Syllabus

Course Description

Course Title	Knowledge and competencies for a changing world
Course Code	64186
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian
Degree Course	Bachelor for Social Education
Other Degree Courses (Loaned)	
Lecturers	Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877 Dr. Sabina Frei, Sabina.Frei@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29908
Teaching Assistant	
Semester	First semester
Course Year/s	3
CP	8
Teaching Hours	30
Lab Hours	20
Individual Study Hours	150
Planned Office Hours	20
Contents Summary	See the individual course modules
Course Topics	See the individual course modules
Keywords	Sustainability; educational environment; professionalism; reflectiveness
Recommended Prerequisites	
Propaedeutic Courses	

Teaching Format	See the individual course modules
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The course is interdisciplinary in nature and aims to introduce basic knowledge on issues of complexity, in particular the development of skills in the world of globalisation and sustainability. It identifies as its aims promoting a culture of sustainability, fostering the development of critical thinking and promoting the adoption of ecologically responsible behaviour. The aim of the course in the articulation of the 2 modules is to make the learner aware of the various issues that concern professional complexity, the environment and the knowledge of possible solutions. Course objectives are: - to frame the topic of sustainability within the ecological paradigm - identify crucial areas of action for humanity, nature and the planet; - analyse the dimensions of sustainability starting from what has been identified as the main areas of intervention by the Agenda 2030 Sustainable Development Goals; - return an integrated and integral vision of dimensions and humanity. - provide the tools for a critical-reflective approach to the profession
Specific Educational Objectives and Learning Outcomes (additional info.)	With the aim of providing students with both an adequate mastery of general scientific methods and content and the acquisition of professional knowledge related to the role of future social educators of students, the course includes the following outcomes - to know the evolution of the pedagogical debate on complexity, globalisation and sustainability up to the contemporary framework of the UN 2030 Agenda; - to know the main theoretical references underlying the pedagogical interpretation of complexity and sustainability from the perspective of global competence; - understand some pedagogical elements and the most relevant educational issues related to the horizon of professionalism; - reflect on the role of education in the transition towards a more sustainable society; - to critically relate the knowledge learnt to the professionalism of an educator.

	The students will be able to use the knowledge appropriately, effectively and flexibly in order to design educational interventions in the social, school and extra-curricular context. They will know the distinctive features of reflective professionalism and will be able to use different reflective modes, recognising their repercussions on the participatory production of knowledge.
Assessment	Intermediate assessment papers and supplementary oral interview as a review of the experience and/or course content
Evaluation Criteria	Awarding of a single final mark. Intermediate assessments and the oral test will take into account: relevance, clarity of argument, critical analysis skills, ability to rework, reflection
Required Readings	• Birbes C., Bornatici S. (2023) La Terra che unisce. Lineamenti di pedagogia dell'ambiente, Mondadori • Abeni L., Cadei L., Serrelli E., Simeone D.(eds.) (2022) L'altro educatore, Morcelliana (capitoli indicati a lezione e poi in Ole) Selected chapters from the following two texts: • Fook, J., Gardner, F. (2007). Practising Critical Reflection: a Resource Handbook (1st Edition). Open University Press. • Sicora, A., & De Piero, Rita. (2010). Errore e apprendimento nelle professioni di aiuto: Fare più errori per fare meno danni? (Lavoro di cura e di comunità 43). Santarcangelo di Romagna: Maggioli. • didactic material in OLE
Supplementary Readings	• Iavarone M.L, Malavasi P.L., Orefice P., Pinto Minerva F. Pedagogia dell'ambiente 2017, Lecce: Pensa Multimedia • Educazione alla Sostenibilità Pedagogia Oggi, vol 16 n. 1 2018 https://ojs.pensamultimedia.it/index.php/siped/issue/view/172
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Quality education, Gender equality, Affordable and clean energy, Decent work and economic growth, Reduced inequalities, Partnerships fot the goals, Responsible consumption and production, Climate action, Life below water, Life on land, Peace, justice and strong institutions, Sustainable cities and communities

Course Module

Course Constituent Title	Sustainable development and global competence
Course Code	64186A
Scientific-Disciplinary Sector	PAED-01/A
Language	Italian
Lecturers	Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877
Teaching Assistant	
Semester	First semester
CP	5
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	95
Planned Office Hours	12
Contents Summary	Starting from the consideration of the environment as a mediator of relationships, the course aims to offer some specific elements on the pedagogical-educational contribution to the challenge of sustainability. - The sustainability paradigm: what, how, where, when, why - The future between sustainability and resilience: the role of complexity theory - From environmental education to education for sustainable development: history and issues - Agenda2030 - The environmental educator: characteristics, tasks, job possibilities
Course Topics	
Teaching Format	Participatory teaching through the use of slides, videos, research reports, articles and documents from books and journals. Flipped classroom, small and large group discussions and work
Required Readings	Birbes C., Bornatici S. (2023) La Terra che unisce. Lineamenti di

	pedagogia dell'ambiente, Mondadori
Supplementary Readings	• Iavarone M.L, Malavasi P.L., Orefice P., Pinto Minerva F. Pedagogia dell'ambiente 2017, Lecce: Pensa Multimedia • Educazione alla Sostenibilità Pedagogia Oggi, vol 16 n. 1 2018 https://ojs.pensamultimedia.it/index.php/siped/issue/view/172

Course Module

Course Constituent Title	Reflexive professionalisation and participative knowledge production (lab.)
Course Code	64186B
Scientific-Disciplinary Sector	GSPS-06/A
Language	Italian
Lecturers	Dr. Sabina Frei, Sabina.Frei@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29908
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20
Individual Study Hours	55
Planned Office Hours	8
Contents Summary	- Reflection, reflexivity and critical reflection: the necessary conceptual basis for reflective practice. - Individual and group reflective practices: starting from the concrete (internship and/or professional) experiences of the students, different reflective modes will be tested
Course Topics	Students will be familiar with the characteristics of reflective professionalism and will be able to use various reflective approaches, recognizing their impact on the participatory

	production of knowledge.
Teaching Format	Lectures, discussions, small group work, exercises
Required Readings	Fenton, J. (2019). Social Work for Lazy Radicals. Relationship Building, Critial Thinking and Courage in Practice. London: Red Globe Press. Fook, J. (2011). Social Work: Critical theory and practice (reprinted edition). Los Angeles: Sage Publ. Sicora, A., & De Piero, Rita. (2010). Errore e apprendimento nelle professioni di aiuto: Fare più errori per fare meno danni?. Santarcangelo di Romagna: Maggioli.
Supplementary Readings	