**Pedagogical design for integral ecology**

Prof. Pierpaolo Triani

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

The course has a double objective.

First of all, it aims to promote the understanding of the key elements of the theory of pedagogical design for the definition of intervention projects, among the wide variety of beneficiaries, environments, and contexts touched by the perspectives of integral ecology.

Secondly, it aims to translate the elements of pedagogical design into an interpretation of integral ecology within the epistemological framework of integral human development with reference to peculiar organisational contexts.

In particular, the course aims to develop the students’ knowledge and understanding of:

- the fundamental characteristics of pedagogical design in the context of integral human development;

- the actions, the techniques, and the main pedagogical design models applied to organisations;

- the concept of integral ecology in relation to the framework of reference of integral human development;

- the elements of pedagogical design that can be applied in the paradigm of integral ecology;

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

- identify and apply the key elements of pedagogical design;

- provide pedagogical design responses to the application context they have selected;

- carry out a critical interpretation of integral ecology;

- translate integral ecology into socio-economic contexts;

- favour the use of pedagogical design for the promotion of integral ecology in different operating environments;

- identify the pedagogical skills supporting decision-making processes;

- know some of the main participatory and active teaching methods to promote education for sustainability;

- recognise the effects and the applications of pedagogical interventions;

- identify actions and projects of inter-organisational networks that support the sharing of the integral ecology paradigm.

***COURSE CONTENT***

* Design as a form of rationality.
* From linear to systemic rationality and the ecological thought.
* The specificity of pedagogical design: goals and structure.
* The concept of training.
* The tools of pedagogical design.
* Pedagogical design in the collaborative logic.
* The creation of educational interventions for the development of the culture of sustainability and integral ecology.
* The relationship between pedagogical design and community.
* Educational interventions within organisations: roles, responsibilities, *governance;*
* Educational interventions within territories: roles, responsibilities, *governance;*
* The pedagogical co-planning for integral human development
* Analysis and assessment of educational interventions.

***READING LIST***

P. Triani – A. Molinari, *Progettazione pedagogica per l’ecologia integrale* (in the process of being published).

A. Vischi, *Im-patto sul territorio. Lavoro, giovani, ecologia integrale,* Pensa MultiMedia, Lecce-Brescia 2021.

Other suggested readings:

C. Birbes, *Progettare competente. Teorie, questioni educative, prospettive*, Vita e Pensiero, Milan 2014. [VP](https://www.vitaepensiero.it/scheda-libro/cristina-birbes/progettare-competente-9788834321973-140437.html)

G. Campanini, *Adriano Olivetti. Il sogno di un capitalismo dal volto umano*, Studium, Rome 2020.

E. Morin, *I sette saperi necessari all’educazione del futuro*, Cortina, Milan 2020.

***TEACHING METHOD***

Frontal lectures in class, group works, case studies, meetings with subject-matter experts, in-depth analysis of texts. The slides and the other teaching material presented during the lectures will be made available on Blackboard.

***ASSESSMENT METHOD AND CRITERIA***

The assessment of the acquisition of the intended learning outcomes will consist in an oral exam, of an average length of fifteen-twenty minutes, divided into two phases. The first one aims to assess the knowledge of the course content through short open-ended questions, while the second one aims to assess, through the presentation of an ‘educational issue’ or a ‘concrete situation’, the students’ ability to identify the concepts studied in class within real-life contexts, and suggest hypothesis of possible practical solutions.

The answers to the questions of the first phase will be assessed taking into account the following criteria: coherence, clarity, and completeness. The answers to the questions of the second phase will be assessed taking into account the following criteria: the ability to identify the problem and suggest practical solutions. The final mark will globally take into account the results of the two phases.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course. However, a previous knowledge of the topics related to the *Integral human development of Environmental pedagogy* and *Integral human development* courses may facilitate the understanding of some concepts.

***In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students****.*

Information on office hours available on the teacher's personal page at http://docenti.unicatt.it/.