



### GENERAL PEDAGOGY - A

<b>Enrollment year</b>	2014/2015
<b>Academic year</b>	2015/2016
<b>Regulations</b>	DM270
<b>Academic discipline</b>	M-PED/01 (GENERAL AND SOCIAL PEDAGOGY)
<b>Department</b>	DEPARTMENT OF HUMANITIES
<b>Course</b>	PHILOSOPHY
<b>Curriculum</b>	PERCORSO COMUNE
<b>Year of study</b>	2°
<b>Period</b>	(21/09/2015 - 23/12/2015)
<b>ECTS</b>	6
<b>Lesson hours</b>	36 lesson hours
<b>Language</b>	ITALIAN
<b>Activity type</b>	ORAL TEST
<b>Teacher</b>	BONDIOLI BETTINELLI ANNAMARIA (titolare) - 6 ECTS
<b>Prerequisites</b>	None
<b>Learning outcomes</b>	<p>The class is aimed at illustrating to students the general backgrounds, the conceptual frameworks, the models and approaches related to educational theories; it is also aimed at providing students with a specific terminology to refer to educational phenomena and concepts; finally, it is aimed at understanding and commenting texts of educational theory through specific reading lists.</p>
<b>Course contents</b>	<p>Title: Early childhood education and care: paradigmatic experiences and quality evaluation</p> <p>The course aims at addressing - through two different paths - the issue of quality in early childhood education and care services (i.e. day-care centres and nursery schools) which has been the core of international debate for more than forty years. The first path will introduce two</p>

paradigmatic experiences in early childhood education: the Hampstead Nurseries organized by Anna Freud during World War 2, and the Malting House, run by Susan Isaacs in Cambridge in the 1920s. Such experiences are the starting point to highlight a number of features defining the quality of early childhood education and care services from the educational point of view. As for the second path, the quality issue is linked to the evaluation one, referring specifically to the Italian situation. The course shall also include seminars conducted by experts in the field.

#### Teaching methods

Lectures

#### Recommended or required readings

Freud A., Psicoanalisi e educazione, Boringhieri (da pag. 5 a pag. 128)  
Isaacs S., Lo sviluppo intellettuale dei bambini, La Nuova Italia (passi scelti; l'antologia si trova presso la libreria CLU di Pavia)  
Bondioli A., Savio D. (a cura di), La valutazione di contesto nei servizi per l'infanzia italiani. Riflessioni ed esperienze, Edizioni Junior-Spaggiari

For students ATTENDING the class:

Students who attend the course will create a personalised programme, in agreement with the teacher, by choosing from the above texts.

For students NOT ATTENDING the class:

Students who are unable to attend the class will study the following texts for the exam:

A. Bondioli, Gioco e educazione, Milano, FrancoAngeli? (Chapters 1, 2, 3, 4)

W. Corsaro, Le culture dei bambini, Bologna, Il Mulino

B. Bettlheim, Un genitore quasi perfetto, Milano, Feltrinelli (Chapters 14 to 22)

#### Assessment methods

Students WHO HAVE ATTENDED the class will take an oral exam focused on the programme of study agreed with the teacher.

Up until, and including the exam session of September 2015, students WHO HAVE NOT ATTENDED the class will take a written exam (the format of which shall feature open-ended questions and/or an essay topic); after this date, there will be an oral exam for this programme of study also for students who have not attended the class.

#### Further information

Students WHO HAVE ATTENDED the class will take an oral exam focused on the programme of study agreed with the teacher.

Up until, and including the exam session of September 2015, students WHO HAVE NOT ATTENDED the class will take a written exam (the format of which shall feature open-ended questions and/or an essay topic); after this date, there will be an oral exam for this programme of study also for students who have not attended the class.

#### Sustainable development goals - Agenda 2030

[\\$|bl legenda sviluppo sostenibile](#)