# . – History of Education and Training Systems

## Prof. Sabrina Fava

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

The course aims to explore some of the most significant processes of change which took place within extra-curricular education and training systems in and outside Italy between the 19th and the 20th centuries and promote critical consideration.

At the end of the course, students will be able to understand and compare the radical changes which took place in literacy processes, particularly in the second half of the twentieth century, in reading, the media and the industrial culture. Students will be able to transfer historical knowledge learned during the course to today’s cultural and productive scenario, and identify continuation and change, unavoidable resources for the development of planning skills for promoting innovation.

***COURSE CONTENT***

Starting from an analysis of the educational and training system, the course will offer a historical survey on the origin of the educational and literacy teaching systems mostly outside schools between 1800 and 1900. In particular, the course aims to analyse the issue of literacy and professional training of adults in the lapse of time between 1800 and early 1900, as well as the promotion of reading through the development of the first library systems. As regards the late Twentieth century, the course will examine some of the pushes for change occurred to promote the productive and cultural reconstruction of the country. The emerging television educational system promoted through Alberto Manzi’s TV program *Non è maitroppotardi* and the projects for the enhancement of the human capital originated in contexts of industrial production, i.e. the Olivetti group, are different examples of reflection on the key role of the word as a means to promote public social and cultural education according to the different historical-educational contexts where men operate.

***READING LIST***

G. Chiosso, *Alfabeti d’Italia,* Turin, Sei, 2011, ch. I –II (available on Blackboard).

R. Farnè, *Buona maestra TV,* Rome, Carocci, 2003, chs I and IV

A. Olivetti, *Il mondo che nasce,* Rome, Edizioni di Comunità, 2013.

B. Segre, *Adriano Olivetti. Un umanesimo dei tempi moderni, impegni proposte e progetti per un mondo più umano, più civile, più giusto,* Imprimatur, Reggio Emilia, 2015, pp. 40-48; 64-101.

S. Fava, *Adriano Olivetti’s notion of “Community”: transforming the factory and urban physical space into educational spaces,* in “Ricerche di pedagogia e didattica”, 2020, n. 1 (articolo open access avaible on Blackboard)

***TEACHING METHOD***

Frontal lectures; reading and interpreting excerpts from collections; visual and audiovisual resource material available on the interactive Blackboard platform accessible from the University website. Lectures may sometimes take the form of seminars and include talks by scholars and guest speakers.

***ASSESSMENT METHOD AND CRITERIA***

There will be a final oral examination to assess students’ knowledge of the subject, their critical consideration and ability to form arguments, presentation skills in terms of relevance, clarity and fluency.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course. However, students should be familiar with basic history.

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.