



**Italian code: PAED/O1-Pedagogia Generale e Sociale**

**Credits: 9**

**Course: Pedagogia Generale- Bachelor's Degree - Psycho-educational and Social**

**Curriculum (L-19)**

**Main language of instruction:** Italian

**Other language of instruction:** English

**Head instructor**

**Professor Michele Corriero - [michele.corriero@unicusano.it](mailto:michele.corriero@unicusano.it)**

**Objectives**

The course aims to provide students with knowledge of the theoretical and practical foundations of general pedagogy and education as a science of human development. Starting from a historical-epistemological and contemporary reflection on pedagogy, the course aims to provide students with critical and analytical skills, competencies, methodologies, educational processes, and a pedagogical-educational vocabulary that is functional to managing the complexity of educational action. The second part of the program will analyze the pedagogical dimension and educational practices in the contexts of welfare, social policies, and the educational professions, including identity, legal recognition, skills, and professional contexts. Contemporary phenomena in which the professional socio-pedagogical educator operates will be addressed from an educational and training perspective, particularly in services and facilities for minors, anti-violence centers, and services and facilities for the elderly and disabled. In addition, phenomena such as the following will be explored in depth: Adolescence, the educational perspective on an age of transition between risks, discoveries, and new identities (growth, addictions, mental illness, parental conflict, etc.); The professional socio-pedagogical educator in the residential and semi-residential care system for minors outside the family; The professional socio-pedagogical educator in the residential and semi-residential care system for minors outside the family; the professional socio-pedagogical educator in the prison and juvenile justice system; adoption and foster care, integration and inclusion. Unaccompanied foreign minors, reception system and interdisciplinary educational support, etc.

## Course structure

The General Pedagogy course is worth 9 credits—corresponding to a study load of at least 225 hours—and is delivered through pre-recorded audio-video lessons, slides, handouts, in-person activities, and other supporting teaching resources.

- The study materials, which are available on the platform, contain all the elements necessary to study the subject in preparation for the exam. In addition, for even more effective preparation, we recommend consulting the first three recommended tests.
- The study load includes at least the following components:
  - 189 hours of teaching for viewing and studying pre-recorded lessons (7 hours of study for 1 hour of video-recorded lesson, including 2 hours for listening to the lesson and 5 hours of self-study to assimilate the lesson content, for a total of 27 hours of video-recorded lessons);
  - 36 hours of interactive teaching on the forum (virtual classroom) aimed at carrying out exercises and tasks proposed by the teachers, called e-tivity. Finally, the teaching makes use of synchronous tools such as web conferences and chats available on the platform in order to allow real-time interaction with enrolled students. Students are advised to spread their study of the subject evenly over a period of 10 weeks, dedicating at least 20 hours per week to their studies.

## Competencies

- A Knowledge and understanding
- B Ability to apply knowledge and understanding
- C Independent judgment
- D Communication skills

### **A. Learning skills Knowledge and understanding**

At the end of the course, students must demonstrate knowledge of the historical and epistemological relationship between philosophy and pedagogy. This knowledge should not only be theoretical, but also critical, as students must be able to take a position, and justify it, on the role of philosophy in educational processes.

### **B. Application of knowledge**

The knowledge acquired must be used to write a paper, which may be theoretical or practical in nature. Students must therefore address either the themes of the philosophy of education in relation to the sciences of education, or develop an educational project in which the philosophical framework is relevant within the

theoretical frame of reference. The choice is up to the student and must be made on the basis of current or past work experience or similar (e.g., associations, volunteering, etc.); or considering a possible future career.

### **C. Ability to draw conclusions**

Students will be able to identify the main educational issues within schools of thought and practice from a philosophical perspective focused on classic and new themes in the philosophy of education. They will therefore be able to outline the underlying reasoning, but also any critical issues in comparing different philosophical models/systems of education.

### **D. Communication skills**

Students will be able to describe and hold conversations on general pedagogical issues or in reference to particular educational contexts, keeping in mind the philosophical perspective through clear and specific terminology.

## **Syllabus**

### **Subject 1 –**

Module 1 – Introduction. Origins of pedagogy and its connection with philosophy.

Module 2 – Introduction to the construction of pedagogy as a science independent of philosophy.

Module 3 – Identity and role of pedagogy.

Module 4 – Cognitivist pedagogy

Module 4 – From pedagogy to educational sciences. Pedagogical epistemology as a dynamic science.

Module 6 – Introduction to pedagogies. Pedagogical knowledge and a plurality of insights for the contemporary world:

Module 7 – Professional identity and legal recognition of the socio-pedagogical professional educator and the pedagogue.

Module 8 – Integrated system of personal services, welfare, and social policies

Module 9 – Educational contexts in the welfare system for families, children, and adolescents

## **Evaluation system and criteria**

The exam will normally consist of a written test or an oral exam (held at the Rome headquarters) aimed at assessing the student's analytical skills, language proficiency, and ability to rework the concepts learned. The written test consists of 30 multiple-

choice questions covering the entire course syllabus, with 1 point awarded for each correct answer. The oral exam consists of an interview that, starting from a discussion of the paper, aims to assess the student's overall level of preparation. Particular attention will be given to the student's ability to rework, apply, and present the material on the platform and that which they have developed using appropriate language. The final assessment will also take into account productive participation in forums (virtual classrooms).

**Etivity.** This activity is offered on a bimonthly basis and the score assigned for a correctly completed e-tivity can vary from 1 to 3 points, with a maximum total of 3 points. For further details and information, students are invited to consult the virtual space dedicated to the subject.

### **Bibliography and resources**

The teaching material on the platform is divided into 9 modules. They cover the entire program and each one contains handouts, slides, and video lessons in which the teacher comments on the slides. This material contains all the elements necessary to study the subject. The teaching material referred to as “in-depth study” is not compulsory for the exam, but is available to students for further reflection or for the activity.

#### ***Recommended texts:***

A.Mariani, F.Cambi, M.Giosi, D.Sarsini, *Pedagogia Generale-identità, percorsi, funzioni*, Carocci Editore, Roma, 2017.

S. Kanizsa, A.M.Mariani, *Pedagogia Generale*, Ed. Paerson, 2023. F. Cambi, *Le Pedagogie del Novecento*, Laterza, Roma-Bari, 2005.

G. Mari, G. Minichiello, C. Xodo, *Pedagogia Generale*, Schloé, Brescia, 2014.