# Pedagogy of the Ages of Life

## Prof. Piergiorgio Reggio

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

The course addresses the main issues of education and learning at different ages of life. 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,
* decode representations (including artistic ones) of the ages of life
* 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
* Artistic representations (literature, painting, cinema, photography, music...) of the ages of life
* Change and transitions: educational implications
* Marker events and learning
* 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… in artistic works

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 delle età della 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

r. guardini*, Le età della vita*, Vita e Pensiero, Milano 2003

D. Loro, *Tra le età e le esperienze della vita. Il lavoro educativo con le persone adulte e anziane*, Ediz. universitarie Cortina, Verona 2022

A.M.Mariani – E. Ripamonti, *Età della vita e formazione*. *Io sono una parte di tutto ciò che ho incontrato*, Ed. Unicopli, Milano 2021

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

E. Morin, *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.

***TEACHING METHOD***

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.