UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Body and Education - M-Z

2122-3-E1901R107-MZ

Course title

Embodied Pedagogy

Topics and course structure

In educational professions, the competence of *presence* indicates the ability of the subject to *be* in the relationship starting from him/herself, through an embodied attention that opens up to the encounter: it is the sensitive presence that unfolds the possibility of educational actions. The course theorizes some epistemological aspects related to a range of conceptions of the body in contemporary culture, introducing the pivotal topics of reflection for Embodied Pedagogy: this is a discipline that observes from a critical perspective the role and function of corporeity in educational and care contexts, where body is often investigated through instrumental, reductionist perspectives that decrease its relational, educational and cognitive potential. We can situate Embodied Pedagogy in the paradigm of the *Embodiment:*in this perspective it is relevantto overturn the hierarchical order that still remains in many formative contexts between body and speech, mind and body, theory and practice. During the course, we will focus on an embodied education, in search for a kind of presence and a fully, embodied, involvement in the relationship. Embodied Pedagogy is a wide field, constitutively transversal and in connection with a branch of knowledge and practices: psychomotor, somatic, performative, artistic. It captures approaches, strategies, languages to hybridize and inspire the educational work. For this reason, the course is interested in studying practices and experiences from heterogeneous fields (dance, theater, circus, yoga, somatic disciplines ...) that show "embodied ways", somatic practices that can inspire, inform and guide educational actions. A specific part of the course will concern the educational use of autobiographical, embodied, narrative methodologies and we will theorize the potential that a performative gaze may open in the field of qualitative research in education: a research *from* and *on* body.

Objectives

The course aims to develop:

- Critically historical review of the role of the body in the processes of knowledge and learning in the different educational and care contexts.

- Ability to recognize the main embodied educational strategies.

- Ability to foreshadow educational strategies that integrate the potential of embodied languages.

- Ability to build your own theory on the role of the body in educational contexts.

Methodologies

The course will propose active teaching methods (exercises, discussions, watching videos) fostering students' explorations in order to develop their own point of view on the different topics. During the course will be invited experts and professionals who are engaged in Embodied Pedagogy.

Online and offline teaching materials

Programme and references for attending students

I. Gamelli, C. Mirabelli (2019), Non solo a parole. Corpo e narrazione nell'educazione e nella cura. Raffaello Cortina, Milano.

I. Gamelli (2011), *Pedagogia del corpo*. Milano. Raffaello Cortina, Milano.

I. Gamelli (2009) (a cura di), *I laboratori del corpo*. Libreria Cortina, Milano.

N. Ferri (2021), *Embodied Research. Ricercare con il corpo e sul corpo in educazione*, Armando Editore, Roma. Only e-book format.

Programme and references for non-attending students

I. Gamelli, C. Mirabelli (2019), Non solo a parole. Corpo e narrazione nell'educazione e nella cura. Raffaello Cortina, Milano.

I. Gamelli (2011), *Pedagogia del corpo*. Milano. Raffaello Cortina, Milano.

I. Gamelli (2009) (a cura di), *I laboratori del corpo*. Libreria Cortina, Milano.

N. Ferri (2021), *Embodied Research. Ricercare con il corpo e sul corpo in educazione*, Armando Editore, Roma.

Assessment methods

The exam is a written test with open and/or closed questions.

Office hours

Please check the following web page:

http://www.unimib.it/nicoletta-ferri

Programme validity

Two academic years.

Course tutors and assistants