UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia nel Contesto Scolastico

2122-1-F5103P084

Learning area

1: Typical development and educational contexts

Learning objectives

Knowledge and understanding

- systemic and developmental perspectives on the teacher-child relationship (theories and tools);
- theories and practices of active and participatory pedagogies;
- educational and relational questions in Early Childhood Education and Care and school contexts.

Applying knowledge and understanding

- observation competences of educational contexts and relationships;
- critical analysis competences of ECEC and school contexts.

Contents

The course discusses the teacher-child relationship in ECEC services and school, also comparing different cultural contexts. The course namely will focus on active, participative and democratic pedagogical and teaching theories,

that take into account children’s perspective on the school-context and in the process of contructing knowledge, key component in promoting meaningfull learning process, well-being at school and motivation to study

Detailed program

- Theories and researches on teacher’s role and the teacher-child and teacher-children relationship;
- Models of prevention and psychological and pedagogical consultation in pre-primary and primary school contexts;
- Theories and practices of first and second childhood (ECEC services and school): educational and teaching perspectives related to active pedagogy (socio-constructivism; enactivism), forms of participation and democratic education; comparison of active pedagogies across different cultural contexts; methodologies of research with children;
- Studies and theories on educational and psychological effects connected to active and participative pedagogies on well being and motivation;
- Analysis and practice of observational and dialogical instruments aimed at deepening the knowledge and competence in intervening in educational contexts.

Prerequisites

A good knowledge of developmental psychology in general and in particular of socio-emotional development enables a more aware use of the course contents.

During the first lesson, students are required to inform the teacher about their knowledge around some key contents (eg. theory of attachment) in order to customize accordingly the lessons.

Materials of the lessons (slides, articles, videos) are provided on the Moodle course, to support the contents acquisition (available also to non-attending students) and it is possible to agree with the professor on some basic references.

Teaching methods

In addition to classroom lectures, the didactic methodology provides for group discussions and work, case analysis, videos, and specific practice exercises.

Lessons will be held in presence, unless further COVID-19 related restrictions are imposed.

Assessment methods

The exam is written and oral.

The written exam is different for attending and on attending students.

Attending students provide a short report (specific guidelines are provided at the beginning of the course) on a specific practice exercise.

Evaluation criteria of the report are the followings:

- Correctness of the written language;
- Critical thinking on the conducted experience;
- Ability to argue,
- Links to the references of the course.

Non attending students have a written text made of multiple choice and open questions.

Open questions are evaluated as follows:

- Correctness,
- Synthesis,
- Ability to argue.

The **oral interview** is on all the topics of the course and can lead to an increase or decrease of the scores up to 2 points.

Textbooks and Reading Materials

Before the beginning of the lessons, detailed information on the references and materials will be provided in the e-learning page of the course.