



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia Generale I con Laboratorio - 1

2425-1-E1901R093-T1

Course title

Education as experience. The "case" of the "Pedagogy. of the Oppressed" and the Educational Poverties

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 discovery of "doing education", of the forms that the educational

experience can take and of its possible existential impact in contexts characterized by poverty and educational poverty. Starting from the classic of Freirian reflection "Pedagogy of the oppressed", in this part the course will delve into the theoretical and methodological assumptions of the practice of emancipation promoted by the Brazilian scholar. The text will be treated as an emblematic case to understand what we tried to do, from a pedagogical point of view, in the historical-social context it describes. It will constitute a reference to understand if and how, and then under what conditions, historically, socially, culturally and economically determined, it is possible to free oneself from a broadly understood condition of poverty. The challenge is to understand how, in the current framework of educational poverty, this approach can be taken into consideration and thus become a solid point of reference for strengthening the pedagogical approach and intervention in the field of educational poverty and educational professionalism itself.

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 the participation in the lessons and the laboratory associated to the course, as well as constant reflection on the teaching materials, 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.

The lessons, 2 hours each, will take place mainly in person, and in any case according to University and ministerial guidelines. With constant attention to the relationship between theory and educational practice, the contents of the course will be proposed by combining moments of frontal lessons with active teaching methodologies, through participatory lessons and the use of exercises and activations inherent to the topics covered.

Therefore, indicatively, the course will include:

- 6 lessons of activities in small groups or pairs carried out under the supervision of the teacher;
- 12 lessons carried out in "mixed" mode: a delivery part will be intertwined or followed by interactive methods: the contents proposed by the teacher will be used to involve students in dialogues and shared reflections;
- 2 lessons, towards the end of the course, could be carried out remotely in asynchronous mode. In this case, they will be connected to moments of group work supervised by the teacher whose results will flow into a restitution lesson. This lesson will intertwine delivery moments - of illustration of the contents - with interactive moments - of dialogue with the students.

The dates and methods of participation in the online lessons will be communicated to students in time through e-learning notices and during lessons.

The exam methods will be explained during the first lesson of the course.

However, once the course is over, there will be an optional "online meeting", open to all students intending to take the exam, in which they can learn more about the exam methods, clarify the types of exams envisaged and give exam interview examples. The time and day of this meeting will be established in agreement with the President of the Degree Course and will be communicated to* students* via e-learning and during lessons.

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

NB: additions and/or changes to the bibliography will be indicated by early September.

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. Paulo Freire (2022), *Pedagogia degli oppressi*, Edizioni Gruppo Abele, Torino.
2. Maddalena Sottocorno (2022), *Il fenomeno della povertà educativa. Criticità e sfide per la pedagogia contemporanea*, Guerini, Milano.

Erasmus students from foreign countries must agree on the program with the teacher by writing to: cristina.palmieri@unimib.it.

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 can summarise the fundamental passages of the course and the texts studied, and critically express one's educational gain.

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 review the texts in the bibliography in an autonomous and original way.

The exam interview will start from the students' presentation and will delve deeper into the contents, always 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.

Erasmus students from foreign countries must agree on the exam methods with the teacher by writing to: cristina.palmieri@unimib.it.

Office hours

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

Programme validity

Program lasts two a.y.

Course tutors and assistants

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Sustainable Development Goals

QUALITY EDUCATION
