UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Theories and Methodologies of Play in Education

2021-3-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.

In line with the theoretical and practical guidelines of an imaginative perspective, the course try to link play and the act of playing with the mythical archetypical forms which make play a multiform, intensely affective, elusive, bodily and cognitively inexpressible experience.

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

In the Covid-19 emergency period the lessons will be held remotely mainly in synchronous mode, with some lessons recorded and published in asynchronous mode. All teaching materials will be uploaded to the e-learning platform.

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

Online and offline teaching materials

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.

- 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.

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

In the Covid-19 emergency period, oral exams will be carried out using the WEBEX platform *(* https://unimib.webex.com/meet/francesca.antonacci*).*

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

Laura Gabas

Natascia Micheli

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