



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Pedagogia e Metodologia del Gioco

1920-3-E1901R132

---

#### Course title

Play in Education: theories and methodologies

#### Topics and course structure

This course aims to investigate the symbolic role of play for every human being, with a specific focus on childhood.

---

#### Objectives

The course aims to involve students in the understanding the importance of playing in educational contexts.

The course aims to develop in students applying knowledge and understanding about:

- theories and methodologies for playing education;
- theories and methodologies for Game Studies;
- active, participatory and experiential methodologies in playing education.

In general the course aim is to enrich, problematize and balance the contemporary educational culture of play and wide the collective imagination through which teachers and educators tend to interpret and practice the phenomenon of play.

#### Methodologies

Classroom lectures, exercises also with symbolic material from artworks (cinema, poetry, literature, music and

painting).

## Online and offline teaching materials

[www.puerludens.it](http://www.puerludens.it)

## Programme and references for attending students

Bibliography (Foreign students):

- Huizinga, J. (1949). Homo Ludens: A Study of the Play-Element in Culture. London: Routledge.
- Garvey, C. (1990). The developing child series. Play (Enlarged ed.). Cambridge, MA, US: Harvard University Press.
- \_\_\_\_\_
- Winnicott, D. (1971). Playing and Reality. New York: Routledge.

## Programme and references for non-attending students

Bibliography (Foreign students):

- Huizinga, J. (1949). Homo Ludens: A Study of the Play-Element in Culture. London: Routledge.
- Garvey, C. (1990). The developing child series. Play (Enlarged ed.). Cambridge, MA, US: Harvard University Press.
- McGonigal, J. (2011). Reality is broken. Why games make us better and how they can change the world. London: Penguin Press.
- Winnicott, D. (1971). Playing and Reality. New York: Routledge.

## Assessment methods

The exam relies on a oral interview evaluating knowledge and critical understanding of the topics addressed in the course and related bibliography.

The questions concern:

- topics analyzed during the course (only for attending students);
- re-elaboration of the exercises implemented during the course (only for attending students);
- books in references.

During the exam will be evaluated:

- level of knowledge about the theories and methodologies (knowledge);
- ability to exemplify concepts (understanding);
- capacity for use and application (applying knowledge and understanding);
- adequacy of language.

## **Office hours**

Thursday: 2.30 p.m.

Room 4154 - U6 building.

## **Programme validity**

Two years

## **Course tutors and assistants**

Maria Cristina Debenedetti

Ilaria De Lorenzo

—

Natascia Micheli

Sara Riva

Elisa Rossoni

Giulia Schiavone

Susetta Sesanna

---