

Master's Degree Course
“Educational innovation and lifelong learning in adult education in national and international contexts” - [LM57]

A.Y. 2021/2022

SUBJECT
Educational models in continuing education

SDS: M-PED/02 - ECT: 6

II YEAR - II SEMESTER

Lecturer: **Prof. Romina Nesti**

Disciplinary Tutor: **Dr. Irene Zoppi**

<p>Qualification and scientific background of the lecturer</p>	<p>PhD in "Methodologies of pedagogical research. Theory and History" (University of Florence). She has been a researcher in general didactics at the Department of Education Sciences and Psychology of the University of Florence, and has taught Game Methodology, New Educational Technologies and Special Pedagogy. She has worked on: game based learning, development of models and methodologies for learning and training of teachers and educators. Contract professor at IUL since 2014. Some publications: <i>Una rete di storie...narrazioni digitali</i>, in: G. Staccioli. <i>L'albero dei racconti</i>, Pisa, Ed. Pacini, 2014, pp. 91-131; <i>La corruzione del ludico: un rischio di oggi e un'emergenza educativa. Riflessioni pedagogico-didattiche</i>, "Studi sulla formazione", vol. II, 2013, pp. 195-209; R. Nesti (ed.). <i>Didattica nella "primaria": ambiti e percorsi</i>, Roma, Anicia, 2012; <i>Le frontiere attuali del gioco</i>, Milano, Unicopli, 2012; <i>Game Based Learning. Gioco e progettazione ludica in educazione</i>, Pisa, ETS, 2017; R. Nesti, <i>Dire fare... baciare! Emozionarsi giocando</i>, in "Studi sulla Formazione", 1, 2017; R. Nesti, <i>Digital game e storia: viaggi tra passato e futuro</i>, in L.Tasca, <i>La storia raccontata ai bambini</i>, Milano, Le Monnier, 2019; R. Nesti, <i>Game-Based learning e ricerca sperimentale: attuali tendenze</i>, in "Nuova secondaria", n. 4, December 2018, online section.</p>
<p>Description of contents and subdivision of the programme into teaching modules</p>	<p>TABLE AND DEFINITION OF CONTENTS</p>

	<p>The course aims to deepen and develop knowledge about the historical development of education and its main models:</p> <ul style="list-style-type: none"> ▪ Principles of educational history: objects and methods. ▪ Education in history: examples of educational practices. ▪ The subjects of education: childhood and adulthood. ▪ The main educational models between the nineteenth and twentieth centuries. ▪ The places of education: between school and extra-school. ▪ Adult education: between old and new models. <p>The course consists of 2 modules:</p> <p>➤ Module 1 - Principles of educational history The objects and methods of historical educational research. Education and its models in human history. The subjects of education: childhood and adulthood.</p> <p>➤ Module 2 - Educational models in modern and contemporary times The main educational models between the nineteenth and twentieth centuries. Education and its places: between school and extra-school. Adult education: between old and new educational models.</p>
<p>Abstract</p>	<p>The course aims to enable students to acquire and deepen their knowledge of educational models developed in and for different contexts (family, school, out-of-school, work), stimulating and developing meta-reflective skills. Another educational aim of the course is to offer a series of information on online resources (videos, magazines, library sites, photographic archives, bibliographical repertoires, etc.) that can be used, independently, as resources for training and use in the professional field.</p>
<p>Learning objectives</p>	<p>The course aims to enable students to acquire and deepen their knowledge of educational models developed in and for different contexts (family, school, out-of-school, work), stimulating and developing meta-reflective skills. Another educational aim of the course is to offer a series of information on online resources (videos, magazines, library sites, photographic archives, bibliographical repertoires, etc.) that can be used, independently, as resources for training and use in the professional field.</p>
<p>Expected learning outcomes</p>	<p>A. Knowledge and understanding To develop critical knowledge of the proposed topics.</p>

	<p>B. Applied knowledge and understanding Ability to construct personal investigation paths on the history of education through the use of sources (photographic, pictorial, material, written ones) available online in sites indicated by the lecturer or identified autonomously, according to precise criteria of scientific reliability.</p> <p>C. Autonomy of judgement Developed by reading, analysing and discussing articles (texts etc.) that allow free critical reflection on the topics of study.</p> <p>D. Communication skills Development of verbalisation and discursive exchange skills and presentation of personal work on course topics.</p> <p>E. Learning ability Ability for self-learning, historical educational research methods.</p>
<p>Skills to be acquired</p>	<p>EXPECTED RESULTS</p> <p>A. Use of advanced textbooks, knowledge of some cutting-edge topics within the subject studied, through study and analysis and knowledge of texts available online.</p> <p>B. Professional approach to work and possession of appropriate skills to devise arguments, support them and solve problems within the subject studied, with particular attention to the research and analysis methodologies that underpin the history of education.</p> <p>C. Ability to collect and interpret data useful for making autonomous judgements, with specific reference to the choice of sources.</p> <p>D. Ability to communicate information and ideas and to formulate analytical contributions for the benefit of specialist and non-specialist interlocutors, through the exercise of meta-reflective thinking around the issues addressed.</p> <p>E. Ability to undertake further study with a high degree of autonomy, keeping up to date and developing personal learning practices.</p>
<p>Didactics organisation</p>	<p>DIDACTICS PROVISION</p>

	<ul style="list-style-type: none"> ➤ 6 hrs of recorded video lessons available on the platform ➤ 3 synchronous meetings on the platform . ➤ Podcasts of all the above-mentioned video lessons. <p>INTERACTIVE DIDACTICS</p> <ul style="list-style-type: none"> ➤ 1 course orientation forum; ➤ 2 thematic in-depth forums; ➤ Possibility to carry out work in groups. ➤ 2 structured <i>e-activities</i> (as described in the section “<i>in itinere assessment methods</i>”). <p>SELF-LEARNING</p> <p>Teaching materials are provided for each module: in-depth thematic studies, articles and slides by the lecturer, open access readings, online resources, reference bibliography, etc.</p>
<p>Recommended examination texts</p>	<ul style="list-style-type: none"> ➤ J. Dewey, <i>Esperienza e educazione</i>, Milan, Raffaello Cortina, 2014; ➤ F. Cambi, C. Di Bari, D. Sarsini, <i>Il Mondo dell'infanzia</i>, Milan, Apogeo, 2012, chapters I and II. ➤ Reggio P., <i>Imparare sempre e ovunque. Tempi e luoghi dell'educazione degli adulti</i>, Metis, 2016, http://www.metisjournal.it/metis/eda-nella-contemporaneita-teorie-contesti-e-pratiche-in-italia-052015/153-saggi/785-imparare-sempre-e-ovunque-tempi-e-luoghi-delleducazione-degli-adulti.html ➤ Marescotti E., <i>Tendenze, temi cruciali e indicazioni metodologiche nella storia dell'educazione degli adulti</i>, in Metis, 2016 http://www.metisjournal.it/metis/eda-nella-contemporaneita-teorie-contesti-e-pratiche-in-italia-052015/153-saggi/787-tendenze-temi-cruciali-e-indicazioni-metodologiche-nella-storia-delleducazione-degli-adulti.html <p>In order to respond flexibly to the specific needs of each student, the lecturer reserves the right to recommend alternative or additional readings during the lessons and to students who ask for them.</p>
<p>In itinere assessment methods</p>	<p>Access to the final examination is (subject to) the completion of 2 e-activities for the students' personal development in relation to the topics covered and which will be illustrated and explained by the lecturer.</p>

Procedure for the final examination	The assessment of learning will take place through an oral interview on the course contents and the e-activities presented. The grade (min 18, max 30 with possible honours) is determined by the level of performance for each of the following dimensions of the oral interview: mastery of contents, appropriateness of definitions and theoretical references, clarity of argument, command of specialist language.
Language of instruction	Italian