UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

# Education and Play

**2223-3-E1901R147**

## Course title

Play in Education

## 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

Classroom lectures, exercises also with symbolic material from artworks (cinema, poetry, literature, music and painting). All teaching materials will be uploaded to the e-learning platform.

## 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.
- Suits, B. (2005). *The Grasshopper*: Games, Life and Utopia. Toronto: Broadview Press
- McGonigal, J. (2011). Reality is broken. Why games make us better and how they can change the world. London: Penguin Press.

## 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.
- Suits, B. (2005). *The Grasshopper*: Games, Life and Utopia. Toronto: Broadview Press
- McGonigal, J. (2011). Reality is broken. Why games make us better and how they can change the world. London: Penguin Press.

## Assessment methods

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

By appointement via email, francesca.antonacci@unimib.it

## Programme validity

Two years

## Course tutors and assistants

Giulia Corvi
Ilaria De Lorenzo
Laura Gabas
Natascia Micheli
Sara Riva
Elisa Rossoni
Susetta Sesanna
Sara Tubaro

## Sustainable Development Goals

QUALITY EDUCATION