UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy (with Workshop)

1920-1-G8501R001

Course title

General Pedagogy and Laboratories

Topics and course structure

Introduction to the current debate on educational issues;

Class menagement;

The educational relationship in its affective, cognitive, sociale and enviromental aspects (and their reciprocal interrelations) that contribute to making the teaching - learning process more or less effective. Role and expectations of the teacher

In particular, the cours topics will be as articulated:

The educational sciences today; The places of education; Educate at school; The teacher/pupils relationship; The management of the class group; Learning, emotions and corporeality at school; The class/pupils group; The school space; ; The law and the school; The family school relationship; Educational work in services; innovative preschools and schools; school in the hospital and home education.

Objectives

With teaching and a constant and participated attendance to the lessons and the Laboratory connected to the course, we intend to promote the following learning in terms of:

1. Knowledge and understanding of the psychological, sociological and pedagogical disciplines involved in the field of educational sciences, with particular attention to the historical-social development of these areas of knowledge;

2. Understanding of the role of the educational sciences, and in particular of pedagogy, in the analysis and planning of school contexts and of didactic action;

3. Knowledge and understanding of the main problems related to the definition of the teacher's role and professional profile, with attention also to social and historical aspects;

4. Use the theoretical references essential to understand the dimensions and variables implicit in the teaching-learning process;

5. To use the theoretical knowledge and operative tools connected to the observation techniques to understand the characteristics of the scholastic context, subjects and relationships, as well as of the didactic action.

Methodologies

Lessons, exercises; video and discussions in the classroom

Online and offline teaching materials

The materials used during the lessons will be made available to all students on the course website.

Programme and references for attending students

For all on which both the written and oral exam are held:

Kanizsa S., Mariani A.M. (a cura di), Pedagogia Generale, Milano, Pearson, 2017

Merieu P., Fare la Scuola, fare Scuola. Democrazia e pedagogia, Milano, FrancoAngeli, 2015

Kanizsa S., La paura del lupo cattivo, Milano, Cortina, 2013

De Mauro T., Ianes D., (a cura di), Giorni di scuola, Trento, Erickson, 2011 - in alternativa: Lodi, M.,Il paese sbagliato. Diario di una esperienza didattica, Einaudi, Torino, 2014.

For all: a book chosen from the following on which only the oral exam takes place

Bruner J., La cultura dell'educazione, Feltrinelli, Milano, 1995

Dewey J., Esperienza e educazione, Cortina Editore, Milano, 2014.

Freire P., Pedagogia dell'autonomia: saperi necessari per la pratica educativa, EGA, Torino, 2014.

Gardner H., Sapere per comprendere. Discipline di studio e disciplina della mente, Feltrinelli, Milano

Rogoff B., Imparando a pensare. L'apprendimento guidato nei contesti culturali, Cortina Editore, Milano, 2006.

Programme and references for non-attending students

The programme is the same for attending and non-attending students.

For all on which both the written and oral exam are held:

Kanizsa S., Mariani A.M. (a cura di), Pedagogia Generale, Milano, Pearson, 2017

Merieu P., Fare la Scuola, fare Scuola. Democrazia e pedagogia, Milano, FrancoAngeli, 2015

Kanizsa S., La paura del lupo cattivo, Milano, Cortina, 2013

De Mauro T., Ianes D., (a cura di), Giorni di scuola, Trento, Erickson, 2011 - in alternativa: Lodi, M.,Il paese sbagliato. Diario di una esperienza didattica, Einaudi, Torino, 2014.

For all: a book chosen from the following on which only the oral exam takes place

Bronfenbrenner U., Ecologia dello sviluppo umano, Il Mulino, Bologna, 2002.

Bruner J., La cultura dell'educazione, Feltrinelli, Milano, 1995

Ciari B., La grande disadattata, Editori Riuniti, Roma, 1972; Edizioni Junior, Parma, 2006;

Dewey J., Esperienza e educazione, Cortina Editore, Milano, 2014.

Freire P., Pedagogia dell'autonomia: saperi necessari per la pratica educativa, EGA, Torino, 2014.

Gardner H., Sapere per comprendere. Discipline di studio e disciplina della mente, Feltrinelli, Milano

Rogoff B., Imparando a pensare. L'apprendimento guidato nei contesti culturali, Cortina Editore, Milano, 2006.

Assessment methods

Written and oral examination. The exam consists of two part, a written part and a subsequent oral part: the written part must be passed (from 18 to 30 marks, or more) before student can enrol for the oral exam.

The written part of the exam will be on all the texts in the bibliography.

Passing the oral exam allows access to the oral exam without repeating the written test for the two years of validity of the course. The oral exam will be on every text in the bibliography.

We remember that before enrolling for the oral exam the students have to pass the laboratory.

Written:

- ability to grasp the essential elements of the proposed topic;

- ability to synthetically expose the proposed topic;

- spelling and syntactic precision;

Oral:

- ability to present the proposed topic in an orderly and complete manner;

- ability to relate various perspectives on the topic present in the suggested texts.

Office hours

The professor is available to students on Tuesday from 10 am to 11 am - room 4110 - U6 - IV piano. Any change will be promptly announc

Programme validity

The programs are worth two academic years

Course tutors and assistants

Dott.ssa Germana Mosconi

Dott.ssa Donata Ripamonti