UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia Generale - A-L

2526-1-G8501R001-G8501R001M-AL

Course title

General Pedagogy and Laboratories

Topics and course structure

Introduction to the current debate on educational issues, ECEC, school.

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 and class menagement.
In particular, the cours topics will be as articulated:
The educational sciences today; education and pedagogy; Law and School; Educate at school; The places of education; The teacher/pupils relationship; The management of the class group; Learning, emotions and corporeality at school; The class/pupils group; The school space; Time at the school; Teamwork; The tools of educational work (observation/listening; empathy; media in educational practice, etc.); The law and the school; The family school relationship; Evaluation at school: Educational work in services; the integrated system of education and 0-6 education, vertical and horizontal continuity; innovative preschools and schools; school in the hospital, home education, method schools and nature preschools. Ministerial documents: National indications for the curriculum of preschool and the first cycle of education (2012), Indications and New Scenarios (2018); The pedagogical guidelines for the "zerosei" integrated system (2021); National guidelines for early childhood education services (2022).

Objectives

With teaching and constant participation in lessons and the mandatory attendance of 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 and the interdisciplinarity;
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

All lessons are held in presence in delivery mode: 28 lessons of 2 hours in presence delivery mode. Lessons are held in Italian.
There will be moments of interactivity, use of videos (videos, interviews) and reactives (articles, extracts from the books, etc.) to start comparisons and discussions in the classroom.

Online and offline teaching materials

The materials used during the lessons (any slides, articles, etc.) will be made available to all students on the course page. In the case of videos, the links will be indicated. An in-depth bibliography of the topics covered will be provided.
For non-traditional students, the teacher provides supplementary slides and useful readings, as well as all the materials used and discussed in class.

Programme and references

The course program includes the study of five texts.
The obligatory texts for everyone on which both the written and oral exam focus are:

1. Kanizsa S., Mariani A.M. (a cura di), *Pedagogia Generale*, II edizione, Milano, Pearson, 2023.
2. Kanizsa S., Zaninelli F.L.(a cura di), *La vita a scuola*, Milano, Cortina Editore, Milano, 2020.
3. Kanizsa S., *La paura del lupo cattivo*, Milano, Cortina Editore, 2013.
4. Ebook "Sguardi consapevoli. L'osservazione nel tirocinio e a scuola" a cura di Elena Luciano, Donata Ripamonti e Francesca Linda Zaninelli - Edizioni Junior- scaricabile e stampabile - Link https://www.calameo.com/bambini-editore/read/0073148497faf8c5935d7
5. Zaninelli F.L. (a cura di)(2024), *La scuola dell'infanzia nel sistema integrato. Attualità e prospettive*, Carocci, Roma.

Students who intend to biennialize the exam must agree with the teacher on a new updated bibliography to take

the test.
Non-Italian language students must contact the teacher to agree on the examination method.

Assessment methods

The General Pedagogy with Laboratory exam includes a written test with compulsory oral exam.
To access the written test you must have attended and approved the observation laboratory associated with the course.
The written test includes two open questions on topics present in the exam program and covered by the texts. The answers must be developed as short essays on the proposed topics.
The answers must both be sufficient (18/30) for the test to be considered passed and evaluated. if one of the two answers is not sufficient, the test is considered not passed. To access the oral part of the exam, you must have passed the written exam with an overall grade of 18/30 or higher. The open questions are aimed at evaluating the ability to construct an argument through independent reflection on specific themes of the program.
The written test and the grade obtained remain valid for all years of the university career. If students intend to improve their written grade, they can, without notifying the teacher, register for a further written test. In this case, the grade of the first test lapses and the grade of the second test remains valid. In the event of failure, the student will have to take the written test again.
The oral test can be taken in any subsequent appeal.
The oral test starts as an interview to discuss the writing and proceeds as an interview on the texts in the bibliography, on the topics of in-depth study, also covered in class. The objective of the oral test is to check the understanding of the program topics and communication skills in the disciplinary context.

Written exam evaluation criteria:

- relevance and adherence of the answer to the question;
- ability to grasp the essential elements of the topic proposed in the question;
- ability to present the proposed topic in a concise, coherent and exhaustive way, making reference to all the texts in the exam programme;
- ability to construct a brief argument on the topic and not a list of relevant points;
- lexical, orthographic and syntactic precision.

Oral exam evaluation criteria :

- ability to present the proposed topic in an orderly and complete manner;
- ability to relate the various perspectives on the topic present in the scheduled texts;
- ability to analyze and reflect on the proposed topic;
- ability to develop connections and connections with other topics in exam texts;
- lexical competence and expository correctness.
  For both the written test and the oral test, the evaluation will be divided into thirtieths, based on the following evaluation scale:

18-19: preparation on a small number of topics present in the course programme, with limited treatment and analysis skills which, in the case of the oral test, emerge only following the teacher's help and questions; presentation skills and vocabulary that are not always correct, with limited critical processing capacity;
20-23: preparation on some of the topics in the course programme, ability to independently analyze only purely practical and executive questions, use of correct vocabulary even if not entirely accurate and clear and an expository ability that is at times uncertain;
24-27: preparation on a large number of topics covered in the course programme, ability to independently carry out argumentation and critical analysis, ability to apply knowledge to contexts and connect themes to concrete cases, use of correct vocabulary and competence in the use of disciplinary language;
28 – 30/30L: complete and exhaustive preparation on the topics on the exam programme, personal capacity for

autonomous treatment and critical analysis of the themes, capacity for reflection and self-reflection and for connecting the themes to concrete cases and different contexts, excellent capacity for critical and autonomous thinking, full mastery of the disciplinary lexicon and a rigorous and articulated expository capacity, capacity for argumentation, reflection and self-reflection, capacity for connections to other disciplines.

Office hours

Student office days and times will be indicated at the beginning of the course.

The teacher replies to e-mail messages campus.unimib that request information or indications that cannot be found on the course website.
For any requests for clarification relating to topics covered in class and/0 subject of the exams, the teacher is available to students during office hours.

Programme validity

The exam programs are worth two academic years

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES