UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy and School Contexts

2627-1-F5113P009

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 contructing knowledge, key component in promoting meaningfull 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 teachinng-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

Students are required to prepare using the materials uploaded on the e-learning platform and to study the following:
Volumes:
? Pianta R., The Teacher–Child Relationship. Developmental and Clinical Perspectives (La relazione bambino-insegnante. Aspetti evolutivi e clinici), Cortina, Milan, 2001
? Nigris E., Negri S., Zuccoli F. (eds.), Experience and Teaching. Active Methodologies (Esperienza e didattica. Le metodologie attive), Carocci Editore (any edition)

One volume to be chosen from the following:
? Lazzari A., Pastori G., Sità C., Sorzio P., Educational Perspectives for Early Childhood Services (0–6). Pathways of Theory, Practice and Research (Prospettive educative per i servizi zero-sei. Itinerari di teoria, pratica e ricerca),

Edizioni Junior-Spaggiari, Parma, 2020
? Molinari L., Mameli C., Classroom Management (Gestire la classe), Il Mulino, Bologna, 2015

The following course pack
(available in PDF format on the course e-learning page):
? Mantovani S. & Pastori G., Rethinking School. Young People's Voices on School (Pensare la scuola. La voce dei giovani sulla scuola), in Scuola Democratica. Learning for Democracy, no. 1/2017
? Pastori G., The Italian School as Seen by "Others". Students from Other Countries Reflect on Our School System (La scuola italiana vista dagli 'altri'. Studenti di altri paesi raccontano la nostra scuola), in Scuola Democratica. Learning for Democracy, no. 1/2017
? Pastori G., Pagani V., Sarcinelli A.S., Participatory Research with Children as a Form of Democratic Education. Ethical Reflections and Educational Implications of the European ISOTIS Project in Eight Countries (La ricerca partecipativa con i bambini come forma di educazione democratica. Riflessioni etiche e ricadute formative del progetto europeo ISOTIS in otto paesi), in Ricerca-Azione, Vol. 12/2, 2020, pp. 107–128, OA – DOI: 10.32076/RA12101
? Pastori G., Pagani V., Brognoli M., Lambicchi A., School as a Space for Democratic Participation, Sociality and Active Learning. Students' Voices on the Student Movement and School Occupations in the 2021–2022 School Year (La scuola come luogo di partecipazione democratica, socialità e apprendimento attivo. La voce degli studenti sul movimento studentesco e l'occupazione delle scuole nell'a.s. 2021-2022), in RicercAzione, Vol. 15, no. 2, December 2023, DOI: 10.32076/RA15209
? Santi M., Di Masi D., The Lost Dimensions of Agency and Citizenship Participation in Childhood: Philosophy for Children as an Opportunity (Le dimensioni perdute dell'agency e della partecipazione alla cittadinanza nell'infanzia: la Philosophy for Children come opportunità), in Belloni M.C., Bosisio R., Olagnero M. (eds.), Childhood as a Goal. Well-being, Participation and Citizenship (Traguardo infanzia. Benessere, partecipazione e cittadinanza), Accademia University Press, Turin, 2016, pp. 15–29
? Biggeri M., Arciprete C., Children's Participation in Light of the Capability Approach (La partecipazione dei bambini alla luce dell'approccio delle capabilities), in Belloni M.C., Bosisio R., Olagnero M. (eds.), Childhood as a Goal. Well-being, Participation and Citizenship (Traguardo infanzia. Benessere, partecipazione e cittadinanza), Accademia University Press, Turin, 2016, pp. 30–46
? Cinganotto L., Lo Sauro F., Mosa E., Panzavolta S., The Foundational Features of Debate (I caratteri fondanti del Debate), in Cinganotto L., Mosa E., Panzavolta S., Debate. A Methodology for Enhancing Key Competences (Il debate. Una metodologia per potenziare le competenze chiave), Carocci Editore, Ricerche INDIRE, 2021, pp. 25–73

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