UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy and School Contexts

2425-1-F5103P084

Learning area

Typical development and educational contexts

Learning objectives

Knowledge and understanding

- 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 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 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; active pedagogies and 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.
- Models of psychological and pedagogical consultation in pre-primary and primary school 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. pedagogy and teachinng-learning theories) 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

The teaching approach will be featured by 20% of lecture type lessons and 80% of interactive lessons, made by dialogical lessons, discussions and group woorks, case analysis, observation and critical anaylsis of videos and movies, student-led lessons, specific practice exercises. Group works won't be assessed.
The course is delivered in Italian and entirely in person.

Assessment methods

The exam is oral.

An optional written report is offered on a voluntary basis (specific guidelines are provided at the beginning of the course on a specific practice exercise), that will be evaluated and it will be part of the final exam's score. the report will be due before the oral exam.

Evaluation criteria of the oral interview (and of the written report in case the student decides to do it) are the followings:

- Correctness of the exposition;

- Critical thinking;

- Ability to argue,

- Links to the references of the course.

Textbooks and Reading Materials

The course bibliography includes

The two textooks:

- Pianta R., La relazione bambino-insegnante. Aspetti evolutivi e clinici, Cortina, Milano, 2001
- Nigris E., Negri S., Zuccoli F. (a cura di) Esperienza e didattica. Le metodologie attive. Carocci editore (qualsiasi ristampa)

One book out the following ones:

- Lazzari A, Pastori G., Sità C., Sorzio P., Prospettive educative per i servizi zero-sei. Itinerari di teoria, pratica e ricerca. Edizioni Junior-Spaggiari, Parma 2020
- Molinari L, Mameli C., Gestire la classe, Il Mulino, Bologna 2015

A collection of articles and chapters (available in pdf on the course e-learning page):

- Mantovani S & Pastori G., Pensare la scuola. La voce dei giovani sulla scuola. In Scuola Democratica. Learning for Democracy. (n° 1/2017).
- Pastori G., La scuola italiana vista dagli 'altri'. Studenti di altri paesi raccontano la nostra scuola. In Scuola Democratica. Learning for Democracy. (n°1/2017).
- Pastori G., Pagani V., Sarcinelli A.S., La ricerca partecipativa con i bambini come forma di educazione democratica. Riflessioni etiche e ricadute formative del progetto europeo ISOTIS in otto paesi. In Ricerca-azione, Vol. 12/2 2020, pp 107-128 OA- DOI: 10.32076/RA12101
- Pastori G., Pagani V., Brognoli M., Lambicchi A., La scuola come luogo di partecipazione democratica, socialità e apprendimento attivo. La voce degli studenti sul movimento studentesco e l'occupazione delle scuole nell'a.s. 2021-2022. In RicercAzione / Vol. 15, n. 2 / Dicembre 2023. DOI: 10.32076/RA15209
- Santi M., Di Masi D., Le dimensioni perdute dell'agency e della partecipazione alla cittadinanza nell'infanzia: la Philosophy for Children come opportunità. In Belloni MC, Bosisio R., Olagnero M., (a cura di) Traguardo infanzia. Benessere, partecipazione e cittadinanza. Accademia University press, Torino, 2016, pp. 15-29
- Biggeri M., Arciprete C., La partecipazione dei bambini alla luce dell'approccio delle capabilities. In Belloni MC, Bosisio R., Olagnero M., (a cura di) Traguardo infanzia. Benessere, partecipazione e cittadinanza. Accademia University press, Torino, 2016, pp.30-46.
- Cinganotto L., Lo Sauro Fr., Mosa E., Panzavolta S., I caratteri fondanti del Debate, in Cinganotto L, Mosa .E., Panzavolta S., Il debate. Una metodologia per potenziare le competenze chiave. Carocci editore, Ricerche INDIRE, 2021, pp.25-73

Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | REDUCED INEQUALITIES