Course Description
The reflection of the Preventive System in a language that claims to be faithful to the Salesian tradition and at the same time seeks an honest dialogue with the current educational context become a proposal that delineates the theme of a strongly unitary personal life project where the catholic educator, as a person, reaches a life lived as a grace of unity. The intent of the course is to generate a dialogue between an epistemological model, a pedagogical methodology and a reflection of the Salesian Preventive System allowing new paths of understanding the Leader nowadays, and understand the educational-pastoral community that encourages, accompanies and projects the presence of Christ among the different educators.

Goals and objectives
The principle objective of this course is to offer you the opportunity to better understand the educational current context and the Salesian Preventive System from an Educative Leadership approach. You will examine critical issues faced by Catholic leaders on Education like a volatile, complex, uncertain and ambiguous World. You will analyze key factors of a Catholic Educator (leadership, identity, intentionality) and recent trends on the field of education and their impact on the society. You will be immersed in one of the catholic proposals present in 135 countries around the world for the education of the youth: The Salesian Preventive System and the Leadership that emanates from it.

Expectations
Teaching method: it’s an interactive course. My presentations will highlight educative aspects in Education, Intentionality and Salesian Preventive System. I will make use of lectures, PowerPoints or other means to help you to visualize the topics and key factors that you will be studying; I provide some texts to coincide with my lectures and to develop material at greater depth. I shall also indicate some primary source documents, links and videos that emanate from the educative, social, political, and economics references under examination from an educative catholic perspective. At key intervals we will dedicate time to group work and class discussion.

Student roles: While I hope to provide you with positive input, I want to say that I believe that you and your classmates have the greatest role in creating a good learning environment. I expect that you will attend all the class sessions; if there is a serious reason that prevents you from doing so, I
would appreciate your speaking to me about your absence. I expect that you will participate in all group projects, giving everyone a chance to speak and building on one another’s contributions (I believe that students add breadth and depth to the course for one another through class participation). Finally, I expect that you will complete reading and written assignments in a timely fashion.

**Learning outcomes**

By the end of this course, you will have gained an overview of the Salesian Educative Method nowadays and the several issues and opportunities for Leaders to better impact the world through education.

You will have learned the principles of Salesian Leaders, and honed skills in critical analysis of interdisciplinary texts through participation in class/group discussions and by developing a research paper written in a succinct and organized fashion.

**Tools for assessment**

In addition to attendance and class participation, your learning in this course will be assessed on the basis of class discussions and three key written assignments. The first written assignment will be two book reviews: One base on social trends or education, the second on educational leadership in a community of faith. The second assignment will be conceptual flow chart of the Salesian Preventive System (Criteria, Parameters, Strategies). The third will be a class presentation based on one of the books that you will be selecting for the above-mentioned book reviews. The scope and procedure to be followed, the due dates, and the assignments will be discussed early in the semester.

**Texts**


3. Rodriguez, Alejandro. “Education is an art.”, 2020 [Bound PDF notes, $25.00].

**Sources**

In addition to the professor’s notes, you are to choose one of the following texts for a personal following of the themes of this course.


**Internet sites for document links**

Spring Hill College Theology Library: [http://www.shc.edu/theolibrary/](http://www.shc.edu/theolibrary/)

Salesians of Don Bosco (Official Website): [https://www.sdb.org](https://www.sdb.org)
Course Outline - Topics to Cover

Themes to explore: overview and plan for the semester.  
A guide to Salesian Leadership: Tradition and renewal.

1. Context  
   Globalization  
   VUCA World  
   UTRU approach  
   Trends on Education

2. Generations  
   TS  
   Centennial  
   Millennials

3. Educative Model  
   Social Constructivism  
   Tools  
   Learner  
   Community of learning

4. Self-appropriation  
   Knowledge  
   Imperatives  
   Intentionality  
   Method  
   Community of inquiry

5. Leadership  
   Theories of Leadership  
   Leader development  
   Leadership development  
   Educational Leader

6. Salesian Leadership  
   Prevention  
   Criteria  
   Parameters  
   Pedagogical Strategies  
   Social parameters

7. Grace of Unity  
   UNLO  
   FLO
# Educating from the Heart: Salesian Leadership

Instructor: Alejandro Rodriguez, SDB  
2301 Vine Street, #203  Phone (mobile) 510-229-6413  
Berkeley, CA 94708-1816  E-mail: arsdb@gmail.com

## Class Schedule:

The class meets weekly on Thursday mornings: 9:40am-12:30pm

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Background Readings</th>
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| 1     | Introduction: exploring the themes of Education; overview and plan for the semester. | Rodriguez Ch. 1  
Johansen, Ch. 1-4  
Bauman 1,2,3 |
| 1     | Context  
Society of knowledge  
Globalization | Rodriguez Ch. 1  
Johansen, Ch. 5-9  
Harari, Ch. 1-3 |
| 2     | VUCA World  
UTRU approach  
Trends on Education | | |
| 2     | Generations  
TS  
Centennial  
Millennials | Caraher, Ch. 1-2 |
| 3     | Class presentation | |
| 4     | Educative Model  
Social Constructivism  
Tools  
Learner  
Community of learning | Rodriguez Ch. 3  
Ileris Ch. 1-8 |
| 5     | Self-appropriation  
Knowledge  
Imperatives | Rodriguez Ch. 2  
Meynell  
Lonergan |
| 6     | Intentionality  
Method  
Community of inquiry | Rodriguez Ch. 2  
Meynell  
Finamore |
| 7     | Class presentation | |
|   | Leadership Theories of Leadership | Rodriguez Ch. 4  
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| 8 | Leader development  
|   | Leadership development | Rodriguez Ch. 4 |
| 9 | Educational Leader | Rodriguez Ch. 4 |
| 9 | Salesian Leadership Prevention | Lenti Vol. 1-2  
|   | Rodriguez Ch. 5 |
| 10 | Criteria Parameters | Lenti Vol. 1-2  
|   | Rodriguez Ch. 5 |
| 11 | Pedagogical Strategies  
|   | Social parameters | Lenti Vol. 1-2  
|   | Rodriguez Ch. 5 |
| 12 | Grace of Unity  
|   | UNLO | Rodriguez Ch. 6 |
| 13 | FLO | Rodriguez Ch. 6 |
| 14 | Oral presentations of research, shared with class members |
| 15 | Oral presentations of research, shared with class members |
| 16 | Book reviews due |