



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## COURSE SYLLABUS

### Pedagogy and School Contexts

2526-1-F5113P009

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#### Learning area

Typical development and educational contexts

#### Learning objectives

##### *Knowledge and understanding*

- Demonstrate critical knowledge and understanding of the theoretical foundations and empirical evidence concerning educational relationships and active, participatory teaching approaches in early childhood and school-based educational settings.
- Demonstrate critical knowledge and understanding of the theoretical and empirical bases of cognitive, linguistic, emotional, and social development processes, from early childhood through adolescence.
- Demonstrate critical understanding of the interconnections between different developmental contexts, with particular attention to the relationships between school, family, and social support networks.
- Demonstrate critical awareness and understanding of potential risk factors that may affect developmental trajectories.

##### *Applying knowledge and understanding*

- Ability to observe educational contexts and relationships.
- Ability to critically analyse educational and school settings.
- Ability to apply knowledge and understanding in order to monitor developmental processes and to identify possible areas of difficulty and/or risk factors, also in relation to the specific characteristics of different developmental contexts.

##### *Making judgements*

- Acquiring the ability to make autonomous and critical judgements when assessing situations involving individuals, groups and intervention plans, while also taking into account the professional ethics principles formulated by the Order of Psychologists.

#### *Communication skills*

- Acquiring communication skills that enable one to interact effectively with the people, groups and institutions involved, directly or indirectly, in one's professional activities, in order to facilitate teamwork, intervene effectively within the service network, and clearly communicate one's specific psychological contribution
- Strengthening communication skills to enable effective interaction with parents, teachers, children and adolescents during counselling and psychological support activities, while taking into account individual differences and contexts

#### *Learning skills*

- Promoting the ability to update one's knowledge by learning autonomously and critically about the latest national and international scientific research in relevant disciplines, with regard to content, design and interventions. This also includes the ability to learn from the experience of practitioners, teachers and specialists in the sector or other disciplines
- Developing the analytical, investigative and critical reflective skills required for higher education courses

## **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 constructing knowledge, key component in promoting meaningful 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 teaching-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 course includes 20% of lecture-based teaching.

The remaining 80% consists of interactive teaching, including dialogic lectures and discussions, practical activities (such as group work, case analysis, video observation and critical analysis, and film-based activities), workshops, and student-led sessions under the supervision of the professor.

No remote teaching is planned. 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**

Detailed information regarding the course materials will be published on the e-learning page associated with the course.

## **Sustainable Development Goals**

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

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