# History of the Educational Use of Media

## Prof. Paolo Alfieri

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

The course has a primarily methodological objective, this being to have students reflect on the following problematic question: is it possible to envisage a periodicisation of Media Education - and, therefore, a reconstruction of its history - that ignores the pedagogical reflections and training contexts in which mass media were used?

Specifically, the aims of the course are:

1. to learn some theories and experiences of media training, and contextualise these in the history of education and school of twentieth-century Italy;
2. to be able to analyse and interpret a number of printed and/or film sources from a historical-educational point of view;
3. to develop a historical-critical approach to Media Education.

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

1. understand the evolutionary paths of information technology and audiovisual languages in the various contexts of education;
2. know and analyse, from a historical perspective, the formal and content-related aspects of the audiovisual texts used in training;

3) critically approach the design and implementation of learning paths in the field of Media Education.

***COURSE CONTENT***

The course will cover the following contents:

* the periodicisation of Media Education: the question of contexts;
* fascist propaganda cartoons and the child regimentation project pursued by the regime;
* cinema education in post-WWII Italy: pedagogy, school and extramural;
* school and television in Italy in the fifties and sixties;
* the original pedagogical vocation of RAI and its television programs for children.
* The use of audiovisual sources for a historical-educational research.

***READING LIST***

The exam program includes the following texts as well as the video lectures and all the online materials available on Blackboard

D. Felini (Ed.), *Educare al cinema: le origini. Riflessioni ed esperienze di pedagogia dei media fino agli anni della contestazione,* Guerini Scientifica, Milan, 2015.

R. Farnè, *Buona maestra TV. La RAI e l’educazione da “Non è mai troppo tardi” a “Quark”,* Carocci, Rome, 2003 or later editions.

C. Ghizzoni, *L’infanzia nell’Italia fascista,* in M. Gecchele-S. Polenghi - P. Dal Toso (Eds.), *Il Novecento: il secolo del bambino?* Edizioni Junior, Parma, 2017, pp. 93-112.

S. Polenghi, *Al crocevia tra i media. Educazione,* *cinema e televisione nelle pagine del “Corriere dei Piccoli”* (1954-1971), in G. Zago (Ed.), *L’educazione extrascolastica nella seconda metà del Novecento. Tra espansione e rinnovamento (1945-1975),* Franco Angeli, Milan, 2017, pp. 201-224.

S. Polenghi, *Immagini per la memoria. Il cinema come fonte storico-educativa*, in P. Malavasi, S. Polenghi, P.C. Rivoltella, *Cinema, pratiche formative, educazione*, Vita e Pensiero, Milano, 2005, pp. 19-52.

***TEACHING METHOD***

Lectures alternated with online activities to be carried out according to the EAS (Episodes of Situated Learning) methodology. The course requires the remote consultation of video lectures and in-depth study materials, as well as the carrying out of activities, proposed both as an active teaching technique (with discussion in class) and as a self-evaluation aid. For this reason, use of the Blackboard platform and its various tools is essential.

***ASSESSMENT METHOD AND CRITERIA***

Assessment will take place in a multifaceted manner and will integrate the results of:

– the activities conducted by students and documented in their e-portfolio, which will be assessed on the basis of the criteria indicated for each in the course syllabus;

– a final oral interview aimed at ascertaining students' knowledge of contents, their ability to reflect metacognitively on the course undertaken, and their communication skills (clarity and fluidity of discourse, and presentation and argumentative approach).

***NOTES AND PREREQUISITES***

A basic knowledge of the most important pedagogical-didactic issues in the history of education and education in twentieth-century Italy is required. Although we will refer to these contents during the course, students who have no knowledge thereof may glean their more essential aspects by personally studying the book by G.Chiosso, *Dalla scuola di ieri alla scuola di domani*, in M. Castoldi-G.Chiosso, *Quale futuro per l’istruzione? Pedagogia e didattica per la scuola*, Mondadori Università, Milan 2017, pp. 5-59 (or 2021 ed., pp. 5-44).

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.