Syllabus

Course Description

Course Title	Social Pedagogy and Social Psychology
Course Code	51124
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian; English; German
Degree Course	Bachelor in Social Work
Other Degree Courses (Loaned)	
Lecturers	Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877 Prof. Aggregato Doris Kofler, Doris.Kofler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2660 Dott.ssa Camilla Lasagna, Camilla.Lasagna@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52357
Teaching Assistant	
Semester	Second semester
Course Year/s	1
CP	11
Teaching Hours	66
Lab Hours	0
Individual Study Hours	209
Planned Office Hours	33
Contents Summary	Social pedagogy, as a sub-discipline of education, is dedicated to the upbringing, education and support of people in challenging life situations across the entire lifespan. Social psychology, on the

	other hand, systematically examines how human experience, thinking and behaviour are influenced by social contexts. Both courses in the module focus on central pedagogical approaches and theoretical models to explain the interrelationship between the individual and society. The focus is on both socio-pedagogical forms of intervention and socio-psychological concepts that are particularly relevant for professional action in social work.
Course Topics	See the Definitions, origins and perspectives of social pedagogy - Widespread education and extracurricular education - The community: learning in the community and for the community - Lifelong learning between equity, globality and participation - Innovative and participative research methodologies - Educational design in different learning contexts - Multiculturalism, intercultural, transcultural and global citizenship competences - Development of reflective competences on profession and professionalism (Professionelle Identität).e individual course modules The Definition of Social Psychology and the Historical and Epistemological Foundations of Social Psychology - Self, Identity, and Society - Intergroup Relations and the Need to Belong - Stereotypes and Prejudice - Critical Theory and Gender Theory - Intersectionality and discrimination - Methodology of Psychosocial Research.
Keywords	"Social pedagogy", "Social Psychology", "Life Long Learning", Support and psyco-pedagogical Counselling". "Professional rules"
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures, group discussions, elaboration of specific topics in groups. Participatory lectures, group discussions; analysis of films/texts, analysis of case studies, flipped classroom (readings/self-study and reflections in the classroom).
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The aim of the course is to analyse central topics and problems of social pedagogy from a critical-reflective perspective, with a particular focus on the complex relationships between education

	and society. Through a theory-led and practice-oriented approach, educational processes are analysed in their historical, cultural, political and institutional dimensions in order to understand how they are shaped in the context of social transformations. Educational practices and social policies are analysed at both national and international levels, in a comparative and interdisciplinary perspective. In particular, the course promotes a transversal account of educational phenomena by bringing pedagogical knowledge and practices into dialogue with those of social work and community development. The focus is on the critical analysis of case studies, experiences and pedagogical settings, with the aim of developing interpretative and conceptual competences that enable conscious action in social and pedagogical fields of action. The course encourages theory-based reflection based on experience and promotes pedagogical thinking that is able to grasp complexity and seeks to shape educational processes in a perspective of social justice, inclusion and democratic participation. Social work involves acting within specific socio-cultural contexts, making it essential to contextualize the individual actions of both clients and professionals. Social psychology provides a critical framework of knowledge and reflection to support this contextualization. It holds a distinctive disciplinary position due to its bridging role between psychology and sociology, enabling a comprehensive understanding of social phenomena. The course focuses on developing reflective social science expertise, offering social psychological analyses of contemporary issues and promoting the transfer of theory to practice within socio-educational settings. Students will acquire foundational knowledge in social psychology, engage in critical reflection, andlearn to apply these insights effectively in both personal and professional everyday life. The mark is defined by this criteria: a) Knowledge and understanding of the texts (20% of the total grade) b) Ability to make connections between the texts (10% of the total grade) d) Autonomy of judgment and critical thinking (20% of the total grade) c) Ability to apply acquired knowledge (20% of the total grade) d) Autonomy of judgment and critical

	thinking (10% of the total grade) e) Translation of acquired knowledge into professionally applicable skills (10% of the total grade).
Specific Educational Objectives and Learning Outcomes (additional info.)	Knowledge and Understanding - of the key concepts of social pedagogy and social psychology - of the origins and perspectives - of the different theories and practices - of research approaches - of methodological choices - of intervention projects Ability to Apply Knowledge and Understanding - ability to analyze educational needs of individuals and communities - ability to analyze and understand the complexity of new challenges and forms of marginalization - ability to analyze and interpret data - ability to assess the potential of a pedagogical intervention - ability to design preventive and educational interventions in different learning contexts Autonomy of Judgment - ability to reflect critically - ability to work in teams, for and within networks - ability to make decisions based on a scientific approach - ability to analyze problems and propose innovative and creative solutions - ability to make decisions in situations of conflict and/or complexity - ability to reflect critically on theory Communication Skills - ability to communicate assertively and respectfully towards all identities involved - ability to communicate appropriately with regard to different interlocutors - ability to apply active listening techniques - ability to communicate and report within a working group - ability to communicate in order to share proposals and identify solutions

	- ability to support and encourage self-esteem and strengthen resources (empowerment) - ability to communicate and build relationships with people of different languages and cultures Learning Skills - ability to analyze and understand individual and group dynamics in a given context - ability to analyze and understand the complexity of new challenges and forms of marginalization, exclusion and discrimination - ability to design psychosocial interventions aimed at reducing discriminatory dynamics - ability to develop research competences - ability for collaborative learning and knowledge sharing - ability to work autonomously in searching for information needed to understand complex problems - ability to critically select primary and secondary research sources - ability to apply knowledge in broader or different contexts than those covered in the course - ability to cultivate a personal way of linking theory and practice Transversal Competences / Soft Skills - ability to use digital media independently and responsibly - ability to improve critical thinking and openness towards diversity and complexity - ability to apply learning strategies - ability to solve problems creatively and innovatively - ability to work effectively in groups - ability to communicate appropriately both orally and in writing
Assessment	Production of two written papers (one paper per module). Formal aspects: paper in German or Italian, 15,000 characters (bibliography and spaces included). Integrative oral interview to review course content and experiences
Evaluation Criteria	Awarding a single final mark for Cours The assessment of the written paper takes into account clarity of exposition, relevance, argumentative and logical ability, ability to use and rework the knowledge acquired, critical analysis ability, reflective ability.

	For the oral examination, the ability to make connections and to deepen and extend with personal and critical reflection the knowledge developed during the course is considered and assessed. The mark is defined by this criteria: a) Knowledge and understanding of the texts (20% of the total grade) b) Ability to make connections between the texts (10% of the total grade) d) Autonomy of judgment and critical thinking (20% of the total grade) c) Ability to apply acquired knowledge (20% of the total grade) d) Autonomy of judgment and critical thinking (10% of the total grade) e) Translation of acquired knowledge into professionally applicable skills (10% of the total grade). The course as a whole is passed if both modules receive a passing grade.
Required Readings	Ausgewählte Auszüge von: • Bobbio A. 2025 Pedagogia delle età della vita Morcelliana • Tramma S. (2018). Pedagogia sociale (Terza ed.). Milano:Guerini. • Amadini M., Bruzzone D, Musaio D. Pedagogia generale. Temifondamentali dell'educazione. Vita e Pensiero, 2023 • Harmsen, T. (2013). Konstruktionsprinzipien gelingenderProfessionalität in der Sozialen Arbeit. In: Becker-Lenz, R.,Busse, S., Ehlert, G., Müller-Hermann, S. (eds) Professionalitätin der Sozialen Arbeit. Edition Professions- und Professionalisierungsforschung, vol 2. VS Verlag fürSozialwissenschaften, Wiesbaden. https://doi.org/10.1007/978-3-531-19881-1_13 English • DeLamater, J., & Ward, A. (2013). Handbook of Social Psychology. Springer or Gilbert, D. T., Fiske, S. T., Finkel, E. J., & Mendes, W. B. (Eds.). (2025). The handbook of social psychology, (6th ed.). Situational Press • Brown, R. (1995). Prejudice: Its social psychology. Blackwell Publishing. • Substitute articles for the text of Palmonari, A., & Cavazza, N. (2003). Ricerche e protagonisti della psicologia sociale. Il Mulino: Bologna.

	• Supplementary materials • Volpato, C., Andrighetto, L. (2015). Dehumanization. In International Encyclopedia of the Social & Behavioral Sciences (pp. 31-37). Oxford : Elsevier Inc.Rudman, L.A., Glick P. (2021). The social psychology of gender: How power and intimacy shape gender relations. Second Edition. Guilford Press: New York Italian • Andrighetto, L., & Riva, P. (2020). Psicologia Sociale: Fondamenti teorici ed empirici. Il Mulino: Bologna. • Brambilla, M., & Sacchi, S. (2022). Psicologia Sociale del Pregiudizio. Raffaello Cortina Editore: Milano • Palmonari, A., & Cavazza, N. (2003). Ricerche e protagonisti della psicologia sociale. Il Mulino: Bologna.
Supplementary Readings	• Kornbeck, J., & Rosendal Jensen, N. (2012). (Eds.). Social pedagogy for the entire lifespan. Bremen: EHV Approfondimenti: • Volpato, C. (2011). Deumanizzazione. Come si legittima la violenza. Bari: Laterza. • Volpato, C. (2013). Psicosociologia del maschilismo. Bari: Laterza.
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Partnerships fot the goals, Peace, justice and strong institutions, Reduced inequalities

Course Module

Course Constituent Title	Social Psychology
Course Code	51124A
Scientific-Disciplinary Sector	PSIC-03/A
Language	English
Lecturers	Dott.ssa Camilla Lasagna, Camilla.Lasagna@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52357
Teaching Assistant	

Semester	Second semester
CP	5
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	95
Planned Office Hours	15
Contents Summary	The course offers an overview of social psychology, a branch rooted in the tradition of the social and cultural sciences. This perspective understands individuals as social beings whose thoughts, emotions, and behaviors are shaped by their specific cultural background, their position within the social structure, and their historical context. The course equips students with essential psychosocial tools to understand the dynamics of interpersonal and intergroup relationships, as well as the broader interactions between individuals and their social environments. Particular emphasis is placed on developing critical thinking and analytical skills in relation to contemporary social phenomena such as stereotypes, social conformity, the relationship between mass media and aggression, and gender relations. A specific focus is dedicated to the issue of prejudice, examined from a psychosocial perspective. Understanding this phenomenon and identifying strategies to reduce it represent crucial challenges today, fundamental for fostering peaceful coexistence among diverse identities and individuals belonging to different cultures, ethnicities, and religions.These competencies are especially relevant for those aiming to work as technical collaborators in services for individuals, groups, organizations, and communities, and more broadly, for engaging with complex social contexts in areflective, inclusive, and socially responsible way.
Course Topics	- Definition of Social Psychology - The Historical and Epistemological Foundations of Social Psychology - Social Cognition - Social Influence - Attitudes and Persuasion - Self, Identity, and Society - The Need to Belong

	- Intergroup Relations - Social Behavior: Aggression and Prosocial Behavior - Stereotypes and Prejudice - The Nature and Origins of Prejudice - Old and New Forms of Prejudice - Dehumanization - Sexism and Sexual Objectification - Strategies for Reducing Prejudice - Gender Differences and the Distribution of Social Power - Critical and gender theories - Methodology of Psychosocial Research - Epistemological Paradigms in Psychosocial Research - Research Methods - Research Designs - Explicit and Implicit Measures - Scale and Questionnaire Construction
Teaching Format	The lesson takes place remotely in synchronous mode.
Required Readings	English • DeLamater, J., & Ward, A. (2013). Handbook of Social Psychology. Springer or Gilbert, D. T., Fiske, S. T., Finkel, E. J., & Mendes, W. B. (Eds.). (2025). The handbook of social psychology, (6th ed.). Situational Press • Brown, R. (1995). Prejudice: Its social psychology. Blackwell Publishing. • Substitute articles for the text of Palmonari, A., & Cavazza, N. (2003). Ricerche e protagonisti della psicologia sociale. Il Mulino: Bologna. • Supplementary materials • Volpato, C., Andrighetto, L. (2015). Dehumanization. In International Encyclopedia of the Social & Behavioral Sciences (pp. 31-37). Oxford : Elsevier Inc. • Rudman, L.A., Glick P. (2021). The social psychology of gender: How power and intimacy shape gender relations. Second Edition. Guilford Press: New York Italian • Andrighetto, L., & Riva, P. (2020). Psicologia Sociale: Fondamenti teorici ed empirici. Il Mulino: Bologna. • Brambilla, M., & Sacchi, S. (2022). Psicologia Sociale del Pregiudizio. Raffaello Cortina Editore: Milano • Palmonari, A., & Cavazza, N. (2003). Ricerche e protagonisti della psicologia sociale. Il Mulino: Bologna.

	Approfondimenti: • Volpato, C. (2011). Deumanizzazione. Come si legittima la violenza. Bari: Laterza. • Volpato, C. (2013). Psicosociologia del maschilismo. Bari: Laterza
Supplementary Readings	• Cottrell, C.A., & Neuberg, S.L. (2005). Different emotional reactions to different groups: A sociofunctional threat-based approach to "prejudice". Journal of Personality and Social Psychology, 88, 770-789. • Crenshaw, K. W. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics, 1989 U. Chi. Legal F. 139. • Frost DM, & Meyer IH. (2023). Minority stress theory: Application, critique, and continued relevance. Current Opinion in Psychology, 51, 101579. • Glick, P., & Fiske, S. T. (1996). The Ambivalent Sexism Inventory: Differentiating hostile and benevolent sexism. Journal of Personality and Social Psychology, 70(3), 491–512. • Jost, J. T., & Hunyady, O. (2005). Antecedents and Consequences of System-Justifying Ideologies. Current Directions in Psychological Science, 14(5), 260-265. • Kraus, M. W., Park, J. W., & Tan, J. J. X. (2017). Signs of Social Class: The Experience of Economic Inequality in Everyday Life. Perspectives on Psychological Science, 12(3), 422-435. • Wirth, J. H., & Williams, K. D. (2009). "Thet don't like our kind": Consequences of being ostracized while possessing a group membership. Group process & intergroup relation, 12, 111-127.

Course Module

Course Constituent Title	Social Pedagogy Throughout the Life Cycle
Course Code	51124B
Scientific-Disciplinary Sector	PAED-01/A
Language	Italian; German
Lecturers	Prof. Aggregato Doris Kofler, Doris.Kofler@unibz.it https://www.unibz.it/en/faculties/education/academic-

	staff/person/2660 Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877
Teaching Assistant	
Semester	Second semester
CP	6
Responsible Lecturer	
Teaching Hours	18 h - Kofler Doris 18 h - Parricchi Monica Adriana
Lab Hours	0
Individual Study Hours	57
Planned Office Hours	9 h - Prof. Aggregato Kofler Doris 9 h - Prof. Parricchi Monica Adriana
Contents Summary	Social pedagogy, as a sub-discipline of education, is dedicated to the upbringing, education and support of people in challenging life situations across the entire lifespan. Social psychology, on the other hand, systematically examines how human experience, thinking and behaviour are influenced by social contexts. Both courses in the module focus on central pedagogical approaches and theoretical models to explain the interrelationship between the individual and society. The focus is on both socio-pedagogical forms of intervention and socio-psychological concepts that are of particular relevance for professional action in social work.
Course Topics	- Definitions, origins and perspectives of social pedagogy - Widespread education and extracurricular education - The community: learning in the community and for the community - Lifelong learning between equity, globality and participation - Innovative and participative research methodologies - Educational design in different learning contexts - Multiculturalism, intercultural, transcultural and global citizenship competences - Development of reflective competences on profession and professionalism (Professionelle Identität).
Teaching Format	Participatory lectures, group discussions; analysis of films/texts, analysis of case studies, flipped classroom (readings/self-study and

	reflections in the classroom).
Required Readings	Ausgewählte Auszüge von: • Bobbio A. 2025 Pedagogia delle età della vita Morcelliana • Tramma S. (2018). Pedagogia sociale (Terza ed.). Milano:Guerini. • Amadini M., Bruzzone D, Musaio D. Pedagogia generale. Temi fondamentali dell'educazione. Vita e Pensiero, 2023 • Harmsen, T. (2013). Konstruktionsprinzipien gelingenderProfessionalität in der Sozialen Arbeit. In: Becker-Lenz, R.,Busse, S., Ehlert, G., Müller-Hermann, S. (eds) Professionalitätin der Sozialen Arbeit. Edition Professions- undProfessionalisierungsforschung, vol 2. VS Verlag fürSozialwissenschaften, Wiesbaden. https://doi.org/10.1007/978-3-531-19881-1_13
Supplementary Readings	