

Code: M-PED/01

Credits: 9

Matter: General Pedagogy

Main language of instruction: Italian

Other language of instruction: English

Teaching Staff

Teaching staff:

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Introduction

1. Objective of the course :

This subject aims to make student develop understanding of some concepts and fundamental theories related to the historical-social processes of education, training and individual development.

In particular, the following goals will be pursued:

1. Understanding and definition of the object of study (in its theoretical evolution) and of the main theories.
2. Understanding and appraisal of the main concepts that characterise the field of educational sciences.
3. Understanding and application of the lines of thoughts of the most prominent scholars who worked in the field of learning and cognition.
4. Understanding and appraisal of the main useful features and skills that concur to the definition of quality teachers and educators in contemporary society.

Objectives

2. Course Structure:

Teaching activities are divided into three sections:

Part One: Foundations, Definitions, Problems. Module 1 is dedicated to the first part. It focuses on the definition of the fundamental pedagogical terms, which circumscribe and identify different regions within the broader field of educational knowledge. Reflection will bear not just on the usage of fundamental vocabulary, but also on the relationships that intercur between the different areas of study.

Reflection pivots around the four main pillars of pedagogy, which are identified via four key-verbs: shape (train), instruct, teach, and educate.

Part Two: Theories of Learning and their Theory-makers. The second part is dedicated to the main historically-relevant theories of learning, which will be examined through the presentation of the most representative scholars in the field, as well as the evolution of said models; in fact, the early ones focused on learning, whereas the latter ones focused on cognition. We will also consider the educational impact of such models and lines of thought.

Part Three: Quality teachers and educators. The third part of the subject is dedicated to the characteristics and competencies of quality teachers and educators, and we will reason about the need to reform and improve the existing profile.

Competencies:

Successful candidates display knowledge and competency in the argumentative re-working of the fundamental streams of the subject, that is:

- Foundations, definitions, and problems in pedagogy.
- Main theories of learning.
- Educational impact of John Dewey.
- Educational impact of Kilpatrick, Parkhurst, Washburne.
- Educational impact of Jean Piaget.
- Educational impact of Lev Vygotsky.
- Educational impact of Jerome Bruner.
- Characteristics and competencies of quality teachers and educators.

Knowledge about the best strategies that enable “poly-alphabetical” teachers and educators to act as directors in several educational contexts, thus providing appropriate atmosphere for the sharing and exchange of knowledge.

Syllabus

3. Programme of the course:

Topic 1. Foundations, Definitions, Problems.

Module/Lecture 1: Definition and analysis of fundamental pedagogical concepts

Topic 2. Theories of Learning and their Theory-makers

Module/Lecture 2: The evolution of learning-cognitive models from behaviourism to constructivism: main theories of learning

Module/Lecture 3: John Dewey: Education as the foundation for democratic life

Module/Lecture 4: John Dewey’s “school of thought”: Kilpatrick, Parkhurst, Washburne

Module/Lecture 5: Jean Piaget's Cognitive Developmental Theory

Module/Lecture 6: Lev Vygotsky's Cognitive Developmental Theory

Module/Lecture 7: J. S. Bruner: The idea of Man and his/her cognitive development.

Predisposition to learn and the organisation of knowledge

Topic 3. Quality teachers and educators

Module/Lecture 8: The education of quality teachers and trainers. Redrafting the outline

Module/Lecture 9: How "poly-alphabetical" teachers and educators can learn to act as directors that create appropriate communicative climates

Evaluation system and criteria

The final exam may be undertaken according to either of the following pathways:

Written exam. Made of three open questions and three multiple choice questions. Open questions are coherent with the broad areas of the syllabus. Multiple choice questions are in line with the training tests that may be browsed at the end of each module.

Oral exam. It is an interview that has the purpose of assessing knowledge and skills developed by the candidate with regards to the syllabus. All interviews start with debate on topics chosen by the candidate, which are followed by questions on the other parts of the syllabus.

Both written and oral tests are assessed according to the following criteria:

A) Focus on the content provided by the candidate; B) Quality of the content provided by the candidate; C) Appropriation, appraisal, and re-working of the learned content on behalf of the candidate.

In the written test, each open question is awarded up to 8 marks, whereas each multiple choice question is awarded up to 2 marks.

Written test for ERASMUS students: Erasmus students are invited to meet with the subject coordinator in order to agree on the study materials, pending availability of English language lecture notes and textbooks. Hence, the written exam will be based on three open-ended questions, each of them worth up to 10 marks.

Bibliography and resources

4. Materials to consult:

Prescribed study materials include: lecture notes and recorded lectures. The final test bears on these resources.

ERASMUS STUDENTS: study materials in Italian may be substituted with the following prescribed readings:

David W. Kritt (2018). *Constructivist Education in an Age of Accountability*. Palgrave MacMillan.

Upon request, the head instructor will share resources with the students.

5. Recommended bibliography:

Although it is not prescribed, it is recommended candidates familiarise with some of the following texts:

- Foundational concepts in education:
David W. Kritt (2018). *Constructivist Education in an Age of Accountability*. Palgrave MacMillan
- Books by or about the studied scholars:
Baldacchino, John (2014). *John Dewey: Liberty and the Pedagogy of Disposition*. Springer.
Piaget, Jean (1929/1971). *The Child's Conception of the World*. Routledge.
Langford, Peter E. (2005). *Vygotsky's Developmental and Educational Psychology*. Psychology Press.
Bakhurst, David, Shanker, Stuart G. (2001). *Jerome Bruner: Language, Culture and Self*. SAGE

Upon request, further reading material may be shared by the head instructor. Please address all communication to rita.minello@unicusano.it and make sure you mention the nature of your request in the email's subject box.