



GENERAL PEDAGOGY - A

Enrollment year	2022/2023
Academic year	2022/2023
Regulations	DM270
Academic discipline	M-PED/01 (GENERAL AND SOCIAL PEDAGOGY)
Department	DEPARTMENT OF BRAIN AND BEHAVIORAL SCIENCES
Course	PSYCHOLOGICAL SCIENCES
Curriculum	PERCORSO COMUNE
Year of study	1°
Period	1st semester (26/09/2022 - 13/01/2023)
ECTS	6
Lesson hours	36 lesson hours
Language	Italian
Activity type	ORAL TEST
Teacher	MORANDI MATTEO (titolare) - 3 ECTS FERRARI MONICA - 1 ECTS SAVIO DONATELLA - 2 ECTS
Prerequisites	Although no particular prerequisite is required, in the knowledge that many students will approach pedagogy perhaps for the first time during this course, a cultural attitude of listening is expected to be assumed by the student, for the purpose of successful participation in the lessons and willingness to actively grasp and re-elaborate, in a collaborative context, the theoretical and practical questions posed by pedagogical analysis.
Learning outcomes	The course offers a general introduction to the vast theme of pedagogy, presenting reference backgrounds, conceptual frameworks, heuristic constructs, models and approaches in the context of the theories of education of the last century and the current context. This class is aimed at providing students with - knowledge and ability to understand a specific terminology in order to

refer to educational issues;

- knowledge and ability to understand issues related to pedagogical phenomena (with references to scientific literature) in order to be able to problematize key issues of the cultural debate and aspects found in educational contexts of different types;
- communication skills of explicating and sharing cultural issues regarding educational phenomena;
- tools for a critical reading of educational phenomena and situations as characteristic aspects of the community of associated life.

Course contents

Title: Introduction to general pedagogy

Although designed as a whole, the course is structured in three modules. The first module (6 hours), taught by Monica Ferrari, will introduce the construct of pedagogy/education also in light of the concepts of identity (of individuals and social groups) and inclusion. The second module (18 hours), delivered by Matteo Morandi, will instead focus on some of the main student-centered theories of education which had been developed during the 20th century, also through direct reading of some authors. The third (12 hours), taught by Donatella Savio, will refer to psychological theories that question the transmissive teaching methods by proposing educational approaches centered on the student and on the interaction between peers.

The course is designed with a view to a more general reflection on teaching/learning processes and learning facilitation from an inclusive and participatory perspective, also in close relation to teacher training courses.

Teaching methods

The three modules are closely interconnected, and teachers use shared methodologies aimed at encouraging dialogue and active/cooperative discussion in the working group. The possible participation of other teachers/researchers/experts interested in the topic of the course is not to be excluded.

Reccomended or required readings

Modules I and II, by Monica Ferrari and Matteo Morandi
F. Cambi, *Le pedagogie del Novecento*, Roma-Bari, Laterza, 2005.

In addition, read 1 text from the following list, in the editions that will be available:

J. Dewey (1899), *Scuola e società*, Italian translation Roma, Edizioni Conoscenza, 2018.

G. Lombardo Radice (1915), *Come si uccidono le anime*, Pisa, ETS, 2020.

J. Dewey (1916), *Democrazia e educazione*, Italian translation Milano, Sansoni, 2008.

M. Montessori (1938), *Il segreto dell'infanzia*, Milano, Garzanti, 1999.

M. Montessori (1948), *La scoperta del bambino*, Milano, Garzanti, 2011.
Scuola di Barbiana, *Lettera a una professoressa*, Firenze, Libreria editrice fiorentina, 1967.

P. Freire (1968), *Pedagogia degli oppressi*, Italian translation Torino, Edizioni Gruppo Abele, 2018.

M. Lodi (1977), *Cominciare dal bambino*, Milano, Rizzoli, 2022.

E. Morin (1999), *I sette saperi necessari all'educazione del futuro*, Italian translation Milano, Raffaello Cortina, 2001.

M. Nussbaum (2011), *Creare capacità. Liberarsi dalla dittatura del Pil*, Italian translation Bologna, Il Mulino, 2012.

D. Goleman, P. Senge (2014), *A scuola di futuro. Manifesto per una nuova educazione*, Italian translation Milano, Rizzoli Etas, 2016.

Module III, by Donatella Savio

Both texts, with particular reference to the indicated chapters:

C.R. Rogers (1969), *Libertà nell'apprendimento*, Italian translation Firenze, Giunti Barbera, 1973 (Introduzione, Capitoli IV, V, VI, VII).

J. Bruner (1996), *La cultura dell'educazione*, Italian translation Milano, Feltrinelli, 1997 (Prefazione, Capitoli I, II).

Of course students will need to study all didactic materials (slides, recorded lectures, etc.) made available by teachers for the exam.

Assessment methods

Oral exam

Students who have in their study plan and therefore will take the 12 CFU exam (General Pedagogy A + General Pedagogy B = General Pedagogy code 500070 exam) will take the oral exam during the same session. Please contact the teachers in order to agree on the readings for the exam.

In any case, even students who have in their study plan and who therefore intend to take the 6 CFU General Pedagogy A exam (code 500083) are asked to agree with the teachers on the readings.

Indicators:

- knowledge of the basic texts of the exam programme;
- ability to explain autonomously the silver thread that links some of the issues in the basic texts, coherently with the exam's programme;
- ability to critically analyse and personally re-elaborate the issue proposed by the course;
- clear and logically coherent presentation;
- lexical accuracy.

Further information

Students will be able to obtain the materials shown during the lessons (slides) by logging in with their University credentials at Kiro.

Sustainable development goals - Agenda 2030

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