UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Theories and Methods of Life-Long Learning

2425-1-F5701R038

Course title

Theories and practices for lifelong, lifewide and lifedeep education

Topics and course structure

The course aims to engage students, through active, participatory and experiential methods, in the exploration and in-depth study of theories and models of lifelong learning in the organized setting.
Specifically, the course topics are:

- the main theories, models and tools of experiential education;
- the role of group dynamics in training and organizational contexts;
- the importance of the artistic-performative and expressive-embodied dimension in the field of adult education;
- the importance of play even in adulthood;
- the importance of in and outdoor training contexts.

In the course of each lecture, there will be erogative (frontal) and interactive (immersive) teaching activities such as exercises, viewing and listening experiences of material from the artistic-performative field, and activities of an expressive and embodied character.

Objectives

The course aims to develop knowledge and understanding, including applied skills, regarding the theoretical models, tools and teaching methodologies of experiential education in organizational contexts.

This teaching is intended to develop the following learning in terms of knowledge and skills:

- acquire knowledge regarding theories and models of experiential education in organizational settings;
- acquire active, participatory and experiential methodologies of training intervention in adulthood.

This teaching is intended to develop the following learning in terms of the application of knowledge and understanding:

- ability to analyze lifelong, lifewide and lifedeep education, related to employment dynamics and individual needs;
- designing and managing training moments in and outdoor, in group situations, also using and enhancing the potential of expressive and performative languages.

This teaching is intended to develop the following learnings in terms of making judgments:

- ability to analyze the organizational context, in order to identify professional needs on the basis of which to design and preside a coherent and incisive training action on the professional and personal development of individuals;
- ability to develop original reflections and planning, active and experiential, in response to the needs of organizational contexts.

This teaching is intended to develop the following learnings in terms of communication skills:

- ability to make use of language and communicative style appropriate to interlocutors and different organizational contexts;
- qualify as an expert interlocutor in experiential learning dynamics in adulthood.

This teaching is intended to develop the following learning skills:

- ability to make use of personal methods of self-promotion and tools to support one's lifelong, lifewide and lifedeep professional growth;
- reflective and metacognitive skills to monitor the adequacy of one's knowledge and skills and to identify any areas that need to be
  deepened.

Methodologies

The course includes erogative didactic activities such as moments of frontal lectures and interrative didactic activities such as moments of participatory lectures, exercises, experiences of viewing and listening to material from the artistic-performative field, and activities of an expressive and embodied character.
Each lesson is structured into large and small group or indivual work interactive moments (about 70%), and erogative moments (about 30%), providing for the following types of teaching activities: exercises, lectures, workshops and activities supervised by the teacher.

Interactive moments in the classroom are intended to allow students to elaborate in depth on the topics presented and are important to for sharing understanding, honing the ability to document, planning and evaluate experiential training activities in organizational contexts.

Guest speakers related to organizational and artistical-performative contexts and experts in experiential methodologies are also expected.

Some lectures (about two), will be recorded and uploaded to the e-learning page.

Online and offline teaching materials

Papers, videos, learning objects and other digital resources available from e-learning course repository; therefore students are recommended to register.

Programme and references

The program involves the study of 4 books:
1: A text of your choice from the following:
Freire, P. (2011). *Pedagogia degli oppressi*. Torino: Edizioni Gruppo Abele;
OR
Freire, P. (2014). *Pedagogia dell'autonomia. Saperi necessari per la pratica educativa*. Torino: Edizioni Gruppo Abele.

2: Reggio, P. (2010). *Il quarto sapere. Guida all'apprendimento esperienziale.* Roma: Carocci.

3: A text of your choice from the following:
Ferri, N. e Schiavone, G. (2022). *Danza e innovazione scolastica. Media Dance Plus un progetto di ricerca europeo. Dance and School Innovation. Media Dance Plus a European research project*. Milano: FrancoAngeli The book is published as Open Access and freely downloadable from the website:
https://series.francoangeli.it/index.php/oa/catalog/book/907
OR
Schiavone, G. (a cura di) (2024). *Praticare l'Aperto. Per una progettazione scolastica condivisa, possibile e sostenibile*. Milano: FrancoAngeli.

4: A text of your choice from the following:
Festa, T. (2019). *Trovare la poesia nascosta. Educare alla bellezza con il Metodo Caviardage*. La Meridiana, Molfetta (BA): La Meridiana;
OR
Guerra, M. (2024). *Taccuino per un luogo. Pagine per una ricerca quotidiana*. Mantova: Corraini.

Assessment methods

The exam consists of an oral interview aimed at assessing the critical skill related with the topics encountered in the texts of the bibliography and, for those attending, in the course lectures.

The questions will focus on:

- topics discussed in class (for attending student only);
- review of the exercises experienced during the course (for attending student only);
- texts of the bibliography.

The following skills will be assessed during the examination:

- the level of knowledge of theory and models (Knowledge).
- the ability to exemplify concepts (Ability to Understand);

- the ability to use and apply (Applied knowledge and understanding skills);
- appropriate language.

Office hours

Students can schedule an appointment via email: giulia.schiavone@unimib.it

Programme validity

Two years.

Course tutors and assistants

Dott.ssa Laura Gabas

Sustainable Development Goals

QUALITY EDUCATION