# General Education

## Prof. Livia Cadei, Dr Emanuele Serrelli

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course offers a survey of the main pedagogical theories and a presentation of the great contributors to the debate on the field of educational culture. Starting with John Dewey's work, the relationship between education and thought is then explored. Finally, several aspects and skills of educational work are studied in depth, with a view to knowing and collaborating in multidisciplinary and multi-professional contexts.

Students will follow the development of the key concepts of contemporary and international pedagogical discourse, in order to identify educational events, transitions and future paths. They will then be led into an exploration of reflective thinking, its importance in the formation of the citizen and the professional, and its implications for educational and teaching methodologies. In the last part of the course, students will be introduced to the world of educational work, both in terms of its specificities and in relation to knowledge and the psychological profession.

The course aims will be to:

* introduce students to the great contributors and pedagogical currents;
* guide students in the reading of a pedagogical text;
* help students discover the complexity of thought, and in particular that of reflective thinking, in cognitive development, in education and in daily and professional life;
* offer in-depth courses on issues inherent to educational work and their relationship with psychological culture.

Intended learning outcomes:

At the end of the course, students will be able to:

* recognise which contemporary educational concepts and educational cultures have become established and which can respond to current changes;
* independently and critically read a pedagogical text;
* consciously and critically approach the development of thought in learning and professional contexts;
* apply the typical notions and concepts of educational contexts, formulating reasoned judgments with interdisciplinary awareness between pedagogy and psychology.

***READING LIST***

* J.M. De Ketele (ed.), *Figure dell’educazione nel mondo,* Scholé, Brescia, 2019.
* J. Dewey, *Come pensiamo. Una riformulazione del rapporto fra il pensiero e l’educazione*, Raffaello Cortina, 2019 (orig. 2010, rev. 1933).

6 Chapters of your choice from the volume: Cadei, L., Simeone D., Serrelli, E., Abeni L. (eds.), *L’altro educatore. Verso le competenze di secondo livello*, Scholé, Brescia, 2022

***TEACHING METHOD***

Classroom lessons will make use of theoretical and historical contributions and contemporary examples; lectures will alternate with individual and group work and seminars; where appropriate, multimedia stimuli will be used for illustrative purposes or to trigger reflections.

***ASSESSMENT METHOD AND CRITERIA***

The exam will assess the student's knowledge of the course content through an interview.

The assessment will aim to verify the student's knowledge of the topics proposed in the course programme and their skill regarding the concepts learned; the interview will also aim to assess their appropriate use of specific terminology, the coherent and reasoned structure of their discourse, and their critical thinking on educational issues. The student will also be asked to reflect on specific examples or situations and to draw links between the contents.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course.

Further information can be found on the lecturers’ webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG, or on the Faculty notice board.