Syllabus

Course Description

Course Title	Methods and practice fields of social education
Course Code	64178
Course Title Additional	
Scientific-Disciplinary Sector	PAED-01/A
Language	English
Degree Course	Bachelor for Social Education
Other Degree Courses (Loaned)	
Lecturers	Mag.phil. MA. MSc. PhD Petra Maria Wlasak, PetraMaria.Wlasak@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50568
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	6
Teaching Hours	45
Lab Hours	0
Individual Study Hours	105
Planned Office Hours	18
Contents Summary	This is course of applied social science, aimed to provide an overview of the fields of social education and of the strategies, methodologies and instruments available to identify objectives, as well as to design, organize and evaluate interventions. The course aims to generate a participative setting in which students actively engage in skill development. A variety of literature will be offered, and each student will be able to deepen a field of their choice by reading and by presenting field experiences of their own to be discussed with peers.
Course Topics	1. SOCIAL EDUCATION

	a. Definitions b. Fluid boundaries in the history and geography of social professions c. Human rights for structure and agency: developing capabilities to access human rights d. Transdisciplinary research and development e. Community development and social innovation through participation f. Strategies and models for social education towards social change and transformation. g. Coping with life as individuals, as groups, as organizations, as a society: Multilevel, multisector and multiactor networking for social change. 2. FIELDS a. The life course b. Gender c. Migration d. Health e. Socio-Economic disadvantage f. Housing g. Fair labor h. Organizational change 3. METHODS a. Clarifying mandates and objectives and contextualizing the intervention field b. Harnessing the expertise and resources of users, by generating eye-level relations in the midst of asymmetric conditions c. Outreach methods towards the hard-to-reach d. Transforming structured reception: dealing with challenges in communal living and reception centers. e. Bridging users and services: processes of reciprocal learning to lower the thresholds f. Participation & communication for social transformation
Keywords	social science, social education, transdisciplinarity, social change, human rights, fields and methods of social education, innovation
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lessons will be held in presence.
Mandatory Attendance	In accordance with the regulation

Specific Educational Objectives and Learning Outcomes	EDUCATIONAL OBJECTIVES: The course will analyze several methodologies and fields of practice in social education, through targeted literature and by generating processes of reflexivity about social interventions experienced or observed by students themselves. Therefore, the course will provide both a general overview of scientific contents, as well as professional skills and methodologies to craft targeted interventions. METHODOLOGY: It will be a participative course, with some presentations by the professor, instances of flipped classroom methodology, debates as well as guest teachers and professionals. It will offer a choice of readings and practical tasks for students to self-elaborate and -jointly with peers- construct packages of knowledge that are particularly useful for their preferred fields of practice, while introducing a general overview of key elements for all. 1. Knowledge and understanding - Gain knowledge about theories and concepts that are useful and applicable to social intervention fields. - Appreciate the time, place and context in which such theories were constructed, in order to better evaluate and adapt theories to current field requirements, and critically appraising their constitutional assumptions and premises. - Explore some of the main fields of intervention for social pedagogists. - Gain a toolbox of strategies, methods and instruments that may be applied in such fields. 2. Applying knowledge and understanding - Reflect on personal experiences of intervention, participation or observation in social pedagogy contexts - Gain awareness of structural factors influencing individual conditions. - Identify effective methodologies as applied in the context, by recognizing and discussing real or narrated intervention designs. 3. Making judgements - Increase the ability to perceive, accept and adapt to diversity. - Learn to identify contextual factors related to the field itself, not reducing wider social questions into individual issues. - Enhance capabilities for boundary- and risk-management in the

	field. 4. Communication skills - Learn to extract, repackage and present knowledge from scientific literature sources in the context of social professions. - Learn to articulate and express reflexive experiences on one's own professional field of practice. - Learn to engage with others by offering useful insights on their work, both critically and respectfully. 5. Learning skills - Enhance context analysis capabilities - Enhance capabilities for reading and writing academic knowledge - Enhance intervention design and evaluation skills
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	- Individual task: Literature review exercise - Team work: Presentation of a chosen case study analysis in class - Final test: applying theory in fields of social education Reflexive participation in class will be recognized
Evaluation Criteria	All required tasks must be handed in in order to achieve a positive grade. Points for grade: Literature review 20%, case study analysis 40%, final test 40% of grade. Extra points for outstanding reflexive participation can be added, Literature review exercise: evaluation of summary of main theories and concepts, usage of correct references (APA), critical thoughts and application of literature Case study analysis: Context analysis, description of intervention objectives and methodology, structure, resources and outcomes Test: compétence of applying theory in fields of social education
Required Readings	• Böhnisch, L. & Schröer, W. (2017). Social Work. A problem-oriented introduction. De Gruyter, Oldenbourg. • Lorenz, W. (2016) Rediscovering the social question. European Journal of Social work, 19 (1), 4-17. DOI: 10.1080/13691457.1082984

	• Hamburger, F. (2012) Einführung in die Sozialpädagogik. Kohlhammer. OR Ferrante, A., Gambacorti-Passerini, M.B. & Palmieri, C. (eds) (2020). L'educazione e i margini. Temi, esperienze e prospettive per una pedagogia dell'inclusione sociale.Guerini Scientifica. • Ife, J., & Fiske, L. (2006). Human rights and community work: Complementary theories and practices. International Social Work, 49(3), 297–308. https://doi.org/10.1177/0020872806063403
Supplementary Readings	• Bennett, B., Ravulo, J. J., Ife, J., & Gates, T. G. (2021). Making #blacklivesmatter in universities: a viewpoint on social policy education. International Journal of Sociology and Social Policy, 41(11–12), 1257–1263. https://doi.org/10.1108/IJSSP-11-2020-0512 • Böhnisch, L. (2017). Sozialpädagogik der Lebensalter: eine Einführung. Belty Juventa. • Caride, J. A., & Ortega, J. (2015). From Germany to Spain: Origins and Transitions of Social Pedagogy through 20th Century Europe. In Kornbeck, J. & Ùcar, X. (eds.) Latin American Social Pedagogy: relaying concepts, values and methods between Europe and the Americas (pp. 13–27). Bremen: EHF Academic press Gmbb-Verlag. • Charfe, L., & Gardner, A. (2020). 'Does my Haltung look big in this?': The use of social pedagogical theory for the development of ethical and value-led practice. International Journal of Social Pedagogy, 9(1), 1– 10. https://doi.org/10.14324/111.444.ijsp.2020.v9.x.011 • Elsen, S. (2019) Eco-social transformation and community-based economy. Routledge. • Elsen, S./Schicklinski, J. 2016: Mobilising the Citizens for Eco Social Transition. Sauer, T. /Elsen, S./Garzillo, Ch. (Ed) 2016: Cities in Transition: Pathways to a Resilient Future, Oxford, Earthscan • Hirsch Hadorn, G., Hoffmann-Riem, H., Biber-Klemm, S., GrossenbacherMansuy, W., Joye, D., Pohl, C., … Zemp, E. (Eds.). (2008). Handbook of transdisciplinary research. Springer. • Ife, J. (2009). Needs, Rights and Democratic Renewal. Nouvelles Pratiques Sociales, 22(1), 38–51. https://doi.org/https://doi.org/10.7202/039658ar • Ife, J. (2001). Local and global practice: Relocating social work as a human rights profession in the new global order. European Journal of Social Work, 4(1), 5–15. https://doi.org/10.1080/714052835 • Lorenz, W. (2017) European policy developments and their impact on social work. European Journal of Social Work, 20 (1), 17-28. DOI: 10.1080/13691457.2016.1185707

	• Lorenz, W. (2010) Globalizzazione e servizio sociale in Europa. Carocci Faber. • Fargion, S., Frei, S. & Lorenz, W. (2021) L'intervento sociale tra gestione del rischio e partecipazione. Carocci. • Reisch, M., & Garvin, C. (2016). Social work practice and social justice: Concepts, challenges, and strategies. New York: Oxford University Press. • Ripamonti, E. (2018) Collaborare: Metodi partecipativi per il sociale. Carocci Faber. • Ripamonti, E. (2010) La trasgressione in adolescenza: tra crescita e disagio. Percorsi di prevenzione all'uso di sostanze psicoattive. Ministero per il Lavoro e le Politiche Sociali. https://www.salesianiperilsociale.it/wpcontent/uploads/2015/09/La-trasgressione-in-adolescenza-tracrescita-e-disagio.pdf • Webel, C., & Galtung, J. (2007). Handbook of Peace and Conflict studies. Routledge
Further Information	
Sustainable Development Goals (SDGs)	No poverty, Good health and well-being, Gender equality, Partnerships fot the goals, Reduced inequalities, Peace, justice and strong institutions, Decent work and economic growth