Pedagogy

## Prof. Livia Cadei; Prof. Michele Aglieri

COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course offers a survey of the main pedagogical categories and theories and a presentation of the major contributors to the debate on educational culture. Furthermore, it introduces the topic of educational communication. Finally, a number of aspects and skills of educational work are studied in depth, with a view to knowing and collaborating in multidisciplinary and multi-professional contexts.

Students will follow the development of the key concepts of contemporary and international pedagogical discourse, in order to identify educational events, transitions and future paths. They will then explore in depth the terms behind the educational relationship and learn the importance of pedagogical investment for the benefit of human progress. In the last part of the course, students will be introduced to the world of educational work, with its specificities and in relation to knowledge and the psychological profession.

The course aims will be:

* to introduce students to the great contributors and pedagogical currents;
* Introduction to the pedagogical vocabulary and main issues of educational culture;
* to prepare students to approach knowledge in a critical way;
* to offer opportunities for in-depth study on issues related to educational work;
* to offer ideas for pedagogical reflection on issues shared with the psychological culture.

Intended learning outcomes

At the end of the course, students will be able to:

* recognise which contemporary educational concepts and educational cultures have become established and which can respond to current changes;
* approach knowledge in a conscious and critical way, with an ability to discuss its contents;
* apply notions and concepts in specific educational contexts;
* independently develop a judgment on educational issues.

COURSE CONTENT

The study of pedagogical theories and topics that articulate the educational culture debate.

Two modules are planned, however lecturers foresee a co-existence within the programme units so as to better manage the classes and didactic activities.

Unit 1

The main pedagogical theories and a presentation of the major contributors to the debate on educational culture will be explored in depth:

* highlighting the chain of events, ideas and fractures that allow us to see the future path of education;
* identifying witnesses and currents in the educational field that, over time and in different civilisations, have transformed education;
* indicating the pedagogical links and reflections on topics shared with the psychological culture.

Unit 2

The following topics will be explored:

* Introduction to pedagogy as a discipline among the educational sciences;
* The metaphors of education;
* The forms of educating;
* Anthropologies and paradigms of education;
* Pedagogical categories;
* The educational relationship;
* Educational planning.

READING LIST

Two compulsory texts

J.M. De Ketele (Ed.), Figure dell’educazione nel mondo, Scholé, Brescia, 2019.

L. Pati, Pedagogia della comunicazione educativa, La Scuola, Brescia, 1984 (2008).

A choice of one text.

L. Cadei, (ed.), Humor in azione. Argomenti educativi nei contesti culturali, Mimesis, Milan, 2016.

D. Simeone, La consulenza educativa. Dimensione pedagogica della relazione d'aiuto, Vita e Pensiero, Milan, 2011.

TEACHING METHOD

Classroom lessons will make use of theoretical and historical contributions and contemporary examples; lectures will alternate with individual and group work and seminars; where appropriate, multimedia stimuli will be used for illustrative purposes or to trigger reflections.

ASSESSMENT METHOD AND CRITERIA

The exam will assess the student's knowledge of the course content through an interview.

The assessment will aim to verify the student's knowledge of the topics proposed in the course programme and their skill regarding the concepts learned; the interview will also aim to assess their appropriate use of specific terminology, the coherent and reasoned structure of their discourse, and their critical thinking on educational issues. The student will also be asked to reflect on specific examples or situations and to draw links between the contents.

NOTES AND PREREQUISITES

There are no prerequisites for attending the course.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.