

COURSE OF STUDY *Law*

ACADEMIC YEAR 2024-2025

ACADEMIC SUBJECT *General Pedagogy*

General information	
Year of the course	<i>I year as an optional exam with eligibility - IV year as an optional exam with grade</i>
Academic calendar (starting and ending date)	<i>IInd semester (February-May 2025)</i>
Credits (CFU/ETCS):	<i>6</i>
SSD	<i>M-PED/01 - General and Social Pedagogy</i>
Language	<i>Italian</i>
Mode of attendance	<i>Optional</i>

Professor/ Lecturer	
Name and Surname	<i>Adriana Schiedi</i>
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Department and address	<i>Ionian Department in Law, Economics and Environment – via Duomo n. 259, Taranto (Italy)</i>
Virtual room	<i>Microsoft Teams page of the course of General and Intercultural Pedagogy. Team code: ny02dmd</i>
Office Hours (and modalities: e.g., by appointment, on line, etc.)	<i>Prof. Schiedi will receive on Tuesday at 11:00. Interested students can give notice by sending an email in advance.</i>

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/Self-study hours
<i>150</i>	<i>48</i>	<i>/</i>	<i>102</i>
CFU/ETCS			
<i>6</i>			

Learning Objectives	<i>The learning objectives of the course of study are those qualifying for class LMG/01 (Law), in accordance with the guidelines of current legislation. Specifically, the course of study intends to provide, in addition to the necessary fundamental legal skills, a juridical education adhering to the specific needs of the Ionian territory and in line with the declared Euro-Mediterranean vocation of the course and of the Ionic Department. To this end, the General Pedagogy course aims to train students in the domain of pedagogy, understood as a systematic scientific discipline focusing on human education in its foundational, epistemological and methodological aspects. The scientific and cultural perspective offered by pedagogy will enable students to reflect critically on both the “educability” of the subject-person and the educational potential of the transformative processes that invest contemporary socio-political reality.</i>
Course prerequisites	<i>No prior knowledge is required in order to attend the course.</i>

Teaching strategies	<i>The course prospers the traditional frontal lecture as the main teaching method,</i>
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	<i>as it proves to be adequate for the purpose of illustrating the proposed texts and contents and to foster the student's acquisition of knowledge. The capability to understand and apply the learning contents will instead be examined through a didactic methodology with practical effects, which may include dialogical lectures, case analyses, the presentation of an original research, seminars for in-depth thematic analysis, exercises and simulations to be carried out individually and/or in a group. These teaching strategies allow the student to identify in time any critical points in his learning process and the lecturer to adopt adequate forms of compensation.</i>
Expected learning outcomes in terms of	
Knowledge and understanding on:	<ul style="list-style-type: none"> ○ the historical genesis and the current identity of pedagogy; ○ the founding aspects of pedagogical knowledge; ○ the main reference theories and the different educational models of the past and present; ○ the thematic issues behind the debate that has characterized pedagogy in relation to educational sciences.
Applying knowledge and understanding on:	<ul style="list-style-type: none"> ○ the central role of person in the pedagogical investigation; ○ the fundamental paradigms of pedagogical thinking and in particular the theoretical frameworks of personalism, phenomenology and hermeneutics, in order to see them as “lenses” for analysing and interpreting educational phenomena; ○ the knowledge acquired to solve problems related to new issues.
Soft skills	<ul style="list-style-type: none"> ● <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> ○ to critically reflect about current education scenarios and about possible development lines and pedagogical intervention in educational contexts, through the preparation of targeted activities (dialogical lessons, attendance to seminars); ○ to develop critical thinking about education; ○ to acquire the capability to integrate knowledge and manage its complexity, formulating autonomous judgments. ● <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> ○ the lexicon of the pedagogical discipline through the study of the proposed texts; ○ the pedagogical knowledge acquired and any possible critical reflection, also through the dialogical lessons. ● <i>Capacities to continue learning</i> <ul style="list-style-type: none"> ○ the contemporary reality <i>sub specie educationis</i>, i.e. with typical categories of pedagogical thought, in which theoretical and practical needs coexist (also through the study of the proposed texts); ○ the skills to study independently.
Syllabus	
Content knowledge	<i>The course, scheduled for the second semester, will provide an essential framing of general pedagogy in its fundamental epistemological aspects, with special emphasis on the theoretical-educational orientations of personalism, phenomenology and hermeneutics, while also focusing on the operational aspects of pedagogical knowledge as a response to the major issues that characterize contemporary socio-political reality, such as difference, work and education.</i>
Texts and readings	<p>1) F. Magni, A. Potestio, A. Schiedi, F. Togni, “Pedagogia generale. Linee attuali di ricerca”, Studium, Brescia 2021.</p> <p>2) R. Pagano, “Pedagogia mediterranea”, Scholé, Brescia 2019.</p>

Notes, additional materials	/
Repository	<i>The teaching material is easily available in the best bookshops, even online.</i>

Assessment	
Assessment methods	<i>The exam includes an oral interview with the lecturer on the contents of the course. The evaluation will focus on the following aspects: understanding of the language, correctness, originality, organicity, knowledge of the contents and methods of the pedagogical discipline, ability to use and connect the acquired knowledge, ability to argue critically and personally by reworking the acquired contents, richness and semantic-lexical mastery of pedagogy, ability to analyse and understand the contemporary educational reality also in terms of active citizenship.</i>
Assessment criteria	<ul style="list-style-type: none"> • <i>Knowledge and understanding</i> <ul style="list-style-type: none"> ○ The student must demonstrate that: a) he/she has understood the nature, the identity and the scientific status of pedagogy as a knowledge of education and the relationship that exists with other sciences; b) he/she knows how to orient himself/herself in the scientific literature and is able to identify the main nodes of the pedagogical debate that has affected pedagogy from the second half of the last century to today; c) he/she knows the conceptual dimension, the scientific and methodological bases of pedagogical science and the aims it pursues; d) he/she understands the pragmatic logic of a normative pedagogy that does not limit itself to describing and explaining the educational process, but intends to guide it by relying on planning, models and strategies to challenge the problems associated with educational practice. • <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> ○ The student must be able to: a) apply theories and models of pedagogical discourse in real contexts, in order to examine social problems and prepare educational interventions; b) interpret concrete problems concerning schools, teachers, educators and the difficult task of educating and instructing respecting everyone's right to cultural difference, but not only. • <i>Autonomy of judgment</i> <ul style="list-style-type: none"> ○ The student must: a) have acquired his/her own autonomy of judgment regarding the intentionality and formative value of the pedagogical discipline to promote human values and respect for differences; b) know how to recognize the role of pedagogy as a science involved in solving problems related to human education in a constantly changing society; c) know how to problematize human education in today's society by recognizing its criticalities. • <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> ○ The student must demonstrate not only to know and have understood the scientific nature and field of action of general pedagogy, its theories and models, but also to be able to effectively communicate this knowledge. • <i>Communication skills</i> <ul style="list-style-type: none"> ○ The student must demonstrate that he/she is able to use the lexicon of the discipline in an appropriate and relevant way. • <i>Capacities to continue learning</i> <ul style="list-style-type: none"> ○ At the end of the course, the student must demonstrate to own a solid cultural ground (theoretical-practical) to continue his/her studies in the pedagogical field with a good level of autonomy.

Final exam and grading criteria	<i>The final grade is given out of thirty. The exam is considered passed when the grade is greater than or equal to 18. The relevance of the answers, the ability to analyse, summarize and re-elaborate the contents will be evaluated. To achieve a high evaluation, the student must have developed independent judgment and adequate capacity for argumentation and exposition. Praise is given in cases where all the answers, in addition to being correct on a formal and content level, present elements of particular depth and originality from a critical-reflective point of view.</i>
Further information	/