



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy of Social Inclusion - M-Z

2223-3-E1901R113-MZ

Course title

***Pedagogy of Social Inclusion ***

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 2022-2023 course: Re-inventing new ways of being in the world: the contribution of the social inclusion pedagogy

The multiple crises (humanitarian, ecological, social, cultural, political, economic) and the transformations which are taking place in the contemporary scenario are raising issues that need to be addressed at multiple levels by identifying unconventional responses, even in educational field, in order to image alternative and sustainable futures, assembling practices aiming at "reinventing new ways of being in the world", as Félix Guattari wrote. Therefore, the pedagogy of social inclusion has to be oriented towards a renewed commitment aimed at developing theoretical-methodological approaches and promoting educational and inclusive experiences capable of combining critical thinking and creativity, rationality and imagination, reflection and passion, mind and body, identity and otherness.

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., Gambacorti-Passerini M.B., Palmieri C. (eds.) (2020), *L'educazione e i margini. Temi, esperienze e prospettive per una pedagogia dell'inclusione sociale*, Guerini e Associati, Milano.
2. Ferrante A., Galimberti A., Gambacorti-Passerini M.B. (2022), *Ecologie della formazione. Inclusione, disagio, lavoro*, FrancoAngeli, Milano.
3. Biesta G., *Oltre l'apprendimento. Un'educazione democratica per umanità future*, FrancoAngeli, Milano (in corso di pubblicazione).
AS LONG AS THE BOOK WRITTEN BY BIESTA IS NOT AVAILABLE, IT IS POSSIBLE TO REPLACE IT BY STUDYING BOTH BOOKS INDICATED IN POINT 4 of the list.
4. Un testo a scelta tra:
 - Marcialis P. (2020), *Home sweet home. Un quadro pedagogico sulle pratiche abitative contemporanee delle persone con disabilità*, FrancoAngeli, Milano.
 - Riva C. e Rossoni E. (eds.) (2022), *La ludotecnica inclusiva. Giocare con i bambini con disabilità come metodologia educativa*, FrancoAngeli, Milano.

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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Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES
