UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia dell'Inclusione Sociale - A-L

2122-3-E1901R113-AL

Course title

Social Inclusion as pedagogical issue and educational practice: cultural, structural and methodological dimensions. An in-depth study on educational poverty.

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”.

The course includes an in-depth study on the construct of "educational poverty" and on the practices to contrast it.

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 is meant by social inclusion and by pedagogy of social inclusion? What are the dimensions that constitute and qualify, from a cultural, structural, methodological and pragmatic point of view, the practices of social inclusion? What relationship exists between inclusive experiences and practices and educational experiences and practices?

Starting from these questions, through a participatory work, the course has as its first aim that of deconstructing the meaning of social inclusion in relation to the practices of social exclusion that have characterized and still characterize the Western tradition, with particular reference to the dynamics of stigmatization and of self-stigmatization that characterize contemporaneity. In this perspective, the course will try to identify the cultural and structural dimensions thanks to which social inclusion takes shape, developing a critical reflection on its ambiguities, contradictions and complexities.

Secondly, the course focuses on the relationship between practices and meanings of social inclusion and exclusion and educational practices and pedagogical thinking. In particular, pedagogical and educational intervention models to combat educational poverty will be studied, starting from a deconstructive and critical analysis of the multiple meanings attributed to "educational poverty" in the current context.

Thirdly, the course will deal with the methodological dimension of inclusive education and the contrast to educational poverty, assuming a critical and clinical-materialist perspective.

Although with due hints to the world of school, the area of ??intervention taken into consideration will mainly be that of extracurricular education.

REFERENCES

Bertolini P., Caronia L. (2015), Ragazzi difficili. Pedagogia interpretativa e linee di intervento, nuova edizione a cura di Barone P. e Palmieri C., FrancoAngeli, Milano.

ALTERNATIVELY, for those who want to deepen the question of the independent life of people with disabilities, you can prepare the text by Paola Marcialis (2020), Home sweet home, FrancoAngeli, Milan.

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.

Sottocorno Maddalena (2021), Il fenomeno della povertà educativa. Criticità e sfide per la pedagogia contemporanea, Guerini, Milano (in corso di stampa)

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 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 lessons and exercises / works group.

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. 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

NON ATTENDING STUDENTS

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

Office hours

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

Programme validity

The programme lasts two a.y.

Course tutors and assistants

Dott.ssa Maddalena Sottocorno (maddalena.sottocorno@unimib.it)

Dott.ssa Giulia Lampugnani (g.lampugnani1@campus.unimib.it)

Dott.ssa Paola Marcialis (paola.marcialis@unimib.it)

Dott. Giorgio Prada (giorgio,prada@unimib.it)

Dott.ssa Silvana Vaccaro (silvana.vaccaro@unimib.it)

Dott.ssa Cristina Savino (cristina.savino@unimib.it)

Dott.ssa Melinda Ragazzi (melinda.ragazzi@unimib.it)

Dott.ssa Annamaria Ciocchetti (ciocchettiannamaria@gmail.com)