



course of study: Educational and Training Sciences

accademic year: 2023-2024

teaching name: ADULT EDUCATION

Principali informazioni sull'insegnamento	
Academic Year	<i>Il anno – 2023-2024</i>
Academic calendar (starting and ending date)	<i>Primo Semestre (ottobre 2023 – dicembre 2024)</i>
University training credits (CFU/ETCS):	<i>9 CFU</i>
SSD	<i>M-PED/01</i>
Delivery language	<i>Italian</i>
Frequency mode	<i>optional</i>

Professor/ Lecturer	
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Virtual headquarters	
Tutoring (time and day)	<i>Monday 10:00-13:00 In case of specific needs, it is possible to arrange an appointment with the teacher via email.</i>

Work schedule			
Ore			
Total	lecture	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
225	60	8	165
CFU/ETCS			
Es. 9			

Learning Objectives
<p>The course aims to provide knowledge relating to adult education, lifelong learning and the development of lifelong learning, both from a theoretical point of view and with reference to the methodological components.</p> <p>In particular, the theoretical and methodological foundations of the discipline will be analysed:</p> <ul style="list-style-type: none"> - Knowledge of theories and practices of Adult Education- Definire l'Educazione degli adulti in un contesto di cambiamento



	<p>training and continuous learning</p> <ul style="list-style-type: none">- Knowledge and definition of the legal, identity and professional path of socio-pedagogical educators and Pedagogists- Develop autonomy and critical sense on the contents and research of the Education in Pedagogy- Knowledge and development of rights in childhood and adolescence for professional development and growth.
Prerequisites	No specific prerequisites are required

teaching models	The course is organized in lectures, with laboratory moments for comparison and debate, seminars with experts in the discipline and laboratory activities.
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<p>Expected learning outcomes</p> <p>DD1 Knowledge and understanding</p> <p>DD2 Applied knowledge and understanding</p> <p>DD3-5 Transversal skills</p>	<p>At the end of the course the student:</p> <ul style="list-style-type: none">- Knows the theories of human development and a new concept of "adult", the learning models in adult education.- Knows how to recognize the main intervention areas of Adult Education.<ul style="list-style-type: none">- Can describe the fundamental elements of an adult education and learning process and educational needs.- Will be able to use the theoretical, methodological and applicative knowledge of Adult Education in an appropriate, effective and flexible way.- Is able to intervene in adult education, training and learning contexts. <p>- Dublin 3 descriptor: judgment and critical skills</p> <ul style="list-style-type: none">• Making judgments <p>The development of independent judgment will be favored both in the moments of dialogue that will be created during the lessons and in the laboratory hours.</p> <p>At the end of the course the student should be able to:</p> <ul style="list-style-type: none">- Gather valid educational data with a critical review.- Express a critical and self-critical judgment on the ability to collect and interpret data relating to one's field of study, demonstrating that one has acquired a scientific attitude and that one has critical and self-critical skills.<ul style="list-style-type: none">- in relation to social, cultural, professional and territorial realities.- Reflect on the main educational issues, especially if connected with the themes of learning and skills in adulthood
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	<p>Dublin 4 descriptor: ability to communicate what has been learned</p> <ul style="list-style-type: none">• Communication skills <p>- The development of communication skills will be favored by a welcoming and inclusive atmosphere through the moments of dialogue and open discussion that will be created during the lessons both in the laboratory, seminar and cooperative work hours.</p> <p>At the end of the course the student should be able to:</p> <ul style="list-style-type: none">- Knowing how to effectively communicate what has been learned about the discipline.- Knowing how to communicate one's thoughts <p>Dublin 5 descriptor: Ability to continue learning autonomously throughout life</p> <ul style="list-style-type: none">• Ability to learn independently <p>- The development of the ability to learn independently and to use the knowledge learned will be fostered during the laboratory and seminar hours during which the student will have the opportunity to simulate the application of the knowledge acquired in professional life contexts</p> <p>- At the end of the course the student should be able to:</p> <ul style="list-style-type: none">- Demonstrate the ability to learn effectively also through the application of the acquired knowledge to life contexts. <p>-</p>
Teaching contents (Programme)	<ul style="list-style-type: none">• theories and models of learning in adulthood• Adult education in the perspective of lifelong learning: the framework of the European and Italian system; adult learning and education processes, adult identities• Childhood, adolescence and adulthood: in search of identity in post-modernity• Evolution of Lifelong-learning and work• Legislation and training in the Pedagogical field, legal recognition of professions in the Pedagogical-educational field• The role and skills of the educational professions chains• Training and development of Capabilities• Educative training
Reference texts	<ul style="list-style-type: none">• CALAPRICE S. (2020) Educatori e Pedagogisti tra formazione e autoformazione. Identità, azioni, competenze e contesti per educare all'imprevedibile, FrancoAngeli, Milano• ALBERICI A. (2002) L'educazione degli Adulti, Carocci, Roma• MUSCHITIELLO A. (2012) Competenze alle capabilities: come cambia la formazione. Analisi e proposte pedagogiche, Progedit, Bari
Notes to the reference texts	In the presence of specific needs, the teacher will take care to indicate further bibliographic indications.
Educational materials	The slides and material shared in class will be made available to students



evaluation	
method of verifying learning	<p>The final exam will take place mainly in oral form. Partial written tests on specific parts of the program are foreseen during the course. The results of these tests will constitute credits for the final overall assessment. The laboratory activities will be verified through a project work developed in groups or individually to be presented during the final exam. The partial exams are also open to male and female students who cannot attend the course.</p>
evaluation criteria	<ul style="list-style-type: none">• <i>Knowledge and understanding:</i><ul style="list-style-type: none">- <i>Relevance, awareness and effectiveness of responses to program content.</i>• <i>Applied knowledge and understanding:</i><ul style="list-style-type: none">- <i>Ability to know how to apply the contents and methodologies learned to lived contexts.</i>• <i>Making judgments:</i><ul style="list-style-type: none">- <i>Ability to discuss and critically reflect on the topics covered.</i>• <i>Communication skills:</i><ul style="list-style-type: none">- <i>Pedagogical adequacy and effectiveness of the language used.</i>• <i>Ability to learn:</i><ul style="list-style-type: none">- <i>Ability to apply what has been learned to life contexts</i>
Criteria di misurazione dell'apprendimento e di attribuzione del voto finale	<p>The final mark is given out of thirty. The exam is considered passed when the grade is greater than or equal to 18. The grade will be defined on the basis of the average of the assessments obtained in the partial exams. The maximum grade is assigned to students who will demonstrate mastery of the topics and know how to connect them. Particular attention will be paid to the use of specific language and the ability to reflect on what has been learned by adapting it to the experienced context.</p>
other	
	<p>The exam calendar is published on the Degree Course website and on Esse3. To register for the exam it is mandatory to use the Esse3 system.</p>