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| <b>SCHOOL</b>                              | Communication and Art Education |
| <b>ACADEMIC YEAR</b>                       | TWO-YEAR PROGRAM II - 2025/2026 |
| <b>SUBJECT</b>                             | 1489 Tecnologia dell'educazione |
| <b>TYPE OF SUBJECT</b>                     | Theoretical                     |
| <b>NUMBER OF HOURS PER LESSON</b>          | 3                               |
| <b>NUMBER OF ECTS CREDITS</b>              | 6                               |
| <b>DISTRIBUTION OVER THE ACADEMIC YEAR</b> | I SEMESTER                      |

### EDUCATIONAL OBJECTIVES AND EXPECTED RESULTS

The student is required to demonstrate a comprehensive understanding of the educational implications of art and various teaching methodologies for effective inclusion in schools. They should possess an analytical mindset when comparing strategies, presenting their thoughts in a coherent and structured manner, and forming connections. Additionally, they should provide accurate and well-reasoned critical evaluations, considering their own academic background and personal inclinations.

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| <b>Knowledge and understanding</b>          | Proficiency in the historical and theoretical framework that underpins pedagogical reflection in the international context from 2000 to the present.   |
| <b>Applying knowledge and understanding</b> | Possess the capability to recognize and analyze the diverse proposals within the discipline of Educational Technology: from the atelier culture to the major Italian museums: educational sections, workshop activities, and collaborative projects. |
| <b>Making judgements</b>                    | Demonstrate a comprehensive understanding of the course content and an analytical approach when presenting the final result.   |
| <b>Communication skills</b>                 | Possess the ability to communicate and convey specialized knowledge, while substantiating their decisions and viewpoints.  |
| <b>Learning skills</b>                      | Structured and developed skills in the areas of cooperative learning, learning by doing, and flipped classrooms.   |

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| <b>CONTENTS</b>            | <p>The course is structured into two distinct sections. In the first part, we will conduct a critical examination of educational processes and the cognitive and creative implications of teaching artistic languages. This is not a traditional study, but rather a reflection on themes and issues that also examines the forms of inclusion in schools, both in terms of teaching and technology. In particular, the course will examine the relationship between pedagogy and information and communication technologies (ICT), which we will explore through a historical overview spanning the period from 2000 to the present. Our endeavor will be one of exploration rather than classification: we will engage in the debate on the issue of inclusive education through experiences gained in the era of digital distribution within the realms of education, art, and video games. Furthermore, we will examine the theories of scholars such as Hava Aldouby, Alenda Chang, Raiford Guins, and James Newman, who, in their exploration of art in the IoT era, have conducted insightful investigations to demonstrate the assumptions that inevitably arise from the intersection of culture, technology, ecology, and science. These studies, according to our research, represent a true radical shift and lay the groundwork for the development of the concept of entropy in the realm of digital communication. In the second part, specifically in relation to the new educational perspectives introduced by postmodernism and the digital revolution, we will examine, through specific cases, the current role of educators, communication within educational institutions, assessment criteria during the preparation of educational materials, assignments, and assessments, as well as the key aspects of virtual education. Furthermore, by highlighting the interdisciplinary nature of the new digital 'entropic landscape,' we will examine participatory methodologies useful for designing an inclusive pedagogy, analyzing strategies to foster inclusion in various educational contexts, with particular emphasis on educational objectives.</p> |
| <b>ADOPTED METHODOLOGY</b> | <p><input checked="" type="checkbox"/> In Person<br/>         Frontal lectures: flipped classroom, learning by doing, cooperative learning, and group work. Potential educational excursions.</p>  |
| <b>ASSESSMENT METHODS</b>  | <p>The final examination will involve the study of the provided lecture notes, two texts selected from the bibliography, and the preparation of a teaching unit to be presented in class, utilizing the methodologies and strategies analyzed during the course, along with a justification of the criteria. Furthermore, the student is required to demonstrate a comprehensive understanding of the course content and an analytical approach when presenting the final result.</p>  |