**Pedagogy**

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

The course aims to provide a wide and deep reflection on education in the contemporary world, based on pedagogical works and on UNESCO’s ongoing revision of the challenges and futures of education, as well as on an introduction to education research. Students will also be able to apply the acquires competencies to their own university training experience and to reflect on the relationships between psychology and education.

*Intended learning outcomes*

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

* Read the contemporary evolution of education worldwide, with an attention to fundamental human values and to sustainability in the fast changing global world
* Understand, interpret and weigh the results of pedagogical research, and imagine ways to improve knowledge and to assess education in various contexts
* Recognize pedagogical phenomena, with their issues and tensions, reflect critically and make well argued choices and decisions
* Reflect and self-apply these ways of reasoning to their own university training experience

***COURSE CONTENT***

The first part of the course will tackle UNESCO’s latest works on education in contemporary globalized society. We will appreciate the importance of relating education to sustainable development, learn about the humanistic approach to education, analyze the challenges of education policy-making in today’s complex world, and deepen the idea of education as a ‘public global common good’ and its implications. We will also follow UNESCO’s ongoing endeavours of envisioning the ‘futures of education’.

The second part of the course will present several landmark pedagogists and reflect on the different views they advocated. Them the course will introduce many differents types of education research: action research, generalizing research, description and categorization, theorization, and advocacy. Students will confront with examples of all kinds of research, reflect on the power and limits of each, and acquire a map of possible ways to achieve and interpret knowledge in complex human contexts.

The last part of the course will reflect on education as a ‘weak’ and ‘risky’ enterprise aimed to foster not only learning but also socialization and subjectification; under this view, it will discuss the dimensions of creativity, communication, teaching, learning, emancipation, democracy, and virtuosity in education. Critical viewpoints will be confronted with the students’ thougths and experiences as well as with examples and case studies.

***READING LIST***

* UNESCO, *Reimagining our Futures Together: A New Social Contract for Education,* by International Commission on the Futures of Education*.* UNESCO Publishing, 2021 (ISBN 978-92-3-100478-0, freely available online).
* Michael Hammond, Jerry Wellington, *Education Research: The Basics*, Taylor & Francis, 2019. ADVOCACY PER FARE UN PO’ DI AUTORI
* Gert J.J. Biesta, *The Beautiful Risk of Education*, Paradigm Publisher, London, 2014.

***TEACHING METHOD***

Theoretical contents and group discussion; collective and individual activities on primary literature and on multimedia materials; self assessment questionnaire; film clips; sharing through different platforms. In general, the methodology wants to take advantage of the international nature of the course and allow different experiences to be confronted and be source of learning.

***ASSESSMENT METHOD AND CRITERIA***

The exam will assess students’ knowledge of course content through an interview.

Assessment will aim to verify students’ knowledge of the topics proposed in the course syllabus and their skills; the interview will also aim to assess their appropriate use of specific terminology, a coherent and reasoned structure of discourse, and their critical thinking on educational issues. Students will also be asked to reflect on specific examples or situations and to draw links between contents.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course.

*Office hours*

Teachers will be available at the end of lessons and by appointment.