**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. UNESCO’s ongoing revision of the challenges and futures of education is integrated by critical pedagogical work, unveiling some paradoxes and power structures that are hidden in dominant discourses on education. The acquired competency will also enable students to reflect on their own university experience and professional expectations, in a fruitful dialogue between psychology and pedagogy.

*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 sustainability in the fast changing global world
* 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 and professional aspirations
* Understand, interpret and weigh the results of pedagogical research, and imagine ways to improve knowledge and to assess education in various contexts

***COURSE CONTENT***

The first part of the course will tackle UNESCO’s latest works on education in contemporary globalized society. We will compare past promises and uncertain futures, inequalities, disruptions and emerging transformations across countries and worldwide; we will then appreciate directions for renewing education, such as new curricula and knowledge commons, the transformative role of teachers and schools, and the idea of life-long-life-wide learning; and finally we will study the possibility for a “renewed social contract” for education, based on new kinds of cooperation and solidarity, and founding a new culture of education research.

The second 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 on dominant discourses on education will be confronted with the students’ thougths and experiences as well as with examples and case studies.

Along the way, students will get to know several landmark pedagogists and reflect on the different views they advocated; and they will also confront with examples of different kinds of education research, reflecting on the power and limits of each, and acquire a map of possible ways to achieve and interpret knowledge in complex human contexts.

***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).
* Gert J.J. Biesta, *The Beautiful Risk of Education*, Paradigm Publisher, London, 2014.

***TEACHING METHOD***

In general, the teaching methodology aims to take advantage of the international nature of the course and allow different experiences to be confronted and be source of learning, by alternating theoretical contents and group discussion.

The course includes 6 hours of practical activities designed to complement the traditional lecture format. These activities may include group work, case studies and simulations, collective and individual activities on primary literature and multimedia materials, self assessment questionnaires, film clips, and sharing through different platforms. Practical activities are intended to deepen students’ understanding of the course material and foster active engagement with the subject matter.

***ASSESSMENT METHOD AND CRITERIA***

The outcomes of the practical activities will be evaluated and factored into the final grade. The assessment criteria and methods will be explained in detail during class. The final, oral 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***

No prerequisites are required for this course in terms of content knowledge. However, students are expected to have a genuine interest and intellectual curiosity in the topics covered in the course

*Office hours*

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