UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Body and Education - M-Z

2324-3-E1901R107-MZ

Course title

Embodied Pedagogy

Topics and course structure

The course theorizes some epistemological and practical 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 relevant to 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 constitutively transversal disciplinary field, 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.

Online and offline teaching materials

Any in-depth teaching materials will be distributed in class and uploaded to e-learning.

Programme and references

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*. Raffaello Cortina, Milano.

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

N. Ferri (2022), *Embodied Research. Ricercare con il corpo e sul corpo in educazione*. Armando Editore, Roma.

Assessment methods

The exam is a written test with closed-ended questions and open-ended questions.
Closed-ended questions will be designed to ascertain preparation on the content covered during the course and found in the reference bibliography. The open-ended questions will also assess the ability to make connections and the ability to construct critical and reflective thinking on the topics studied.
There are no ongoing tests.

Office hours

Please write an email to: nicoletta.ferri@unimib.it

Programme validity

Two academic years.

Course tutors and assistants

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING