UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

# Pedagogy of Social Inclusion - M-Z

**2324-3-E1901R113-MZ**

## Course title

***Pedagogy of Social Inclusion ***

## Topics and course structure

The language of the course is Italian.

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 2023-2024 course: Pedagogy of inclusion and sustainability in the time of the Anthropocene***
What does it mean to educate and include in a natural-cultural context marked by growing inequality and the increasingly intense intertwining of eco-climatic crisis and social distress? What challenges does this difficult situation pose to pedagogical thinking and educational practices? Through what paradigms can pedagogy interpret and narrate the ongoing socio-political and environmental transformations, identifying lines of research and action that are capable of combining critique and creativity, reason and imagination, thought and passion? How, then, can pedagogy contribute to building a more equitable and sustainable society?
These are some inescapable questions for contemporary pedagogical reflection. Starting from them, the course will explore the possibility of adopting an ecological paradigm to rethink the relationship between sustainability, education and inclusion in the time of the Anthropocene, that is, in a time when human beings have become a geological force capable of profoundly and globally changing Earth systems.

## 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

Teaching materials used in the course, if possible, will be made available on the teaching e-learning page.

## Programme and references

**REFERENCES** (for all)

1. Ferrante A., Gambacorti-Passerini M.B., Palmieri C. (a cura di) (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. Riva C., Rossoni E. (a cura di) (2022), *La ludotecnica inclusiva. Giocare con i bambini con disabilità come metodologia educativa*, FrancoAngeli, Milano.
4. One text of your choice:

- Mortari L. (2020), *Educazione ecologica*, Laterza, Roma-Bari.
- Strongoli R.C. (2021), *Verso un'ecodidattica. Tempi, spazi, ambienti*, Pensa Multimedia, Lecce.

OPTIONAL TEXTS (not required to study them for the purpose of the exam): in order to explore the topics covered in the course from different perspectives, reading one or more of the following texts is strongly suggested:

- Descola P. (2021), *Un'ecologia delle relazioni. L'uomo e il suo ambiente*, Marietti, Torino.
- Guattari F. (2019), *Le tre ecologie*, Edizioni Sonda, Milano (edizione originale: 1989).
- Mancuso S., Viola A. (2015), *Verde brillante. Sensibilità e intelligenza del mondo vegetale*, Giunti, Firenze.
- Selvaggi D. (2022), *Rachel dei pettirossi. Primavera silenziosa, Rachel Carson e un nuovo inizio per la cultura ecologica*, Pandion, Roma.

**ERASMUS STUDENTS**

Erasmus students should contact the teacher in order to arrange the program and the references.

## Assessment methods

Only the final test is provided.

There are two possible examination modes.
(1) The first mode of examination consists of an oral interview. The student must show that he or she knows the texts and is able to develop a critical argument around the conceptual cores that the texts highlight, connecting what he or she has learned from the study with his or her personal, internship and possibly professional experience. The interview therefore ascertains through questions knowledge of the texts and the ability to critically use the knowledge acquired.
(2) The second mode of examination consists of an oral interview. The student must formulate his or her own speech, elaborating on one or more of the topics covered in class. In presenting his or her own discourse, the student must obligatorily make clear and explicit reference to concepts, authors, and theories found in the texts indicated in the examination bibliography, to topics discussed in the lectures, and to the exercises carried out during the course. The interview thus ascertains the student's knowledge of the texts and topics discussed in class and also assesses the student's ability to independently develop a discourse on the content learned.

## Office hours

On date. Writing to: alessandro.ferrante@unimib.it

## Programme validity

The program lasts two academic years.

## Course tutors and assistants

Dott.ssa Chiara Buzzacchi
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## Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES | CLIMATE ACTION