



Ca' Foscari
University
of Venice

Department of Philosophy
and Cultural Heritage

EDUCATIONAL SCIENCE AREA

Aims and objectives

- To place the history of educational ideas and processes at the heart of European history.
- To place the culture of educational ideas and processes within the philosophy of complexity.
- Analyze and plan the professional development of teachers, educators, school managers, and of work and education professionals.
- Identify the educational criteria within the international debate on the relationship between quality and merit, between talent and competence, and between the economic and the ethical dimension of investments in human capital.
- Restructure courses for educational planning centred on work experience.
- Analyze the development of skills in the context of technological and educational innovation.
- Training of educators, teachers, school managers, public and private managers involved in the development of adults.
- Experimenting with teaching techniques and methodologies in schooling and adult education.
- Analyze the relationship between gender and training.

- Examine the development, implementation and evaluation of training paths.
- Recognize and locate, in cases of personal and social disadvantage, the differences between deficit and handicap, classification systems, and types of interventions in terms of help, support and care.
- Analyze the educational and social processes in a social, inter-cultural and post-colonial perspective.
- Analyze and interpret new horizons and categorical apparatus of pedagogical epistemology.
- Examine university strategies and curricula with a view to improving the quality of educational services and the lifelong learning perspective

Contents

- Cultural and institutional devices for the talent training within the capability approach paradigm.
- Organizational models and the forms of work rationality, European and national policies of work and training in relation to welfare models, knowledge management, and models of human resource management.
- Psycho-pedagogical foundations and

the methodological principles of didactic mediation.

- Didactics for inclusion and disability.
- Models of design, evaluation and certification of skills.
- Analysis and planning of training initiatives for innovative, social and educational contexts.
- Models and strategies of social, inter-cultural, and post-colonial pedagogy.
- Models and strategies for gender pedagogy
- Models and strategies for pedagogy of complexity
- Models and strategies for adult education and narrative pedagogy
- Theories and epistemology of complexity.
- Quality models and strategies of university teaching.

Teaching

General pedagogy, teaching, pedagogy of labour and organizations, economics of education, pedagogy of disability, pedagogy research and inclusion education, adult education, pedagogy of disability, general pedagogy, evaluation and qualitative research, social pedagogy, inter-cultural, post-colonial, Epistemology of complexity, gender and training, Educational and didactic planning, theories and epistemology of education.

Seminars

Seminars and Thematic Workshops in Educational and Formative Research (International Centre for Educational and Formative Research)

On the promotion of CISRE (International Center for Educational and Formative Research) and in connection with the PhD Program in Philosophy and Educational Sciences as well as the scientific community of national and international Pedagogy networks, meetings / seminars / workshops will be held both for research and scientific dissemination regarding the professional world and local institutions on

three major themes:

- **Work: talent development, and lifelong learning**
 - a) Studies and research into the types of users as well as access routes to Continuing Education, with particular reference to school staff and professional figures in adult education
 - b) Studies and research on the “capability approach” related to the qualification and innovation of training systems and educational and training policies
 - c) Studies and research on the topics of competence in entrepreneurship both in the educational field and in the training of adults and professionals
 - d) Studies and research into doctorates, the VAE and the balance of competences
- **School and University: training of teachers and school managers**

Based on research by the Red Laboratory (Educational and Scholastic Research) we will promote meetings and insights on the following topics:

 - a) Studies and research on skills and design of the vertical curriculum for all disciplines and schools
 - b) Set-up of training units and the evaluation of learning as an integrated system within the curriculum, documentation and certification of competence
 - c) Studies and research into the different forms and strategies of university teaching with a view to qualifying university educational services.
- **Technology and Training Innovation**
 - a) The study and experimentation of integrated and multimedia training methodologies, as well as multimedia applied to different disciplinary fields, with the aim of creating models and prototypes.
 - b) Studies and research on teaching design and communication methodologies in a virtual environment that allow the extended development of communities and training practices.
 - c) Studies and research on coding, learning analytic and educational technology

and the development of digital skills in schools and adult education

- **Differential pedagogy**

- a) Gender study, intersectionality and educational innovation
- b) Study and modelling of strategies for social inclusion
- c) Studies on the formation of the mind: neural systems, emotional, extended mind, mirror neurons
- d) Autobiographical and self-training strategies

For further information

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Pedagogical Cafe

Cafes are places for meeting, passing through, transition, and loss. They are spaces for conversation between strangers, daily meetings, moments of pause, places exposed to current events, criticism, dialogue, and the democracy of common sense. Places of invention, of reason, of dialectics, of struggle, of construction of identity, of relationships and of new worlds. Cafes, unlike the places of formal education, where understanding graces the transmitted knowledge, are places of dialogue, of speaking to the singular and plural, spaces of formation an-other, neither formal nor informal, which combines the speech of one with the other, experiential knowledge with literary knowledge, personal consciousness with social consciousness.

Link:

www.cisre.it

www.caffepedagogico.org