



UNIVERSITÀ DEGLI STUDI DI PALERMO

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| DEPARTMENT | Scienze Umanistiche | | |
| ACADEMIC YEAR | 2021/2022 | | |
| BACHELOR'S DEGREE (BSC) | HUMANITIES | | |
| SUBJECT | GENERAL PEDAGOGY | | |
| TYPE OF EDUCATIONAL ACTIVITY | C | | |
| AMBIT | 10659-Attività formative affini o integrative | | |
| CODE | 05613 | | |
| 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) | 1° 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

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| PREREQUISITES | excellent knowledge of Italian language (level c 1 of Common European Framework of Reference for Languages) |
| 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>Test in progress (to be carried out in the week of the suspension of teaching): writing a short essay test on the topics of the lessons. This test will not be evaluated.</p> <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. Non-attended 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>- F. Cambi, Le pedagogie del Novecento, Laterza, Roma-Bari 2018, ISBN 9788842075028</p> <p>- M. Baldacci-E. Colicchi (a cura di), I concetti fondamentali della pedagogia. Educazione istruzione formazione, Avio, Roma 2020, ISBN 788831214049 (i primi 3 capitoli e un capitolo a scelta)</p> <p>- C. Offe, Sistema educativo, sistema occupazionale e politica dell'educazione. Per una definizione della funzione sociale complessiva del sistema educativo, in C. Offe, Lo Stato nel capitalismo maturo, Etas, Milano 1977, ISBN 9788845301520</p> <p>Si consiglia, altresì, la lettura di:</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, ISBN 978319404479, pp. 185-196.</p> <p>Tale programma vale anche per i non frequentanti.</p> |

SYLLABUS

| Hrs | Frontal teaching |
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| 6 | The main topics of general pedagogy, of history of training processes and of educational institutions. |
| 8 | History of pedagogical ideas. |
| 4 | The theoretical, epistemological and methodological-procedural bases of pedagogical, theoretical and empirical research, both national and international. |
| 4 | The relationship between processes of formation, education, education and learning in the perspective of an inclusive pedagogy. |
| 8 | Offe and the Politics of Education |