# . - Education Innovation and Social Integration Methodology

## Prof. Gerolamo Spreafico; Prof. Giovanni Zampieri

The two semesters of the course correspond to 5 ECTS each. The two lecturers share the same didactic articulation and assessment criteria by proposing an integrated exam in all its aspects.

### First semester – PEDAGOGICAL DESIGN FOR INNOVATION

## Prof. Giovanni Zampieri

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

The module aims to provide an insight into the issues concerning educational processes aimed at social inclusion in the territory, by relating them to innovation in the field of social and personal services, with particular attention to the tools of pedagogical planning and team work.

The aim of the course is to promote knowledge of the design of pedagogical interventions capable of responding to new emerging needs in a specific social context. The following topics will be explored: the concepts of integration, inclusion and “social phenomenon”, the pedagogical design path capable of responding to the needs of the territory, the criteria for evaluating the efficiency and effectiveness of a project, the devices that can be used to finance innovation.

The intended learning outcomes in terms of knowledge and understanding are:

- knowledge of the principles and paradigms that underpin the concept of integration and inclusion;

- knowledge of the main financing devices that can be used to carry out innovation projects (ESF, regional projects, foundations, etc.);

The intended learning outcomes regarding the ability to apply knowledge and understanding are:

- rigorously and thoroughly analyse the educational needs of the different contexts, also using pedagogical research tools;

- adequately build a pedagogical innovation project capable of responding to the needs of the territory;

***COURSE CONTENT***

1. The concept of educational intervention in the territory and the pedagogical issues related to the concept of social inclusion.
2. The areas of intervention of an inclusive design.
3. The methodological choices that favour educational innovation.
4. The territorial network as an indispensable resource for social inclusion
5. The educator’s skills.
6. Success indicators of an inclusion project.
7. Team work: methodological strategies and attention to promote effectiveness.

***READING LIST***

***Exam textbook***

Leone-Prezza, *Costruire e valutare i progetti nel sociale,* Franco Angeli, Milan, 2003.

***A textbook chosen among:***

L. D'Alonzo – V. Mariani – G. Zampieri - Silvia Maggiolini (edited by), *La consulenza pedagogica. Pedagogisti in azione,* Armando Editore, Rome, 2012.

Antonello Mura (various authors), *Orientamento formativo e progetto di vita,* Francoangeli, Milan, 2018

Various Authors, *Un ponte verso il futuro. Una prospettiva pedagogica per rispondere alle emergenze educative,* Casa editrice il Ponte, Verona 2018

Other material will be uploaded to the Blackboard platform and will be an integral part of the exam.

***TEACHING METHOD***

The educational activities of the course are carried out in the classroom according to the format of the lesson, in the form of workshop and seminar. Simulated (or real-world design work using direct student experiences). All the materials used during the lessons and the projects developed by the students in the workshops will be shared on the University's Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

The exam is oral and will be preceded by an interim written test. The written test will be a simulation of an educational design in the area aimed at social inclusion. The procedure, the type and scheduling of the interim written test will be specified on the lecturer's web page.

The exam is aimed at assessing the students’ reasoning skills and analytical rigour on the topics covered by the course, as well as their command of the language. The elements that will become part of the assessment will be: the methodological consistency of the project presented, clarity of presentation, critical reflection, the ability to connect the topics to the related themes and to adequately justify statements, analyses and judgments.

***NOTES AND PREREQUISITES***

There are no content-related prerequisites for attending the course. However, intellectual interest and curiosity for pedagogical reflection and inclusive education is expected.

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.

### second semestEr - INNOVATION: BETWEEN TRAINING AND MANAGEMENT IN TRANSFORMING ENTERPRISES.

Prof. Gerolamo Spreafico

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

The course aims to provide an integrated framework regarding innovation in educational systems and in systems designed for training human resources in organisations: conceptual frameworks, methodological and teaching tools, case studies.

The intended learning outcomes in terms of knowledge and understanding are:

* knowledge of the methodologies of didactic mediation,
* knowledge of the methodologies for training human resources in profit and non-profit organisations,
* knowledge of the most effective strategies and tools in the various educational-training contexts to feed motivational processes, mediate conflicts and encourage participatory planning.

The intended learning outcomes in terms of ability to apply knowledge and understanding are:

* development of educational and training projects centred on the person's learning in offline, online, and *blended* systems,
* introduction of educational and training projects in organisations of different types and sizes, to contribute to their change and development,
* ability to operate in multidisciplinary environments that have as their primary goal the development of a person and their skills.

***COURSE CONTENT***

The course has a modular structure.

The **first module** will provide the definition of conceptual frameworks to understand the meaning and forms of innovation in training and education systems. The course will revolve around the theme of training as an event organised in a broad panorama of organisations: Schools, Companies, Welfare, and the Third Sector.

In particular, the following will be analysed:

1. the evolutionary dynamics in generation and access to knowledge. From traditional systems to the methods generated by the world of digital technologies (web 2.0 Social media, Artificial Intelligence); the contributions of neuroscience;

2. the continuity between the classic learning environments and the new environments (in the different areas of Education, Education and Training). The design, delivery, and evaluation activities. The good practices, the experiments, the ongoing challenges;

3. the paradigm of lifelong training, the acquisition and maintenance of skills;

4. the challenges presented by the world of Industry 5.0;

5. training in the systems of the new Welfare

The **second module** will deal with a series of *case studies* of different extension and typology to identify spaces and strategies to innovate. We intend to carry out a workshop activity that helps the training expert to acquire a base of skills aimed at identifying the pedagogical-didactic models underlying the training devices analysed, to manage the training systems, to innovate the processes generated, and to guide the individual in its changes. A specific section of the course will be dedicated to the study of the transformations taking place in the world of work and professions. Research materials will be analysed in relation to the new professional scenarios and innovative methodologies will be presented to support people experiencing an employment crisis.

***READING LIST***

Compulsory textbooks

First compulsory textbook:

G.Sreafico - A. Inzoli, *Lavorare ancora. La rigenerazione degli over 50 in Italia.* Erickson, Trento, 2016

The second compulsory textbook can be chosen among the following:

[G. Hamel](http://www.lafeltrinelli.it/ebook/gary-hamel/226152), [M. Zanini](http://www.lafeltrinelli.it/ebook/michele-zanini/1243221), *Humanocracy, Imprese straordinarie con le loro persone,* Ayros,Milano,2021

M.Magatti, C. Giaccardi, *Supersocietà. Ha ancora senso sconnettere sulla libertà ?*Il Mulino, Bologna,2022

A.L.Cunliff, *Il Management. Approcci, culture, etica.* Cortina, Milano, 2017

Textbooks of your choice to be used during the seminar activities

A text chosen from the following:

G.Sreafico–F.Taverna-S.feder, *Storie(s). Dove nasce il nuovo. Un viaggio nella vita degli adolescenti.* Erickson, Trento, 2019

V.Alastra -C.Kaneklin -G.Scaratti, *La formazione situata. Repertorio di pratica,* Franco Angeli, Milan, 2012.

P.C. Rivoltella, *Fare didattica con gli EAS,* La Scuola, Brescia 2013

J. P. Gee*, Come un videogioco. Insegnare e apprendere nella scuola digitale,* Raffaello Cortina, Milan

Fondimpresa, *Le formazioni possibili,* Franco Angeli, Milan 2011

C. Giaccardi, M.Magatti, *Nella fine è l’inizio, Il Mulino, Bologna, 2020*

Recommended reading

M. Benasayag,  *Funzionare o esistere?* Vita e Pensiero, Milan, 2020.

M. Sclavi, *Arte di ascoltare. Arte di ascoltare e mondi possibili*, Bruno Mondadori, Milan, 2003.

M. Recalcati, *Ritratti del desiderio*, Cortina, 2012

***TEACHING METHOD***

The educational activities of the course are carried out in the classroom according to the format of the lesson, in the form of workshop and seminar. All the materials used during lectures and the projects developed by the students in the workshops will be shared on the University's Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

The exam is oral and will have the following assessment criteria:

* the knowledge developed on the course topics;
* ability to reflect on different contents, discussing their applicability in organisations and in specific contexts;
* clarity of presentation
* in-depth knowledge of some parts of the texts studied

***NOTES AND PREREQUISITES***

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.