



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Pedagogia dell'Intervento Educativo

2425-3-E1901R139

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#### Course title

Pedagogy of educational action: educational methodology, gender and sex education

#### Topics and course structure

The language of the course is Italian.

The course aims to reflect on the concept of educational action and the pedagogical perspectives underlying it, while also dwelling on the theoretical and practical dimensions characterizing educational experiences. Specifically, in the first part of the course we will consider what it means to act methodically in educational work. In the second, a thematic exploration of the theoretical, practical and methodological assumptions of gender and sex education with adolescents will be offered.

#### Objectives

This module is designed to promote the following learning outcomes:

- Ability to relate heterogeneous knowledge and pedagogical models to think about educational action, understanding its logic and knowing how to recognize and decode its structural elements.
- Ability to apply knowledge and methodological models to design, implement, document and evaluate educational action in different contexts and with different people.
- Ability to devise, design and analyze gender and sex education activities.

## Methodologies

All educational activities provided in the 42 hours are in presence.

Each lesson includes the presence of a didactic part (theoretical explanation, conceptual in-depth analysis) and an interactive part (dialogue exchanges, activities supervised by the teacher such as individual exercises, group work, case work, planning, role playing).

## Online and offline teaching materials

Supplementary and support materials will be uploaded to the course's dedicated e-learning platform.

## Programme and references

### BIBLIOGRAPHY

1. Prada G. (2018), *Con Metodo. Dalla ricerca clinica alle pratiche educative*, FrancoAngeli, Milano.

2. The following scientific papers on education, method, and materiality (open access):

- Palmieri C. (2016), "L'educatore nei servizi: marginalità, svantaggio, disabilità", *Annali online della Didattica e della Formazione Docente*, 8, 11: pp. 85-97.
- Ferrante A. (2021), "La vibrante bellezza della materia. La pandemia come occasione di disvelamento della materialità educativa", *MeTis*, 11, 2: pp. 193-208.

3. The following scientific papers on gender and sex education (open access):

- Arsena A. (2022), "Questioni di genere e consenso: a lezione di educazione civica", *Pedagogia delle Differenze*, 51, 2: pp. 123-139.
- Baeli V. (2022), "Heartstopper: un nuovo modo di raccontare l'adolescenza tra visibilità queer e autoderminazione", *Pedagogia delle Differenze*, 51, 2, pp. 3-22.
- Corriero M. (2022) "Le adolescenze: passaggi di genere tra consapevolezza, diritto alla scelta e prospettiva pedagogico-educativa", *Pedagogia delle Differenze*, 51, 2, pp. 41-58.
- Marzullo R. (2022) "Il bullismo e il cyber-bullismo di matrice omofobica in adolescenza", *Pedagogia delle Differenze*, 51, 2, pp. 215-238.
- Scarcelli C. M. (2020), "Quando gli adulti negano agency sessuale e partecipazione alle ragazze e ai ragazzi. Adolescenti, sexting e intimate citizenship", *SocietàMutamentoPolitica*, 11, 22, pp.103-111.

4. AA.VV., *Educazione al genere: promuovere la diversità e il rispetto*, Arcipelago educativo, Save the Children. Available at the following webpage: <https://risorse.arcipelagoeducativo.it/percorsi-tematici/educazione-al-genere-promuovere-la-diversita-e-il-rispetto> (students need to focus on one of the proposed projects/educational activities).

Optional further reading (not for the exam):

- Antonucci C. & Taviani S. (2024), *Le ragazze stanno bene? Indagine sulla violenza di genere online in adolescenza*, Save the Children (disponibile alla pagina web: <https://www.savethechildren.it/cosa-facciamo/pubblicazioni/le-ragazze-stanno-bene>)

## **Assessment methods**

Assessment will take the form of an oral examination on course topics and bibliography.  
There are no midterm tests.

The examination will evaluate the following knowledges:

- knowledge of the theoretical-methodological models presented during the course and described in the bibliography, also ascertaining the critical and reflective abilities to apply the aforementioned models to the reading and analysis of concrete educational contexts.
- knowledge of specific studies and research related to educational action, found in the bibliography.

## **Office hours**

Students can request an appointment with teachers by email.

## **Programme validity**

Programs are reviewed every two academic years.

## **Course tutors and assistants**

## **Sustainable Development Goals**

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS

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