UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy of Work

2425-2-F5701R039

Course title

Work, subjectivity and sustainability, Pedagogical implications along the transition toward new development models.

Topics and course structure

Work is a complex phenomenon situated at the core of social, political and economical interests, crossed by a plurality of individual and collective meanings as well as invested by conflictual expectations such as economic growth and social justice. Among these different drivers, sustainability issues are at the forefront. As stated by 2030 United Nations Agenda one of the 17 Sustainable Development Goals is dedicated to “promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”.

The first part of the course will focus ideas of sustainable development retracing it back genealogically along different cultures related to work. In particular, we will delve into dimensions connected to the goal 8.3 of the UN Agenda dedicated to “promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation”. Pedagogical knowledge, interdisciplinary at its core, will be particularly useful to explore different dimensions of the phenomenon and converge reflections on the subjectification processes triggered by learning contexts connected to these drivers. The itinerary will be structured on different levels of analysis conceived as deeply interconnected.

At the macro level the focus will be on the role of national and international actors (OECD; EU; UNESCO; WORLD BANK, IMF) in developing policies connected to sustainable development. Circular economy, supported by the recent UE Green Deal, as well as the role of technology and artificial intelligence will be thematized.

At the meso level we will identify institutions, as well as public and private agencies, committed to activate interventions as well as learning and cultural processes connected to the working sphere (from universities to CPIA, from charities to recruiting agencies). Regarding sustainability issues, a particular attention will be dedicated

to highlight systemic fragilities and capacities and the role of social protections like active employment policies. At the meso level we will also explore the role of companies and public sector in promoting a fertile dialogue within society (e.g. corporate social responsibility) and in managing inclusion and diversity issues. A series of interesting entrepreneurship activities strictly linked to sustainability dimensions will be proposed along with the analysis of their relationship with external contexts as well as their effects on internal organizational learning processes.

Finally, at the micro level, we will thematize the different individual ways of experiencing working contexts. In particular we will thematize issues related to competence development, professional transitions, the relationship between work and social justice and emerging interactions with AI in workplaces.

This second part of the course will be hence dedicated to understand the different actors reciprocal ways of positioning as well as their potential contributions to sustainability processes.

Objectives

The course will examine the relationship between work and sustainability, unfolding the historical, cultural and socio-economic dimensions through the distinctive interdisciplinary perspective of pedagogical science. Specifically the focus will be on assumptions, cultural backgrounds and intentions of a plurality of actors involved, nationally and internationally, in developing the relationship between learning, working and sustainability through policies or professional practices.

Coherently with the professional profile that the Degree aims to develop, the ability to master cultural aspects and operative dimensions connected to the relationship work-sustainability is carried out is consider a special resource for a professional that will operate as HR specialists in changing and unstable contexts.

The course aims to develop:

• knowledge about the main assumptions that, historically, structured different ways of conceiving the relationship between work and sustainability issues;

• knowledge about opportuinities as well as risks and tensions related to different ways of develop psustainaibility issues along the different social levels;

• knowledge of different social actors' roles and assumptions in relation to their contribution in structuring learning processes directed to a more sustainable working sphere.

The course is designed in order to promote the following competences:

• ability to de-construct historical, cultural and disciplinary assumptions underlying different ways of conceiving the relationship between work and sustainability;

• ability to focus the role of training along the current debate on work, employability and socio-economical scenarios;

• ability to detect, in a critical and reflexive way, ideas, theories and practices related to the connections between training, learning and working;

• ability to interrogate the keywords that currently direct HR management (like "competence", "employability", "flexibility", "lifelong learning" etc.) in relation to sustainability issues;

• ability to identify a professional proprium along the different levels of analysis presented and in relation to different social actors in relation to dimensions emerging from sustainable development.

The course aims to promote the following transversal competences:

• critical thinking

• analysis and synthesis abilities

• problem solving

• team work

Methodologies

The course entails lectures as well as active didactic methodologies (exercises in groups, case studies, etc) in order to allow students to become actively involved in exploring the course topic and in finding their own point of view. The course will be also enriched by the participation of different experts coming from organizations directly involved in managing policies or professional practices connected to learning processes and working life.

Online and offline teaching materials

- Presentations
- Lectures notes;
- Case studies;
- Other didactic materials presented during the lessons.

Programme and references

1. Alessandrini G. (a cura di) (2017). Atlante di pedagogia del lavoro. FrancoAngeli: Milano**Chapters 1, 3, 4 e 7 First Part

2. Ferrante A., Gambacorti-Passerini M.B., Galimberti A. (2022). *Ecologie della formazione. Inclusione, disagio, lavoro*. FrancoAngeli: Milano (in particolare la terza parte).

3. One text among:

Galimberti A., Muschitiello A. (2022).* Pedagogia e lavoro: le sfide tecnologiche*. Aras Edizioni: Fano.

Benadusi L., Molina S. (2018). *Le competenze. Una mappa per orientarsi*. Il Mulino: Bologna. Solo i Capitoli 1, 2, 3 e 4.

Biesta G. (2023). *Oltre l'apprendimento. Un'educazione democratica per umanità future*. FrancoAngeli: Milano

Assessment methods

The oral exam will assess students' knowledge of the course main themes unfolded during the lessons and along the materials listed in the course references. A particular focus will be dedicated to assess students' critical reflection on explored topics, problem solving as well as their attitude to make creative connections to other issues and personal/professional experiences.

Office hours

Please write to andrea.galimberti1@unimib.it

Programme validity

Two academic years

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION | DECENT WORK AND ECONOMIC GROWTH | REDUCED INEQUALITIES | CLIMATE ACTION