Methods and Techniques of Educational Intervention in Childhood and Adolescence

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COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course aims to provide an in-depth picture of the different frameworks and methodologies for educational intervention with children and adolescents, their theoretical roots and operational implications (techniques and tools).

A specific study will be dedicated to Peer & Media Education, focusing on the origin of the method and working techniques, in relation to the current context inhabited by digital culture and immersed in digital.

Specifically, the course aims to increase knowledge and understanding of:

* the concept of the educational method and the supporting categories of the educational methodology;
* the main didactic approaches aimed at active learning with children and adolescents;
* the learning and socialisation logics typical of the age groups (the adolescent brain);
* strategies for the prevention of discomfort and risky behaviour within schools and extra-school contexts, in a synergistic and systemic relationship;
* the potential and problems related to the digital age.

Intended learning outcomes

The intended learning outcomes regarding *knowledge and understanding* are:

* to know and understand the fundamental nodes of the theoretical framework underlying the sense of method, being familiar with the reference authors;
* to describe, with a precise lexicon, the main educational methodologies for minors and adolescents;
* to recognise the theoretical roots of educational methodologies for childhood and adolescence.

The expected learning outcomes regarding the *ability* to *apply knowledge and understanding* are:

* to know how to consciously and critically confront the emerging issues associated with digital culture and digital, in the typical dynamics of the relationship with screens;
* to critically read the methodologies implemented in specific projects and precise contexts;
* to build and implement interventions in different educational contexts;
* to coherently justify their methodological choices for implementing concrete interventions.

COURSE CONTENT

* The problem of the educational method.
* Working with children and adolescents: reference issues through some key authors.
* The adolescent brain.
* The pedagogy of the contract (Meirieu).
* Digital culture as a framework and object of educational work.
* Methodologies for the prevention of discomfort and risky behaviour.
* Peer & Media Education: origins, techniques and purposes.
* Examples and cases of projects in the field of Peer & Media Education.

READING LIST[[1]](#footnote-2)

G. OTTOLINI, PC RIVOLTELLA. *Il tunnel e il kayak. Teoria e metodo della Peer & Media Education*, Franco Angeli, Milan, 2015.

M. RANIERI, *Tecnologie per educatori socio-pedagogici. Metodi e strumenti*, Carocci, Rome, 2020.

ML BOSONI, D. BRAMANTI (Eds.), *Famiglie, infanzia e servizi educativi. Partecipazione, reti, alleanze*. Vita e Pensiero, Milan 2021.

PC RIVOLTELLA, Nuovi alfabeti, Morcelliana, Brescia 2020.

TEACHING METHOD

The course follows an integrated teaching approach that includes classroom lectures and some seminar lectures co-presented by specialists, using interactive teaching with sessions dedicated to troubleshooting and tutorials.

The course also includes the possibility to follow a MOOC (free online course of the Catholic University provided through the Open Education platform of Blackboard). This is not compulsory, but rather the student's own choice. The MOOC will be indicated at the beginning of the course.

The material used in lectures (articles, video stimuli, slides) is available on the Blackboard platform, organised in folders, and is an integral part of students' study material.

During lectures, the BYOD (bring your own device) framework will be used for quick practical activities or the analysis of apps and digital resources.

ASSESSMENT METHOD AND CRITERIA

The assessment will take the form of an oral interview with questions on the course contents and the discussion of a project produced by the student during lectures; the aim will be to ascertain the student's ability to critically read situations and to apply the concepts studied in practice. The project must be sent by email to the lecturer one week before the exam.

The exam will be assessed on the following criteria: coherence, clarity, lexicon and completeness for the first part; coherence, clarity, critical analysis ability, ability to elaborate operational solutions, ability to apply the concepts studied, and the project lexicon. Two rubrics will be made available, provided at the beginning of the year, to guide students' preparation for the oral and the writing of the project, produced during the second semester in progressive steps. The final mark will be based on the marks attained for both assessments.

NOTES AND PREREQUISITES

With regard to the reading list, students, in light of their previous studies, may request the personalisation of a part of the programme. The contents of this personalised part must be agreed with the lecturer by way of an interview. There are no prerequisites for attending the course.

**Should the current Covid-19 health emergency not allow face-to-face teaching, remote teaching will be guaranteed using methods that will be communicated in good time to students.**

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

1. The texts indicated in the reading list may be purchased at the University bookstores; they may also be bought from other outlets. [↑](#footnote-ref-2)