particular attention will be given to the reading of the work of art in its context and to the analysis of the role of intermediate figures as great gallery owners, art critics and intellectuals who have influenced the development of contemporary art.

Particular attention will be devoted to the discovery of primitive and infantile art between the nineteenth and twentieth centuries, in order to analyze how this phenomenon contributed to the revolution of figurative language that occurred in the avant-gardes.

STORIA DELLE ISTITUZIONI EDUCATIVE

EDUCATIVE - ESI

Prof. Fabio Targhetta

e-mail: fabio.targhetta@unimc.it

degree course: L11-EI/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PED/02

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Santamaita Saverio, *Storia della scuola. Dalla scuola al sistema formativo*, Pearson, Milano-Torino, 2021, pp. 9 - 212
2. (C) Targhetta Fabio, *Un Paese da scoprire, una terra da amare. Paesaggi educativi e formazione dell'identità nazionale nella prima metà del Novecento*, Franco Angeli, Milano, 2020, 23-196
3. (A) D. Caroli, *Per una storia dell'asilo nido in Europa tra Otto e Novecento*, FrancoAngeli, Milano, 2014, Da pag. 199 a pag. 346

aims:

The course presents the historical, political, cultural and social context in which scholastic institutions, educational services and socio-welfare institutions have evolved in Italy from the Unity to the end of the twentieth century

prerequisites:

No one

content:

The history of educational services, of the school, of adult education from the Unification of Italy to the birth of the Second Republic. The role of the landscape into the processes of national identity building.

Particular attention will be given to specific moments in national history, divided as follows:

- the founding phase (from the Unit to the end of the century)
- the need to strengthen the role of the State (first two decades of the twentieth century)
- the initiatives of the regime (the fascist twenty years)
- from the Constitution to the Welfare State (from 1948 to the Seventies)
- de-institutionalization and the crisis of educational institutions (seventies-nineties)

STORIA DELLE ISTITUZIONI

PSICOLOGIA DELLO SVILUPPO (AL)

Prof.ssa Morena Muzi

e-mail: morena.muzi@unimc.it

degree course: L11-EI/19, L11-ES/19

degree class: L-19

total hours of tuition: 58, 48

European Credit Transfer and Accumulation System (ECTS): 9, 8

Discipline Scientific Sector: M-PSI/04

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Leman P., Bremner A., Parke D.R., Gauvain M., *Psicologia dello sviluppo (a cura di) Sulla, Traverso, Versari*, Mc Graw Hill Education, Milano, 2019, Cap. 1,3,5,6,7,8,9,11,12,13 circa 200 pp.
2. (A) Muzi M., *La genitorialità. Le prime relazioni diadiche e triadiche*, ARAS Edizioni, Fano, 2019, 198 pp.
3. (C) Attili G., *Attaccamento e Amore*, il Mulino, Bologna, 2004, 137 pp.
4. (C) Attili G., *L'amore imperfetto*, il Mulino, Bologna, 2012, 200 pp.
5. (A) Alessandra Fermani, Morena Muzi (a cura di), *La vulnerabilità unica in adozione. Paradigmi teorici, ricerche e riflessioni.*, ARAS EDIZIONI, Fano (P-U), 2019, cap. 1;2;3;5;7;8;

aims:

Knowledge of the main theoretical paradigms of developmental psychology and professional applications.
Elements of team building and their applications

prerequisites:

no prerequisite

content:

Developmental psychology: themes and contexts
Research methods in developmental psychology
Physical, motor and perceptive development
Emotional development and attachment
Language and communication
Cognitive development: the origins of knowledge
Parents, peers and social relations
Social identities: gender and ethnicity
Morality, altruism, and aggression
Development in adulthood

Laboratory activities: elements of team building and construction of workgroups on topics covered by the course contents

PSICOLOGIA DELLO SVILUPPO (MZ)

Prof.ssa Morena Muzi

e-mail: morena.muzi@unimc.it

degree course: L11-EI/19, L11-ES/19

degree class: L-19

total hours of tuition: 58, 48

European Credit Transfer and Accumulation System (ECTS): 9, 8

Discipline Scientific Sector: M-PSI/04

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Leman P., Bremner A., Parke D.R., Gauvain M., *Psicologia dello sviluppo (a cura di) Sulla, Traverso, Versari*, Mc Graw Hill Education, Milano, 2019, Cap. 1,3,5,6,7,8,9,11,12,13 circa 200 pp.
2. (A) Muzi M., *La genitorialità. Le prime relazioni diadiche e triadiche*, ARAS Edizioni, Fano, 2019, 198 pp.
3. (C) Attili G., *Attaccamento e Amore*, il Mulino, Bologna, 2004, 137 pp.
4. (C) Attili G., *L'amore imperfetto*, il Mulino, Bologna, 2012, 200 pp.
5. (A) Alessandra Fermani, Morena Muzi (a cura di), *La vulnerabilità unica in adozione. Paradigmi teorici, ricerche e riflessioni.*, ARAS EDIZIONI, Fano (P-U), 2019, cap. 1;2;3;5;7;8;

aims:

Knowledge of the main theoretical paradigms of developmental psychology and professional applications.
Elements of team building and their applications

prerequisites:

no prerequisite

content:

Developmental psychology: themes and contexts
Research methods in developmental psychology
Physical, motor and perceptive development
Emotional development and attachment
Language and communication
Cognitive development: the origins of knowledge
Parents, peers and social relations
Social identities: gender and ethnicity
Morality, altruism, and aggression
Development in adulthood

Laboratory activities: elements of team building and construction of workgroups on topics covered by the course contents

STORIA DELL'EDUCAZIONE (AL)

Prof. Luigiaurelio Pomante

e-mail: luigiaurelio.pomante@unimc.it

degree course: L11-EI/19, L11-ES/19

degree class: L-19

total hours of tuition: 58, 48

European Credit Transfer and Accumulation System (ECTS): 9, 8

Discipline Scientific Sector: M-PED/02

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) R. Sani, *Storia dell'educazione e delle istituzioni scolastiche nell'Italia moderna*, FrancoAngeli, Milano, 2015, pp. 13-21, 27-37, 55-62, 93-99, 111-124, 137-230, 259-343
2. (A) L. Pomante, *L'Università italiana nel Novecento. Nuovi itinerari storiografici e inediti percorsi di ricerca*, Franco Angeli, Milano, 2020, pp. 7-196 (integralmente)

aims:

The course aims to study the different aspects of the history of educational institutions in Italy during XIV-XIX centuries.

prerequisites:

Good knowledge of Modern history

content:

The course aims to present the history of education and educational institutions from XVth until the XIXth century in Italy with particular reference to Italian treatises.

First module. Introduction to the course: sources, methods, historical interpretations.

Second module. History of educational institutions in Italy.

Third module. The treatises on education and on teaching.

Fourth module. The Italian University and the formation of the ruling class and the teaching staff.

STORIA DELL'EDUCAZIONE (MZ)

Prof. Luigiaurelio Pomante

e-mail: luigiaurelio.pomante@unimc.it

degree course: L11-EI/19, L11-ES/19

degree class: L-19

total hours of tuition: 58, 48

European Credit Transfer and Accumulation System (ECTS): 9, 8

Discipline Scientific Sector: M-PED/02

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) R. Sani, *Storia dell'educazione e delle istituzioni scolastiche nell'Italia moderna*, FrancoAngeli, Milano, 2015, pp. 13-21, 27-37, 55-62, 93-99, 111-124, 137-230, 259-343

2. (A) L. Pomante, *L'Università italiana nel Novecento. Nuovi itinerari storiografici e inediti percorsi di ricerca*, Franco Angeli, Milano, 2020, pp. 7-196 (integralmente)

aims:

The course aims to study the different aspects of the history of educational institutions in Italy during XIV-XIX centuries.

prerequisites:

Good knowledge of Modern history

content:

The course aims to present the history of education and educational institutions from XVth until the XIXth century in Italy with particular reference to Italian treatises.

First module. Introduction to the course: sources, methods, historical interpretations.

Second module. History of educational institutions in Italy.

Third module. The treatises on education and on teaching.

Fourth module. The Italian University and the formation of the ruling class and the teaching staff.

ANTROPOLOGIA FILOSOFICA

Prof.ssa Greta Mancini

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degree course: L11-ES/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-FIL/03

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) U. Fadini, *"Antropologia filosofica" in P. Rossi (a cura di), La filosofia*, Utet, Torino, 1995, pp. 495-521
2. (A) M. T. Pansera, *La specificità dell'umano. Percorsi di antropologia filosofica*, Inshibboleth, Roma, 2019, pp. 11-172; 222-240; 241-254; 312-342
3. (C) M. Scheler, *La posizione dell'uomo nel cosmo*, Armando Editore, Roma, 2006,
4. (C) A. Gehlen, *L'uomo nell'era della tecnica*, Armando Editore, Roma, 2003,
5. (C) H. Plessner, *I gradi dell'organico e l'uomo*, Bollati Boringhieri, Torino, 2019,
6. (C) H. Plessner, *Il riso e il pianto. Una ricerca sui limiti del comportamento umano*, Bompiani, Milano, 2000,
7. (C) D. Pagliacci, *L'io nella distanza. Essere in relazione, oltre la prossimità*, Mimesis, Milano, 2019,
8. (A) T. Lutz, *Storia delle lacrime. Aspetti naturali e culturali del pianto*, Feltrinelli Editore, Milano, 2002, pp. 11-20; 53-163
9. (C) J. L. Charvet, *L'eloquenza delle lacrime*, Edizioni Medusa, Milano, 2021,
10. (C) E. De Martino, *Morte e pianto rituale. Dal lamento funebre antico al pianto di Maria*, Einaudi, Torino, 2021,
11. (C) D. Le Breton, *Antropologia del dolore*, Meltemi, Roma, 2018,

aims:

1. to know the particular nature of the philosophical anthropology;
2. to develop argumentative skills;
3. to apply knowledge in practice

prerequisites:

Basic skills.

content:

1. First part: elements of anthropology;
2. Second part: the fathers of anthropology;
3. Crying and tears: a form of human expression

DIDATTICA GENERALE

Prof.ssa Laura Fedeli

e-mail: laura.fedeli@unimc.it

degree course: L11-ES/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PED/03

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Daniela Maccario (a cura di), *L'educazione difficile. La didattica nei contesti socioculturali e assistenziali*, Carocci, Roma, 2009, 7-180
2. (A) Daniela Maccario, *Le nuove professioni educative. La didattica nei servizi socio-culturali e assistenziali*, Carocci, Roma, 2005, 7-243

aims:

- to be able to activate an instructional design process, select appropriate methods and strategies in different contexts

prerequisites:

none

content:

- Contexts of the didactical action
- Dimensions of the didactical action
- Didactics, media and communication
- didactical models, approaches
- instructional design: from need analysis to evaluation
- case studies in different social contexts and analysis of different strategies.

PEDAGOGIA INTERCULTURALE

Prof.ssa Rosita Deluigi

e-mail: rosita.deluigi@unimc.it

degree course: L11-ES/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PED/01

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) M. Fiorucci, F. Pinto Minerva, A. Portera (a cura di), *Gli alfabeti dell'intercultura*, ETS, Pisa, 2017, per tutti: 173-198; 299-310; 373-382; a scelta dello/a studente/ssa: 131-142; 361-372 oppure 409-416; 455-464
2. (A) P. Gandolfi, *Noi migranti. Per una poetica della relazione*, Castelvecchi, Roma, 2018, 5-171
3. (A) R. Deluigi, *Legami di cura. Badanti, anziani e famiglie*, FrancoAngeli, Milano, 2017, 9-20; 85-153
4. (A) R. Deluigi, *"Pechino OFF": sguardi stranieri*, PROGEDIT, Rivista METIS, N. 2, Bari, 2016, risorsa reperibile on line. L'articolo sarà caricato nella cartella 'materiali didattici' del corso» Pagine/Capitoli: 1-8
5. (A) M. Cuccu, *Educare a colori*, FrancoAngeli, Milano, 2022, volume in stampa (1-130)
6. (A) I. Peescarmona (a cura di), *Intercultura e infanzia nei servizi educativi 0-6. Prospettive in dialogo*, Aracne, Roma, 2021, 13-180

aims:

Reflecting on intercultural approach and educational strategies

Deepen the dimensions of intercultural education (knowledge and skills)

prerequisites:

none

content:

Conceptual frameworks, epistemology, and keywords of intercultural education

Intercultural dialogue as a strategy for inclusive interaction

1. The trip as an intercultural trajectory.
2. Careworker and Migration (the 'badanti' case): migrant women and transnational families between bonds and care work
3. African Lab

PEDAGOGIA SOCIALE E DI COMUNITA'

Prof.ssa Flavia Stara

MOD. A: PEDAGOGIA SOCIALE

e-mail: f.stara@unimc.it

degree course: L11-ES/19

degree class: L-19

total hours of tuition: 24

European Credit Transfer and Accumulation System (ECTS): 4

Discipline Scientific Sector: M-PED/01

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Andrea Porcarelli, *Istituzioni di pedagogia sociale e dei servizi alla persona*, Studium, Roma, 2021, pp.224

aims:

Provide advanced and specific theoretical-critical skills needed to plan and design educational strategies and actions in the contemporary society.

prerequisites:

No prerequisites are requested.

content:

Contemporary educational issues and their understanding in reference to cognitive and epistemological dimensions within the social dimension.

PEDAGOGIA SOCIALE E DI COMUNITA'

Prof.ssa Rosita Deluigi

MOD. B: PEDAGOGIA DI COMUNITA'

e-mail: rosita.deluigi@unimc.it

degree course: L11-ES/19

degree class: L-19

total hours of tuition: 24

European Credit Transfer and Accumulation System (ECTS): 4

Discipline Scientific Sector: M-PED/01

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) P. Freire, *La pedagogia degli oppressi*, EGA - Edizioni Gruppo Abele, Torino, 2004, Tutto il volume (1-204)

aims:

The course will deepen the logic of community education starting from the critical and problematizing perspective of Paulo Freire

prerequisites:

none

content:

The key concepts of community education

Paulo Freire's theory: the pedagogy of the oppressed

PEDAGOGIA SPECIALE

Prof.ssa Arianna Taddei

EDUCATORE PROFESSIONALE SOCIO-PEDAGOGICO

e-mail: arianna.taddei@unimc.it

degree course: L11-ES/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PED/03

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Arianna Taddei, *Come fenici. Donne con disabilità e vie per l'emancipazione*, FrancoAngeli, Milano, 2020, pp.7-135
2. (A) Lucio Cottini, *Didattica speciale per l'educatore socio-pedagogico*, Carocci Editore, Roma, 2021, pp.15-187
3. (A) Fabio Bocci, *Pedagogia Speciale come pedagogia inclusiva*, Guerini Scientifica, Milano, 2021, pp.19-144

aims:

Develop skills to observe and plan educational actions in the contexts that include people with disabilities and special educational needs.

Knowing how to adopt intervention inclusive methodologies according to the specific contexts.

prerequisites:

anything

content:

Special pedagogy: epistemological status and foundational paradigms.

Special pedagogy and educational design: methodologies, tools and case-study.

Monographic study on the condition of women with disabilities through an intersectional approach

SOCIOLOGIA DELLA DEVIANZA

Prof.ssa Maria Letizia Zanier

e-mail: marialetizia.zanier@unimc.it

degree course: L11-ES/19

degree class: L-19

logistic sharing: classe L-20

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: SPS/12

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Vincenzo Ferrari, *Lineamenti di sociologia del diritto*, Laterza, Roma-Bari, 2004, Cap. 4
2. (A) Franco Prina, *Devianza e criminalità. Concetti, metodi di ricerca, cause, politiche*, Carocci editore, Roma, 2019, tutto
3. (A) Marcus Felson, Mary A. Eckert, *Crimine e vita quotidiana. Un'introduzione*, Franco Angeli, Milano, 2020, Cap. 4 e Cap. 10

aims:

To know general issues concerning the relationship between the regulatory dimension, deviance and social control also with reference to some important trends of social change connected to communication.

prerequisites:

Knowledge of the basic concepts covered in the course of Sociology would be desirable.

content:

The course aims to thematize fundamental issues of sociology of deviance taking in account the classical theoretical perspectives; the public representation of deviant phenomena and the effects of communication on the production and governance of deviance are also presented and discussed.

Deviance, crime and social control are addressed in the framework of research contributions and experiences of control policies in the light of important processes of social change in contemporary society.

STORIA DEI PROCESSI FORMATIVI

Prof.ssa Elisabetta Patrizi

e-mail: elisabetta.patrizi@unimc.it

degree course: L11-ES/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PED/02

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Anna Ascenzi, *Metamorfosi della cittadinanza. Studi e ricerche su insegnamento della storia, educazione civile e identità nazionale in Italia tra Otto e Novecento*, Macerata, Eum, 2009, 360 p. Il testo va studiato integralmente
2. (A) Anna Ascenzi, *"Il fascismo e la mobilitazione della gioventù italiana all'estero". Ideologia e propaganda nei periodici per ragazzi*, Milano, FrancoAngeli, 2020, 88 p.

aims:

- Knowledge of the changes that have affected the process of construction of national identity from the Unification to the Second World War
- Ability to interpret different types of historical-educational sources

prerequisites:

Capability to contextualize events.

content:

The course focuses on the topic of civil education and national identity, examining different types of sources (school books, journal for children, exercises books, memorial tombstones and artefacts, report cards), relating to the period from the Unit to the second postwar period.

STORIA DELL'EDUCAZIONE SPECIALE

Prof.ssa Elisabetta Patrizi

MODULO A

e-mail: elisabetta.patrizi@unimc.it

degree course: L11-ES/19

degree class: L-19

total hours of tuition: 24

European Credit Transfer and Accumulation System (ECTS): 4

Discipline Scientific Sector: M-PED/02

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Matteo Schianchi, *Storia della disabilità. Dal castigo degli dei alla crisi del welfare*, Carocci, Roma, 2018, da p. 11 a p. 25, da p. 31 a p. 92, da p. 163 a p. 178.

2. (A) Angelo Errani, *Le immagini degli handicappati nella storia. Permanenze e cambiamenti*, in *Andrea Canevaro, Alain Goussot (a cura di), La difficile storia degli handicappati*, Carocci, Roma, 2000, da p. 189 a p. 236

aims:

Knowledge of the different conceptions of disability that crossed history from the ancient age to the modern age.
Capability to analyse written and iconographic sources explored during the course.

prerequisites:

Capability to contextualize events.

content:

The course analyses the topic of disability from a historical-educational point of view, considering the changes that characterized the great social scenarios from the most ancient civilizations, passing through the Greek-Roman world, the medieval and modern epoch up to the thresholds of pre-industrial era.

STORIA DELL'EDUCAZIONE SPECIALE

Prof. Fabio Targhetta

MODULO B

e-mail: fabio.targhetta@unimc.it

degree course: L11-ES/19

degree class: L-19

total hours of tuition: 24

European Credit Transfer and Accumulation System (ECTS): 4

Discipline Scientific Sector: M-PED/02

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) M. Schianchi, *Storia della disabilità. Dal castigo degli dei alla crisi del welfare*, Carocci, Roma, 2019, pp. 129 - 161 e 179 - 237
2. (A) A. Ascenzi e R. Sani, *Inclusione e promozione sociale nel sistema formativo italiano dall'Unità ad oggi*, FrancoAngeli, Milano, 2020, da pag. 193 a pag. 260

aims:

- Knowledge of the different conceptions of disability that crossed history from the ancient age to the modern age
- Capability to analyse written and iconographic sources explored during the course

prerequisites:

No one

content:

The course analyses the topic of disability from a historical-educational point of view, considering the changes that characterized the great social scenarios from the most ancient civilizations, passing through the Greek-Roman world, the medieval and modern epoch up to the thresholds of pre-industrial era

STORIA DELLE ISTITUZIONI EDUCATIVE

Prof. Fabio Targhetta

STORIA DELLE ISTITUZIONI - ESP

e-mail: fabio.targhetta@unimc.it

degree course: L11-ES/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PED/02

module type: -

semester: II Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Santamaita Saverio, *Storia della scuola*, Pearson, Milano-Torino, 2021, pp. 2-212
2. (C) Targhetta Fabio, *Un Paese da scoprire, una terra da amare. Paesaggi educativi e formazione dell'identità nazionale nella prima metà del Novecento*, Franco Angeli, Milano, 2020, 23-196
3. (A) S. Montecchiani, *Per una storia dell'assistenza ed educazione dell'infanzia abbandonata nelle Marche*, EUM, Macerata, 2021, 17-56

aims:

The course presents the historical, political, cultural and social context in which scholastic institutions, educational services and socio-welfare institutions have evolved in Italy from the Unity to the end of the twentieth century

prerequisites:

No one

content:

The history of educational services, of the school, of adult education from the Unification of Italy to the birth of the Second Republic.

Particular attention will be given to specific moments in national history, divided as follows:

- the founding phase (from the Unit to the end of the century)
- the need to strengthen the role of the State (first two decades of the twentieth century)
- the initiatives of the regime (the fascist twenty years)
- from the Constitution to the Welfare State (from 1948 to the Seventies)
- de-institutionalization and the crisis of educational institutions (seventies-nineties)

TECNOLOGIE DIDATTICHE

Prof.ssa Laura Fedeli

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degree course: L11-ES/19

degree class: L-19

total hours of tuition: 48

European Credit Transfer and Accumulation System (ECTS): 8

Discipline Scientific Sector: M-PED/03

module type: -

semester: I Semestre

(A)=Adopted, (C)=Recommended textbooks:

1. (A) Laura Fedeli, *Social media e didattica*, PENSA MULTIMEDIA, LECCE, 2012, 11-145

2. (A) Maria Ranieri, *Tecnologie per educatori socio-pedagogici. Metodi e strumenti*, Carocci, Roma, 2020, 11-152

aims:

- to understand potentialities and downsides tied to the use of new technologies;
- to know apps in the educational contexts;
- to understand the potentialities tied to the teacher training and the use of new technologies

prerequisites:

none

content:

the course addresses the use of new technologies and its significance for educators. The following aspects will be described: The evolution of the Web, Educational technologies: definitions, contexts and functions; professional training.