



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia dell'Inclusione Sociale - M-Z

1920-3-E1901R113-MZ

Course title

Pedagogies in action. The materiality of educational and inclusive practices

Topics and course structure

The course explores the categories, the instruments and the methodologies of a pedagogy of social inclusion. Briefly speaking, pedagogy of social inclusion is an educational reflection that questions the concept of “social inclusion” and “inclusive practices”. The course critically deals also with the design, the implementation and the evaluation of inclusive contexts aimed at developing educational processes.

Subject of 2019-2020 course: Pedagogies in action. The materiality of educational and inclusive practices

How do objects, technologies, furniture, spaces, bodies, times and affections contribute to shape educational and inclusive practices? What is the relationship between materiality and pedagogical and inclusive action? What does it mean to think and do education and inclusion through a specific attention to the materiality? How can such a kind of attention to the material dimensions support education professionals to interpret what happens every day in schools and in educational services so to act with accuracy and creativity? Starting from these questions, this year's course aims to pedagogically reflect on the social and material conditions that allow education professionals to act with method, in order to promote inclusive learning experiences.

Objectives

- To develop a critical knowledge of cultural, social and educational dynamics that produce social inclusion and/or exclusion;
- To be able to analyze, plan, evaluate educational contexts and processes utilizing an inclusive logic;
- To be able to connect pedagogical theory and educational practice

Methodologies

Experiential learning, peer education, explanation and theoretical analysis of various theories about social and educational inclusion.

Online and offline teaching materials

Programme and references for attending students

References

Barbanti C. (2019), *Che cosa fanno gli oggetti? Una ricerca pedagogica sulla materialità in atto in una scuola steineriana*, FrancoAngeli, Milano.

Ferrante A. e Orsenigo J. (a cura di) (2017), *Dialoghi sul postumano. Pedagogia, filosofia, scienza*, Mimesis, Milano-Udine (chapters: 1, 2, 8, 9, 10, 11, 12, 13).

Ferrante A., Palmieri C., Gambacorti-Passerini M.B. (a cura di) (2020), *L'educazione e i margini. Temi, esperienze e prospettive per una pedagogia dell'inclusione sociale*, Guerini e Associati (forthcoming).

G. Prada (2018), *Con Metodo. Dalla ricerca clinica alle pratiche educative*, FrancoAngeli, Milano.

Choose a text from the following list:

Bertolini P. e Caronia L. (2015), *Ragazzi difficili. Pedagogia interpretativa e metodologie di intervento*, Nuova

edizione a cura di P. Barone e C. Palmieri, FrancoAngeli, Milano.

Brambilla L. (2016), *Divenir donne. L'educazione sociale di genere*, ETS, Pisa.

Canevaro A. (2008), *Pietre che affiorano. I mediatori efficaci in educazione con la "logica del domino"*, Erickson, Trento.

Gambacorti-Passerini M.B. e Palmieri C. (2019), *Il lavoro educativo in salute mentale*, Guerini e Associati, Milano.

Marcialis P., *Home sweet home. Un quadro pedagogico sulle pratiche abitative contemporanee delle persone con disabilità*, FrancoAngeli, Milano (in corso di stampa).

Sabatano F. (2015), *La scelta dell'inclusione*, Guerini e Associati, Milano.

ERASMUS STUDENTS

Erasmus students should contact the teacher in order to arrange the program and the references.

Programme and references for non-attending students

The program and the references are the same for attending and non attending students.

Assessment methods

The exam is different for attending and non-attending students.

Students who regularly attended the course are expected to summarize the key aspects of it, producing a speech in which they have to pointed out the most important aspects of the course they attended and to go in deep about them thanks to the study of the books. Students are also expected to critically engage with the contents of the course and with the texts.

Non-attending students: oral exam, aimed to evaluate:

- student's knowledge of the books;

- student's capability of discussing and critically engaging with the key notions of the texts;
- student's capability of connecting theory with his/her own professional and personal practice.

Office hours

On date. Writing to: alessandro.ferrante@unimib.it

Programme validity

The program lasts two academic years.

Course tutors and assistants

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