UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy of Social Inclusion - M-Z

2021-3-E1901R113-MZ

Course title

The pedagogical meaning of objects in inclusive education 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 2020-2021 course

What experience do educators and learners have about objects? What role do objects play in educational and inclusive practices? What do they do and what do they promote? How do they contribute to generate courses of action, sociability, learning, inclusion or exclusion? What is their meaning from a pedagogical point of view? These questions become relevant if one considers that educational experiences are constitutively mediated by objects, technologies, artifacts, documents, furnishings, materialities and materials of various nature and that thinking and doing social inclusion often means to modify existing tools and aids or designing new ones. To professionally educate in an inclusive perspective, it is therefore necessary to undertake a specific pedagogical reflection on the meaning of objects in inclusive education practices. The course of this academic year is therefore proposed as a theoretical-methodological study on the relationship between education, inclusion and objects.

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

1. 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*, Edizioni Guerini e Associati, Milano.

2. Marcialis P. (2020), *Home sweet home. Un quadro pedagogico sulle pratiche abitative contemporanee delle persone con disabilità,* FrancoAngeli, Milano.

3. Palmieri C. (2016), "L'educatore nei servizi: marginalità, svantaggio, disabilità", in *Annali online della Didattica e della Formazione Docente*, vol. 8, n. 11, pp. 85-97.

4. Rossoni E. (2018), "Il piacere di giocare. L'esperienza di un servizio educativo innovativo dedicato al gioco e alla disabilità", in *L'integrazione scolastica e sociale*, vol. 17, n. 4, pp. 350-356.

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

steineriana, FrancoAngeli, Milano.

6. Cucuzza G., *Materialità e cura. Gli effetti formativi degli oggetti nell'autogestione del diabete di tipo 1 nel paziente adulto*, FrancoAngeli, Milano (di prossima pubblicazione).

7. Volonté P. (2017), "Il contributo dell'Actor-Network Theory alla discussione sull'agency degli oggetti", in *Politica & Società*, 1, pp. 31-58.

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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