UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Adult Education

2526-1-F5703R006

Course title

The question of the recognition of the organizational subject a padagogical and managerial perspective

Topics and course structure

The course will focus on the theme of recognition, which constitutes a fundamental relational and symbolic dimension in organizational life, as it profoundly affects motivation, professional identity, and personal well-being.
From a pedagogical perspective, recognition is interpreted as an act of care, attention, and legitimization of subjectivity within work contexts, in line with the approaches of work pedagogy and self-formative accompaniment.
From the perspective of human resource management and leadership, recognition is configured as a strategic and transversal practice – ranging from daily feedback to the valorization of implicit skills – capable of generating engagement, continuous learning, a sense of belonging, and meaningfulness in one's work.
While this thematic core will represent the second part of the course, the first part will problematize the concept of adult education in organizations and the link between education and training, following a narrative and self-reflective educational/formative direction.

Objectives

Knowledge and understanding: efforts will be made to develop a heightened awareness among students of the importance of analyzing the professional life contexts where adults and young adults spend the majority of their day, with the goal of identifying certain organizational and leadership dysfunctions, such as the weak recognition of the individual within the organization.

Ability to apply knowledge and models: Once the main theories on the link between organizational relational

dysfunction, lack of worker/professional recognition, the development of a weak sense of belonging, and individual "survival" strategies have been examined, an effort will be made to interface theoretical contributions with insights from the semi-structured interviews students will conduct on these topics, establishing a connection between theory and applied knowledge. In this direction, possible educational/training interventions that may contribute to improving the quality of organizational life will be discussed.

Autonomy of judgment: The variety of sources examined and classroom discussions aim to strengthen an autonomous attitude of judgment regarding the issues addressed.

Communication skills: These will be stimulated in various ways, through group work during the course, through the nature of lectures designed to raise doubts and questions, and through field interviews.

Learning skills: Efforts will be made to enhance self-reflective and meta-reflective learning skills. Therefore, the development of a pedagogical, decentered, and critical perspective on the proposed topics will be central.

Methodologies

The phase of frontal lessons, albeit always attended by students, will be followed by a phase of greater direct involvement, which will include activities in small groups.
The expository teaching (DE), 30 hours, will alternate with integrative teaching (DI), 26 hours.
Some lessons are planned to be conducted remotely in a non-synchronous mode.

Online and offline teaching materials

Screening of film clips, docufilms;
Presentations in PPT;
Direct testimonials

Programme and references

In the first part of the course, the focus will be on adult education in the performance society, with the aim of addressing critical issues related to organizational life that inevitably impact professional and personal identity.
Key concepts such as competence, recognition, belonging culture, and critical thinking, among others, will be explored.
In the second part, through the implementation of qualitative research, attention will be given to the connection between organization, organizational subjects, intelligent leadership, recognition, and workplace well-being.
Since this is a second-semester course of the first year, the bibliography will be provided in July

Assessment methods

The following will be assessed:
he exam consists of an oral exam and the creation of a project from a list of proposals that will be presented halfway through the course and indicated on e-learning.

The project can be created individually, in pairs and/or in a small group
It is a project closely linked to the course and the bibliography for the exam.

first of all, in-depth knowledge of the texts in the bibliography (**which must be brought with you to the exam session**);
the ability to develop connections between the project, the texts and what has been covered in the course
the ability to establish connections between the texts;
the ability to interface theoretical knowledge and knowledge that has emerged through the creation of exploratory research
the use of precise and pedagogical language.

The oral interview based on communicative interaction with the student aligns with the objective of developing communicative and critical skills, just as the finalization of the project aligns with the goal of bridging theory and practice, and vice versa.

The examen time is about 20 minutes

Office hours

The office hours will be communicated at the beginning of the course

Programme validity

The programs are worth two academic years

Course tutors and assistants

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | DECENT WORK AND ECONOMIC GROWTH