UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy of Social Inclusion - A-L

2021-3-E1901R113-AL

Course title

Social Inclusion as pedagogical issue and educational practice: cultural, structural and methodological dimensions.

Topics and course structure

The course deals with the meanings, dimensions, methodologies, and techniques of pedagogy of social inclusion.

Briefly speaking, pedagogy of social inclusion questions the notions of ‘social inclusion’ and ‘inclusive practice’.

The course deals also with the design, implementation and evaluation of the so called ‘inclusive learning environment’.

Main topics of the course:

- The meanings of social inclusion
- Social representations and prejudices, and social and educational acting
- Stigmatization and self-stigmatization processes
- “Educational acting” and social inclusion: the relationship between theory and praxis
- The education as inclusive experience
- Planning and evaluation of “inclusive educational contexts”.

Objectives

- Fostering a multidisciplinary understanding of the notions of ‘inclusion’ and ‘inclusive practice’, considering their relations with the one of ‘exclusion’.

- Analysing social and psychological practices determining social inclusion and exclusion.

- Critical reflection on current models of sociale inclusion, with particular reference to those dealing with social marginality.

- Understanding the relations among educational sciences, focusing on their contributions to inclusive practices

- Linking theory and practice

- Designing and implementing inclusive practices and inclusive environments.

- Evaluating the role and contribution of social workers’ practices in promoting social inclusion.

Methodologies

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

In case of extension of Covid-19 emergency, lessons will be delivered according to the University policies.

Online and offline teaching materials

Case work, slides e videos.

Programme and references for attending students

What do “social inclusion” and “pedagogy of social inclusion” mean? Which are the cultural, structural, methodological and pragmatic dimensions that characterized the practices of social inclusion? Which relationship

does exist between inclusive experiences and prctices and educational experiences and practices?

Starting form these questions, in a participatory way, the course aim first to promote
the deconstruction of the idea of social inclusion in the light of the practices of exclusion that have characterized the western tradition, focusing specifically on the contemporary dynamics of stigmatization and self-stigmatization. In this perspective, the course will identify the structural and cultural dimensions of the social inclusion, developing a critical reflection on its ambiguities, contradictions, and complexity.

Second, the course focuses on the relationship among practices and meanings of social inclusion and social exclusion, educational practices, and pedagogic knowledge. More specifically, the pedagogical and educational models of social inclusion, which refer to the hermeneutic and critical pedagogy, will be further explored. Moreover, the course focuses on both the meaning of educational method and the methodological practices that refer to a pedagogical and critical model. These can enhance education and social inclusion.

Third, the course focuses on the methodological dimension of the inclusive education, in a critical, materialistic and clinical perspective.

The main context of intervention is the extra-school one, although some references to school will be necessary.

REFERENCES

Goffman E. (1990). Stigma: notes on the Management of Spoiled Identity, Penguin Group, New York, original edition 1963. Available as e-book too.

Palmieri C., Ferrante A., Gambacorti-Passerini B. (2020), L'educazione e i margini. Temi, esperienze e prospettive per una pedagogia dell'inclusione sociale, Guerini, Milano, di prossima pubblicazione. Available as e-book too.

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

Sabatano F. (a cura di) (2019), Oltre il disagio, Guerini, Milano. Available as e-book too.

ERASMUS STUDENTS

Please, contact the teacher in order to state program and references.

Programme and references for non-attending students

Programme and references are the same of those for attending students.

Assessment methods

The exam methods are different for students who will attend synchronous lessons, actively taking part in them, and therefore participating in the exercises and working groups proposed in the course timetable, and for students who will not actively participate in synchronous lessons and exercises / works group.

STUDENTS ATTENDING SYNCHRONOUS

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. Attending students will prepare their discourse through specific exercises in classroom. They will write a paper (max. 5 pages) and submit it to the teacher, following the guidelines that will be done during the course. This paper will be the starting point to the oral exam.

The final exam assesses:

· The originality of the final discourse

· Knowledge and understanding of the texts

· Presentation skills

· The achievement of a personal perspective concerning what has been studied

Capability to take a personal stance within the educational debat

STUDENTS NOT ATTENDING SYNCHRONOUS

Oral exam, in order 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 linking theory with his/her own professional practice

· students’s capability of locating, analyzing, understanding social needs of inclusion and educational situations

- student’s capability of designing and implementing interventions as a social worker

In case of Covid-19 emergency, oral exams will be online. They will carry out through WeBex. All the people who are interested to see the exam can find the link on the e-learning site of the course .

Office hours

On date. Please write to cristina.palmieri@unimib.it

Programme validity

The programme lasts two a.y.

Course tutors and assistants

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