



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Umanistiche		
ACADEMIC YEAR	2020/2021		
MASTER'S DEGREE (MSC)	PHILOSOPHICAL AND HISTORICAL SCIENCES		
SUBJECT	GENERAL PEDAGOGY (ADVANCED LEVEL)		
TYPE OF EDUCATIONAL ACTIVITY	C		
AMBIT	21023-Attività formative affini o integrative		
CODE	15843		
SCIENTIFIC SECTOR(S)	M-PED/01		
HEAD PROFESSOR(S)	MALTESE PIETRO	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	6		
INDIVIDUAL STUDY (Hrs)	120		
COURSE ACTIVITY (Hrs)	30		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	MALTESE PIETRO Thursday 10:30 12:00 Edificio 12, VI piano, stanza 608		

DOCENTE: Prof. PIETRO MALTESE

PREREQUISITES	three-year degree in philosophy or related degrees
LEARNING OUTCOMES	Qualifications that signify completion of the first cycle are awarded to students who: have demonstrated knowledge and understanding in the field of general pedagogy; can apply their knowledge and understanding in solving problems; have the ability to interpret relevant data to inform judgements; can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences; have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.
ASSESSMENT METHODS	<p>The exam is an oral exam aimed at verifying the competences and skills to be acquired at the end of the course. The purpose of the questions is to verify knowledge of contents to be acquired at the end of the course, as well as analytical and expository skills. Knowledge check includes scrutiny of the capability to establish relationships between contents, theories, patterns and methodologies which have been an object of study during the course. The student will have to answer at least three questions in the oral form about aspects of the syllabus with reference to the suggested textbooks. The assessment will be expressed by 18-30/30 with honours marks. The questions will verify: a) acquired knowledge and understanding; b) processing capabilities; c) the possession of an adequate exhibiting capacity; d) autonomy of judgment. Distribution of marks: 30-30L a) Advanced knowledge of the topics and critical understanding of the theories and principles of the discipline; b) Advanced ability to apply knowledge and solve problems also in an innovative way c) Mastery of specialized language. 26-29 a) Comprehensive and specialized knowledge accompanied by critical awareness; b) ability to apply the acquired knowledge and develop creative solutions to abstract problems; c) Mastery of specialized language. 22-25 a) Knowledge of facts, principles, processes and general concepts of teaching; b) Basic skills in applying teaching methods, tools, materials and information; c) basic mastery of specialized language. 18-21 a) Minimum knowledge of the main topics of the course; b) minimum ability to autonomously apply the acquired knowledge; c) minimum mastery of specialized language. Unattended students are invited to contact the teacher for any clarification regarding the exam program.</p>
EDUCATIONAL OBJECTIVES	<p>Ability to handle the essential tools of pedagogical discourse and to understand scientific texts and languages.</p> <p>Ability for own development the acquired knowledge.</p> <p>Understanding of the main topics of general pedagogy, of history of educational processes and of educational institutions, with particular reference to the processes of teaching / learning and sharing of knowledge.</p> <p>Knowledge of the theoretical, epistemological and methodological-procedural bases of pedagogical, theoretical and empirical research, national and international.</p> <p>Ability to analyze the relationship between training processes, education, education and learning in the perspective of an inclusive pedagogy.</p> <p>Ability to analyze the school as a learning environment characterized by a series of repercussions related to socio-cultural changes and lifestyles.</p> <p>Knowledge of theories and models of interpretation of the educational relationship in inclusive scholastic contexts and with reference to all the protagonists of the educational and training network.</p>
TEACHING METHODS	Frontal lectures.
SUGGESTED BIBLIOGRAPHY	<p>A scelta: 1) F. Cambi, Le pedagogie del Novecento, Laterza, Roma-Bari 2008; G. Chiosso, Novecento Pedagogico, La Scuola, Brescia 1997.</p> <p>A. Gramsci, Quaderni del carcere, edizione critica a cura di V. Gerratana, Einaudi, Torino 1975 (quaderno 11).</p> <p>P. Maltese, Dalla scuola interna di partito all'Anti-Bucharin. Gramsci e il problema politico come problema pedagogico, Istituto Poligrafico Europeo, Palermo 2018</p> <p>P. Maltese, A Pedagogy of the Subalterns: Gramsci and the Groups 'on the margins of history', in N. Pizzolato-J. D. Holst (eds.), Antonio Gramsci: a Pedagogy to Change the World, Springer, Cham (Switzerland) 2017, pp. 185-196.</p> <p>M. Baldacci-E. Colicchi (a cura di), I concetti fondamentali della pedagogia. Educazione, istruzione, formazione, Avio ed. (in corso di stampa)</p>

SYLLABUS

Hrs	Frontal teaching
8	The main topics of general pedagogy, of history of training processes and of educational institutions. The theoretical, epistemological and methodological-procedural bases of pedagogical, theoretical and empirical research, both national and international. The relationship between processes of formation, education, education and learning in the perspective of an inclusive pedagogy.

SYLLABUS

Hrs	Frontal teaching
8	Gramsci's notebook 11
4	Gramsci and the internal party school
6	Gramsci's Notebook 12
4	Gramsci's Notebook 22