UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

General Pedagogy I - M-Z

2627-1-E1902R001-E1902R00101-MZ

Course title

Adolescence and social work in local communities - Students letters M-Z

Topics and course structure

The course of General Pedagogy aims to offer a first identification of concepts and of the issues concerning education. Starting from this framework we will devote particular attention to the direction and content, the contexts, the mode of educational work. The structure of the course is divided in two parts: the first part will focus around the analysis of problems, the theories and the main models that have helped to define the identity of the pedagogy; in the prosecution we'll introduce the concept of pedagogical dispositive, as relevant interpretation key for pedagogy. The second part, which takes the form of a monograph, will be devoted to the topic of community-based educational work with adolescents and young people, exploring three areas of community-based intervention in depth: youth clubs, street-based education and home-based education.

Objectives

The educational aim consists in providing elements of knowledge through which stimulate abilities in carrying out a preliminary pedagogical analysis of educational experiences (professional and non-professional ones) in order to recognize their constituent elements, dynamics, involved subjects, social implications and criticisms.

1. Knowledge and comprehension skills: To foster the development of the knowledge and skills necessary for an initial pedagogical analysis of professional and non-professional educational experiences.
2. Applied knowledge and comprehension skills: To promote the ability to relate different knowledge and models in order to grasp their constituent elements, dynamics, subjects involved and social implications and

critical issues. Developing the ability to apply knowledge and models to problems and situations encountered in educational contexts in order to begin to understand the fundamental pedagogical elements.
3. Autonomy of judgement: To activate personal reflection processes aimed at promoting critical thinking and independent judgement when interpreting educational phenomena.
4. Communicative skills: Encourage vocabulary learning through in-depth study of the specific pedagogical terminology and promote and strengthen communicative skills through participative, dialogic, immersive and simulative methodologies.
5. Learning skills: Promote the ability to organise and rework knowledge, and to identify methods and tools that support personal and professional growth.

Methodologies

Lessons will take place in presence. With a constant attention to the relationship between theory and educational practice, the contents of the course will be offered by combining moments of lecture with active teaching methodologies, through participating lessons with the use of tutorials and activations related to the topics.
In specific:
The course consists of 28 lectures of 2 hours each, where each lecture has a first part in the erogative mode (DE) and a second part in the interactive mode (DI).

The course is provided in Italian

Online and offline teaching materials

Teaching materials of the activities will be available in e-learning

Programme and references

**Programme **

What is meant by "pedagogy"? And what is meant by "education"? What approaches to education have been 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 throughout his or her existence? What aspects characterize and differentiate the professional educator from the "natural" educator? In what contexts does the social-pedagogical educator work?
With these questions in mind, the course is divided into two parts: institutional and monographic.

References: (The bibliography is for all course students)

Institutional:

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;

Monographic:

4)**Pierangelo Barone** (2019), *Gli anni stretti. L'adolescenza tra presente e futuro*, Franco Angeli, Milano;
5) **Piergiorgio Reggio et alii** (2025), *Educare in strada con adolescenti e giovani*, pp. 55-96, in Animazione Sociale n. 377/2025, Gruppo Abele Periodici, Torino;
6) **Andrea Marchesi et alii** (2025), *I Centri di aggregazione Giovanile oggi*, pp. 58-93, in Animazione Sociale n. 384/2025, Gruppo Abele Periodici, Torino;
7) **Cooperativa Sociale COMIN** (2025), *A casa d'altri. L'affiancamento educativo domiciliare nell'esperienza della Cooperativa Sociale Comin*, Animazione Sociale, supplement at n. 379/2025, Gruppo Abele Periodici, Torino.

Assessment methods

There are two possible examination modes

1. oral interview on the topics developed in class and explored in greater depth thanks to the study of the texts, in which the students will autonomously develop a speech, lasting a maximum of 20 minutes, which, in their opinion, can summarise the fundamental passages of the course they have followed and critically express their educational gain. In this mode of interview, the speech will be supported by the presentation of a "didactic *object*" realised by the student and consisting of a work (using images, metaphors, objects, diagrams, maps, drawings) containing personal observations and re-elaborations of the topics addressed during the course. In the course of the interview, the students will present the topics developed in class, through the presentation of their own "didactic object", integrating and linking it to the texts in the bibliography.
   The following will be assessed

- clarity of presentation
- conceptual correctness
- argumentative capacity (soundness and coherence of the arguments)
- expressive capacity (appropriate use of pedagogical language)
- the ability to personalise (scientifically grounded expression of a personal position)
- critical capacity

2. 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 ability to critically argue 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.

The choice of oral colloquium as the examination method is consistent with the teaching objectives, as it enables interaction with students through a dialogic, communicative situation, allowing assessment of their ability to understand course topics critically, analyse pedagogy, and connect theory and practice.

THERE ARE NO INTERMEDIATE TESTS

Office hours

The professor receives by appointment, by writing to pierangelo.barone@unimib.it

Programme validity

Programmes are valid for two academic years

Course tutors and assistants

dott. Andrea Marchesi

dott. Michele Stasi

dott.ssa Camilla Barbanti

dott.ssa Veronica Berni

dott.ssa Monica Facciocchi

dott.ssa Chiara Cattarin

Sustainable Development Goals

QUALITY EDUCATION