UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

General Pedagogy I With Workshop - 1

2324-1-E1901R093-T1

Course title

Education as experience. The 'case' of educating in juvenile prison.

Topics and course structure

The General Pedagogy course aims to offer an overview of concepts and issues concerning education as a specific object of pedagogical knowledge. Starting from this framework, particular attention will be paid to the meaning, contents, contexts and modalities of educational work and - especially with reference to recent legislative changes concerning the educational professions - to the figure of the socio-pedagogical educator.

The course includes:

1. an *institutional part*, which will focus on:

- the main issues that have questioned and still question pedagogical knowledge;
- the main approaches, theories and models that have interpreted these questions and contributed to defining the identity of Pedagogy as a field of knowledge within the human sciences;
- educational experience as the object of pedagogical knowledge and its characteristics;
- the concept of the pedagogical 'dispositif' as the key to interpreting the complexity of educational experience;
- "experiencing" in educational contexts, paying attention to the interweaving of material and symbolic elements (spaces, times, bodies, objects, rituals, procedures, discourses) that structure the quality of the educational experience;
- an in-depth study of the profile of the socio-pedagogical educator, taking into account the most recent legislation and the multiplicity of professional contexts.

2. a *monographic part*, dedicated to the investigation of "doing education", the forms that the educational

experience can take and its possible existential impact in the particular context of the juvenile prison. Assuming the perspective of phenomenological pedagogy, in this part the course will go into the theoretical and methodological assumptions of this specific pedagogical model and of doing education, the meanings that the educational experience can take on, its limits and potentialities

Laboratory
The course includes a laboratory on "Analysis of motivations and expectations regarding educational and professional choice" (16 hours 2 CFU). The laboratory is compulsory for all students and will take place in the first semester; timetable and modalities will be communicated later.

Objectives

With constant and participative attendance of the lectures and the laboratory associated with the course, the following learning is intended to be promoted, in terms of:

- Knowledge and understanding to stimulate skills that enable an early pedagogical analysis of professional and non-professional educational experiences.
- Ability to relate different knowledge and models in order to grasp their constituent elements, dynamics, subjects involved, social implications, criticalities.
- Ability to apply knowledge and models to problems and situations in educational contexts in order to begin to understand their fundamental pedagogical elements.

Methodologies

The course is delivered in Italian.
Lessons will be held in presence, and in any case according to university and ministerial guidelines. With a constant focus on the relationship between theory and educational practice, the course contents will be proposed combining moments of frontal lessons with active teaching methodologies, through participative lessons and the use of exercises and activations related to the topics covered.

Online and offline teaching materials

Lecture materials (slides, case studies, videos, documents, etc.) will be available on the teaching e-learning page.

Programme and references

Course programme
What is meant by 'pedagogy'? and what is intended by 'education'? Which approaches to education are most strongly asserted in the pedagogical tradition and what does it mean, when practising educational work, to embrace the perspectives they put forward? How are these approaches intertwined with the way of thinking and doing education that each has interiorised throughout his or her existence? What are the issues that those who educate professionally have to face in their daily work? In what contexts does the socio-educational educator work and who is he? What educational attentions and professional skills does this work require?

With these questions in mind, the course is structured in two parts, institutional and monographic, described in detail above.

References for each student

Institutional part

1. John Dewey (2014), Esperienza e educazione, Cortina, Milano;
2. Alessandro Ferrante (2017), Che cos'è un dispositivo pedagogico?, Franco Angeli, Milano;
3. Manuela Palma (2016), Il dispositivo educativo. Per pensare e agire le esperienze educative, Franco Angeli, Milano
4. Francesca Oggionni (2019), Il profilo dell'educatore. Formazione e ambiti di intervento. Nuova edizione, Carocci, Roma.

Monographic part

1. Piero Bertolini, Letizia Caronia (2015), Ragazzi difficili. Pedagogia interpretativa e linee di intervento. Nuova edizione aggiornata a cura di Pierangelo Barone e Cristina Palmieri, FrancoAngeli, Milano.
2. Pierangelo Barone, Veronica Berni, Cristina Palmieri, Silvana Vaccaro (2022), Fare teatro in carcere minorile, FrancoAngeli, Milano. Pubblicazione. Open access scaricabile gratuitamente su: https://www.francoangeli.it/Libro/Fare-teatro-in-carcere-minorile?

Assessment methods

The course includes only the final examination.
There are two possible examination methods:

1. **oral interview on the topics covered in the texts** aimed at assessing:

- the knowledge of the texts;
- the ability to develop an autonomous discourse on the topics transversal to the texts;
- the capacity for critical argumentation around the conceptual nuclei that the texts highlight;
- the ability to connect what has been studied to one's own personal or professional experience;
- the ability to use the knowledge provided by the texts to read and understand educational situations and to deal with them in their complexity.
  During the interview, students may be asked to comment on excerpts from the materials in the examination bibliography.
  Each examination will last approximately 20 minutes.

2. **oral interview on the topics developed in class and studied in depth thanks to the study of the texts** in which the students will autonomously develop a **speech**, lasting a maximum of 15 minutes, which, in their opinion, can summarise the fundamental passages of the course they have followed and critically express their own educational gains.
   The discourse may be supported by materials (images, metaphors, objects, diagrams, maps, drawings, songs, poems) that help not only to reconstruct the reflections shared in class, but also to take up the texts in the bibliography in an autonomous and original manner.
   The examination interview will start from the students' exposition and will deepen the contents by referring to the texts in the bibliography. It will assess:

- clarity of presentation
- conceptual correctness
- argumentative capacity (soundness and coherence of arguments)

- expressive capacity (appropriate use of pedagogical language)
- the ability to personalise (scientifically grounded expression of a personal position)
- critical capacity.

Office hours

By appointment, writing to cristina.palmieri@unimib.it

Programme validity

Program lasts two a.y.

Course tutors and assistants

Giorgio Prada (giorgio.prada@unimib.it)

Paola Marcialis (paola.marcialis@unimib.it)

Maddalena Sottocorno (maddalena.sottocorno@unimib.it)

Giulia Lampugnani (giulia.lampugnani@unimib.it)

Guendalina Cucuzza (guendalina.cucuzza@unimib.it)

Chiara Buzzacchi (c.buzzacchi@campus.unimib.it)

Silvana Vaccaro (silvana.vaccaro@unimib.it)

Sustainable Development Goals

QUALITY EDUCATION