UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy - M-Z

2627-1-G8501R001-G8501R001M-MZ

Course title

General Pedagogy with Laboratory

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; ; The law and the school; The family school relationship; 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 inclusive 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

Lessons are held in person in delivery mode. There will be moments of interactivity, use of videos and reagents (articles, excerpts from 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.

Programme and references

The course program includes the study of five texts on which both the written and the oral test take place

1. One text of your choice from the following:

- Baldacci M., La scuola al bivio. Mercato o democrazia, Franco Angeli, 2019
- 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. Ebook "Sguardi consapevoli. L'osservazione nel tirocinio e a scuola" a cura di E. Luciano, D.Ripamonti e F.L. Zaninelli - Edizioni Junior, 2025 - Testo scaricabile gratuitamente e stampabile accedendo al seguente link: https://www.calameo.com/bambini-editore/read/0073148497faf8c5935d7

4. One text of your choice from the following:

- Guerra M., Luciano E. (a cura di), Accanto a bambine e bambini. Questioni e prospettive per educare nello 0-6, Edizioni Junior, 2023.
- Zaninelli F.L. (a cura di), La scuola dell'infanzia nel sistema integrato. Attualità e prospettive, Carocci, Roma, 2024.

5. Dewey J. (1938), Esperienza e educazione, Raffaello Cortina Editore, 2014

Students who intend to extend the exam over two years must consult with the teacher to determine an updated bibliography for the test.
Non-Italian-speaking students must contact the teacher to arrange the examination method.

Assessment methods

The General Pedagogy exam with Laboratory includes a written test followed by an oral exam, both of which are mandatory.
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 professor, 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 professor'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

The professor meets with students by appointment, which must be arranged via email.
The professor responds to campus.unimib email messages requesting information or guidance that cannot be found on the course website or in the syllabus.
For any clarification regarding topics covered in class and/or subject to examination, the professor is available to students during office hours.

Programme validity

The exam syllabus is valid for two academic years.

Course tutors and assistants

Dr. Elisabetta Marazzi (elisabetta.marazzi@unimib.it)
Dr. Daniela Mainetti (daniela.mainetti@unimib.it)

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES