# Education and Learning Technologies

## Prof. Michele Marangi

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

The general aim of the course is to provide a reference framework on the role and use of digital technologies in different pedagogical, didactic, and training contexts, both in face-to-face and remote teaching, and with heterogeneous targets, using the Media Education theoretical frame.

The course aims to achieve five specific objectives.

1. Deepen the relationship between technologies, teaching, and training, starting from the analysis of the historical evolution of technology, to highlight the mechanisms of innovation and persistence, and the growing impact of digital on forms of learning. What is the meaning of using media and technologies to teach/educate and to learn? What pedagogical skills are needed? What infrastructural and cultural equipment are needed?

2. Develop knowledge of the foundations and methodologies of distance teaching and training, and presence/distance hybrid training.

3. Provide the key competences to use technologies effectively and strategically in different pedagogical and training situations in a Media Education perspective:

– from age 0-6 to subsequent development in primary and secondary school;

– in training areas with young people and adults;

– in business and organisational dynamics;

– in socio-educational contexts of the Third Sector;

– in social and health services.

4. Facilitate learning how to operate different technological platforms and apps, through practical experimentation and grasp their potential use in pedagogical contexts.

5. Investigate the pedagogical and training potential of technologies not only in reference to didactics, but also to the organisational logic of the educational teams and the relationship between formal and informal learning, with particular attention to the family dimension and the opportunities offered by the Peer&Media Education.

In each lesson, multiple practical examples and case studies will be analysed.

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

– know the theoretical framework of Media Education and participative teaching;

– understand the potential use of technologies in a perspective that is not only instrumental, but rather based on a logic of "learning design";

– identify the key criteria of training intervention through planning, evaluation and reflection on both face-to-face and remote teaching;

– develop and interpret the curriculum and educational programming relating to the use of digital media and technologies;

– critically evaluate an educational project and a curriculum based on theoretical principles and educational practice, with particular attention to the role played by technologies;

– critically interpret the didactic approach to the use of technologies in a perspective of facilitating learning and building participatory and interactive logics;

– be able to use a linguistic register and an adequate disciplinary lexicon;

– be able to structure and articulate the development of the degree thesis.

***COURSE CONTENT***

The main lesson topics will be the following:

– Technologies, education, and learning: definitions

– Technologies and Learning Design

– From Media Education to New Literacy

– Face-to-face and online settings

– Teaching and learning with media: synchronous and asynchronous learning

– The meaning of Community technologies

– Digital Storytelling and Peer&Media Education.

– Use of digital tools in the 0-6 age range: family, nursery and kindergarten

– The challenges and potentiality of artificial intelligence for learning

– Learning by playing: between videogame and gamification

– Learning by doing: coding and computational thinking

***READING LIST***

P. C. Rivoltella, P. G. Rossi, *Tecnologie per l’educazione*, Pearson, Milan, Turin 2019 (The following chapters should be studied for the exam: Introduction, Glossary, 1, 3, 7, 9, 10, 12, 13, 14, 16, 17)

A textbook chosen from the following:

M. Marangi, *Addomesticare gli schermi. Il digitale a misura dell’infanzia 0-6.* Morcelliana, Brescia 2023.

A. Carenzio, E. Farinacci, *Dentro Black Mirror. Media, società, educazione*, Morcelliana, Brescia 2023.

M. Ranieri, *Tecnologie per educatori socio-pedagogici. Metodi e strumenti.* Carocci, Roma 2020.

Further reading list suggestions may be given during the course. Students will find the index and back cover of the textbooks in Blackboard, to guide their choices in terms of interests and professional fields.

***TEACHING METHOD***

The course includes an integrated teaching methodology, with lectures, online activities, practical exercises and the possibility of developing a project work on the topics addressed in class, which will be presented during the examination and assessed for the final mark. Students will be given the opportunity to carry out small-group work on pedagogical reflection on the issues addressed. During the lessons the BYOD (Bring Your Own Device) framework will be used for quick practical activities or analysis of apps and digital resources.

The course also offers the opportunity to follow the MOOCs offered by the Catholic University on the topics addressed. This is not an obligation, but an optional possibility of further study, freely chosen by students.

The materials of the lessons (slides, articles, insights) will be available on the Blackboard platform, in organised folders.

***ASSESSMENT METHOD AND CRITERIA***

The exam is oral and includes questions on the textbooks in the reading list and on the lesson materials available on the platform. The final mark will be based on the correctness of the answers, clarity of presentation, knowledge of the general lines of the subject, critical reflection, and ability to connect the acquired knowledge to the pedagogical, didactic and training practices.

***NOTES AND PREREQUISITES***

There are non content-related 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.