#### **Environmental pedagogy and integral human development**

Prof. ORIETTA VACCHELLI - ALESSANDRA AUGELLI

**Part I –** **Environmental pedagogy**

Prof. ORIETTA VACCHELLI

***COURSE AIMS AND INTENDEND LEARNING OUTCOMES***

The first part of the course aims to offer some fundamental elements of Environmental pedagogy. At the end of the course, the student should be able to:

* Know some essential traits of the discipline as well as some of the related main pedagogical categories;
* Know the evolution of the pedagogical debate regarding the concept of environment;
* Skilfully use some of the fundamental interpretative concepts of the discipline;
* Communicate clearly and efficiently the content and the objectives of the course, also through an initial use of the specific pedagogical lexicon;
* Reflect in pedagogical terms on the role of education in the transition towards a model for a sustainable society.

***COURSE CONTENT***

1. Pedagogy, environment, ecological thinking;
2. The evolution of the pedagogical debate regarding the concept of environment;
3. Inhabit the world. The person, relations and citizenship;
4. The role of education in the transition towards a model for a sustainable society;
5. Environmental pedagogy and adult education. Intersections;
6. An integral ecology for sustainable communities;
7. Ecological consciousness, social responsibility;
8. Sustainability and innovation;
9. *Cultivate the human*. Environment, sustainable consumption, education;
10. The economy of human capital.

***READING LIST***

Birbes C., *Custodire lo sviluppo, coltivare l’educazione*, Pensa Multimedia, Lecce-Brescia 2016.

Iavarone M.L., Malavasi P., Orefice P., Pinto Minerva F. (Eds.), *Pedagogia dell’ambiente 2017. Tra sviluppo umano e responsabilità sociale*, Pensa Multimedia, Lecce-Brescia 2017 (available as e-book). Pages: 9 -14, 57 -88, 107 -192, 267-296, 343-358.

The following items are to be considered as working material:

* Francesco (2015), *Encyclical Laudato Si’ on care for our common home* (<http://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html>)
* United Nations (2015), *Transforming our world. The 2030 Agenda for Sustainable Development* (<https://sustainabledevelopment.un.org/post2015/transformingourworld/publication>)
* Francesco (2019), *Message for the launch of the global compact on Education* (<http://w2.vatican.va/content/francesco/en/events/event.dir.html/content/vaticanevents/en/2019/9/12/messaggio-patto-educativo.html> )

***DIDACTICAL STRUCTURE OF THE COURSE***

In addition to frontal lectures, testimonials, seminars and forum activities will also be provided.

***ASSESSMENT METHOD AND CRITERIA***

The assessment of learning in relation to the whole course is carried out through an oral examination on the fundamental aspects of the subject, with reference to the studied bibliographical material. The oral examination includes 3 open questions and the evaluation is in 30/30.

In particular, the assessment aims to ascertain the level of mastery of the contents of the course, the acquisition of emblematic knowledge inherent to the discipline; the ability to communicate correctly, efficiently and clearly the content and the objectives of the course, also through an initial use of the specific pedagogical lexicon. At the end of the lectures of the first semester, the possibility to attend an intermediate oral exam regarding the content of the first part of the course is provided. The overall assessment of the course derives from the average of the evaluations achieved in the tests relating to the two modules.

***NOTES AND PREREQUISITES***

There are no particular prerequisites in order to attend successfully the course.

***Reception hours and place for students***

The timetable for reception can be obtained from the personal web page of the Lecturer:

<http://docenti.unicatt.it/>

## **Part II – Integral human development**

Prof. ALESSANDRA AUGELLI

***COURSE AIMS AND INTENDEND LEARNING OUTCOMES***

The course aims to provide some fundamental elements regarding integral human development with particular reference to the educational and training realms. At the end of the course, the student should be able to:

* Know some fundamental questions relative to integral human development and to the related main pedagogical categories;
* Understand the (social, political, economic, environmental) relevance of education in the transition towards a sustainable model for society;
* Reflect on the pedagogical-educational competences in relation to sustainable development, to the humanization of technologies and to the lifestyles.

***COURSE CONTENT***

1. An educational pact for integral ecology: the UN 2030 Agenda for sustainable development. An emblematic experience. The Village for the Earth.
2. Teaching the human, to take care for the common home.
3. Thinking locally, acting globally. Human capital, training economy: pedagogical interpretations
4. Planning change, training for social responsibility
5. Organisational models between singularity and fragility
6. The Encyclical Laudato sì: to educate for taking care of the common home
7. Youth, Erasmus+, companies. Emblematic cases.
8. The emotion to know, the desire to exist. Generating an educating society.
9. Getting involved, interpreting education
10. Communicating development, humanizing technology

***READING LIST***

Malavasi P., *Insegnare l’umano*, Vita e Pensiero, Milano 2020 (available as e-book)

Malavasi P. (a cura di), *Un patto educativo per l’ecologia integrale Il Villaggio per la Terra*, Pensa Multimedia, Lecce-Brescia 2019 (available as e-book), pages 7-84; 100-112; 155-166; 185-211.

The following items are to be considered working material:

* Francesco (2015), *Encyclical Laudato Si’ on care for our common home* (<http://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html>)
* United Nations (2015), *Transforming our world. The 2030 Agenda for Sustainable Development* (<https://sustainabledevelopment.un.org/post2015/transformingourworld/publication>)
* Global compact on Education, *Instrumentum laboris* (<https://www.educationglobalcompact.org/resources/Risorse/instrumentum-laboris-en.pdf> ).

***DIDACTICAL STRUCTURE OF THE COURSE***

In addition to frontal lectures, testimonials, seminars and forum activities will also be provided.

***ASSESSMENT METHOD AND CRITERIA***

The assessment of learning in relation to the whole course is carried out through an oral examination on the fundamental aspects of the subject, with reference to the studied bibliographical material. The oral examination includes 3 open questions and the evaluation is in 30/30.

In particular, the evaluation aims to ascertain the level of mastery of the contents of the course, the acquisition of emblematic knowledge inherent to the discipline; the ability to communicate correctly, efficiently and clearly the content and the objectives of the course, also through an initial use of the specific *pedagogical lexicon*.

The oral examination can be attended at the end of the lectures of the second semester, in unison with the oral exam relative to the first examination, or at two distinct sessions.

At the end of the lectures of the second semester, the students having attended and passed the intermediate exam relative to the first part of course can attend an intermediate oral examination relative to the content of the second part of the course. The overall assessment of the course derives from the average of the evaluations achieved in the tests relating to the two modules.

***NOTES AND PREREQUISITES***

There are no particular prerequisites in order to attend successfully the course.

***Reception hours and place for students***

The timetable for reception can be obtained from the personal web page of the Lecturer:

<http://docenti.unicatt.it/>