# Pedagogy of the Ages of Life

## Prof. Piergiorgio Reggio

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

The course explores the main topics related to education and learning in different life stages. General aims of the course are the development of students' knowledge and understanding of:

* Changes, transitions in the life course and implications at educational level;
* pedagogical perspective of experiential learning as a strategy for developing people’s skills in different age ranges and contexts.

The course considers – from the standpoint of long-life learning – the main social-educational strategies to adopt to support people and contexts during critical periods.

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

* adopt non-linear ways of reading the life path,
* recognise marker events and personal and collective generative issues
* recognise the specificity of some issues (relationship, body, language, memory…) in the different ages of life
* identify strategies (methods and tools) for experiential learning which could be adopted in different situations.

***COURSE CONTENTS***

The course is organised into three topic areas which explore different and specific yet complementary issues

Part one: *the foundations*

* Education and life: instructions for the (self) training of educators
* Representations of life: ages, cycle, path, trajectory, life history
* Change and transitions: educational implications
* Marker events and learning
* Reading life: some paradigms of knowledge
* Daily life and globalisation
* Generative themes and development of critical conscience
* Daily life and experience
* Construct of experience and foundations of experiential learning

Part two: *topics during the course of life*

* Significant educational themes in childhood, adolescence and youth, adulthood, senile age: relationships, language, body, memory…

Part three: *educators in transitions*

* *Long-life learning* and skills. Research and transformation of personal and collective generative issues
* Strategies and models of educational intervention for dealing with changes and transitions
* Functions and tasks of educators in lifelong learning

***READING LIST***

1. *Pedagogia del ciclo di vita*, course pack 2022-23.

2. + 3. Two textbooks to choose from the following:

A.Assmann, *Sette modi di dimenticare,* Il Mulino, Bologna 2019

Z.Bauman, *L’arte della vita*, Editori Laterza, Roma-Bari, 2009

P. Durrande, *L’arte di educare alla vita*, Ed. Qiqajon, Magnano 2012

U.Beck, *Costruire la propria vita*, Il Mulino, Bologna, 2008

D.Demetrio, *Pedagogia della memoria. Per se stessi, con gli altri*, Meltemi, Roma 1998

J. Dewey, *Esperienza e educazione*, Cortina, Milano 2014

P. Freire*, La pedagogia degli oppressi*, Ed. Gruppo Abele, Torino, 2011 o 2018

A. Melucci*, L’età dell’oro*, Feltrinelli, Milano, 1992

E. Morin E., *Insegnare a vivere. Manifesto per l’educazione*, Raffaello Cortina, Milano 2015

P. Reggio, *Il quarto sapere. Guida all’apprendimento esperienziale*, Carocci, Roma 2010

P. Reggio, *Reinventare Freire. Lavorare nel sociale con i temi generatori*, Angeli, Milano 2017

C.Saraceno (a cura di)*, Età e corso di vita*, Il Mulino, Bologna 2001

J.Tobin – D.Y. Wu – D. Davidson, *Infanzia in tre culture. Giappone, Cina e Stati Uniti*, Raffaello Cortina, Milano 2000

S.Tramma, *I nuovi anziani*, Meltemi, Milano 2000

S.Tramma, *Sulla maleducazione*, Cortina, Milano 2020

I.Gamelli, *Sensibili al corpo*. *I gesti della formazione e della cura*, Meltemi, Roma 2005 o R.Cortina, Milano 2011

I. Gamelli, *Pedagogia del corpo*, R.Cortina, Milano 2011

P. Jedlovskj, *Un giorno dopo l’altro*, Carocci, Roma 2005

M. Mead, *L’adolescenza in Samoa*, Giunti, Firenze 1954 (or. ed. 1928)

F.Stoppa, *Le età del desiderio. Adolescenza e vecchiaia nella società dell’eterna giovinezza,* Feltrinelli, Milano 2021

D.Stern, *Il mondo interpersonale del bambino*, Bollati Boringhieri, Torino 1987

The reading list for the exam may be supplemented during the course with additional texts proposed by the lecturer or by the students.

The course offers lessons with different approaches: frontal, interactive, with the use of videos and literary texts. All teaching materials (slides used in the classroom, course pack) are made available on Blackboard during the course.

***ASSESSMENT METHOD AND CRITERIA***

An oral exam in the form of an interview on the topics covered during the course and the texts indicated in the reading list. Assessment criteria used: understanding of course content, personal replication of content learned, ability to establish links and connections between course content and one's experiences in academic, working or daily life.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course.

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