UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia Generale I - A-L

2526-1-E1902R001-E1902R00101-AL

Course title

Education as experience. Rereading the Pedagogy of the Oppressed today.

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," the forms that educational experience

can take and its possible existential impact in the face of current forms of oppression and marginalization.
Beginning with the classic Freirian reflection "Pedagogy of the Oppressed," in this part the course will go into the theoretical and methodological assumptions of the emancipatory practice promoted by the Brazilian pedagogue. The text will be treated as an emblematic case for understanding what was attempted, from a pedagogical point of view, in the socio-historical context it describes.
This will provide a reference for understanding if and how the Freirian "model" can be dropped into the contemporary context and made a reference for building quality educational experiences in the realities in which professional socio-pedagogical educators work.

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

The main objectives of the teaching concern:

- the acquisition of knowledge related to the structural dimensions of education and the main concepts through which it was, is or can be interpreted;
- the promotion of the capacity for reflection, critical analysis, and understanding of educational models and practices, which are fundamental for recognizing, designing and evaluating educational contexts and experiences by taking a complex and pedagogically grounded view.
  Through participation in the lectures and the Laboratory connected to the course, as well as constant reflection on the teaching materials made available, the following learning is intended to be promoted:

1. Knowledge and comprehension skills:

- To know how to make an initial pedagogical analysis of professional and non-professional educational experiences by going beyond the common sense about education;
- To know how to recognize and connect different pedagogical and educational knowledge and models in order to grasp their constituent elements, dynamics, subjects involved, social implications, critical issues, and potentials.

2. Applied knowledge and understanding skills:

- To know how to use knowledge and models with respect to problems and situations found in educational contexts to begin to understand their fundamental educational dimensions;
- Know how to use acquired knowledge to critically understand personal and professional motivations and individual educational styles;
- Know how to identify priority elements for the design and establishment of educational experiences.

3. Autonomy of judgment:

- Acquire critical thinking skills with respect to complex educational situations, taking a pedagogically grounded personal position and acting with corresponding responsibility.

4. Communication skills.

- Know how to use pedagogical vocabulary consistent with the complexity of educational situations and with the models, concept, pedagogical criteria adoptedat
- Know how to use pedagogical language to communicate both with other professionals and with

stakeholders involved in different capacities in educational situations
- Know how to identify verbal and nonverbal communication strategies to communicate with direct and indirect recipients of educational work.

5. Learning skills

- Know how to organize and reprocess knowledge
- Know how to recognize their own educational needs and potential in order to identify methods and tools to support their personal growth. *

Methodologies

The course is delivered in Italian.
The lectures, of 2 hours each, will take place mainly in presence, and in any case according to University and ministerial indications. With a constant focus on the relationship between theory and practice education, the course content will be offered by combining moments of frontal lectures (Didattica Erogativa - DE) with active teaching methodologies (Didattica Interattiva - DI), through participatory lectures and activities inherent to the topics covered.
Indicatively, the teaching will be distributed as follows: 50% DE; 50% DI.

Therefore, indicatively, the course will include:

- 8 lectures of activities in small groups or pairs carried out under the supervision of the lecturer
- 12 lectures carried out in "mixed" mode: a deliverable part will be interwoven or followed by interactive modes: the content proposed by the lecturer will be used to engage students in dialogues and shared reflections.
- 8 lectures will be conducted in delivery mode and will aim to introduce content, systematize the elements that emerged during group activities through, problematizing them through specific theoretical orientations, and host testimonies.

Of the lectures in a blended or delivered mode, 2 or 3 lectures, especially in the second half of the course, could be conducted remotely in an asynchronous mode, depending on emerging training and teaching needs. Dates and modes of participation in online classes will be communicated to* students* in good time through e-learning notices and during lectures.

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 meant by "education"? What approaches to education have become most established in the pedagogical tradition and what does it mean, when practicing educational work, to embrace the perspectives they propose? How are these approaches intertwined with the way of thinking and doing education that each* person has internalized over the span of his or her existence? What are the constitutive

dimensions of education as lived, handed down, institutionalized experience? And what are the issues that those who educate professionally have always faced in their daily work? In what contexts does the social-pedagogical educator work and who is he or she? What educational attentions and professional skills does this work require?
With these questions in mind, the course is divided into two parts, institutional and monographic, described in more 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. Piergiorgio Reggio (2022), Reinventare Freire. Lavorare nel sociale con i temi generatori, FrancoAngeli, 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. No mid-term exams are scheduled.
The final exam will be based on an oral interview: this choice is consistent with the objectives of the course, as it allows for interaction with students through dialogue, enabling an assessment of their critical understanding of the course topics, their pedagogical analysis, and their ability to connect theory and practice.

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.
This exam mode is accessible to all students, regardless of whether they attend classes or not. In order to reconstruct the reflections shared in class, all materials used and recordings of selected lessons will be made available on the course's e-learning platform.
The exam 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.

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Grading will be in thirtieths, based on the following grading scale:

1. Not sufficient (0-17)
Poor or inadequate knowledge of texts and identification of cross-cutting themes; poor or insufficient argumentative skills; lack of critical ability and the ability to develop an independent path of reworking.
2. Sufficient - More than sufficient (18-23)
Partial knowledge of texts and minimal ability to connect the topics covered; poor, uncertain and/or not fully autonomous argumentative and critical processing skills.
3. Fair (24-27)
Adequate knowledge of texts and good ability to connect between topics covered; appropriate and largely autonomous argumentative and critical elaboration skills.
4. Good - Excellent (28-30/30L)
Comprehensive preparation with regard to the texts and connection between the topics covered; articulate argumentative ability; excellent critical argumentation skills; autonomous development of a path of reworking.

Exam modes will be explained during the first lecture of the course.
However, after the course is over,, an optional online meeting will be dedicated, open to all* students* intending to take the exam, in which to elaborate on the exam modalities, clarify the types of exams provided and give examples of exam interviews. The time and day of this meeting will be determined in consultation with the Chair of the Graduate Program and will be communicated to* students* via e-learning and during class.

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