UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy of Social Inclusion - A-L

2425-3-E1901R113-AL

Course title

Pedagogical thoughts and educational practices for social inclusion: educational possibilities for designing and generating inclusive contexts.

Topics and course structure

The course deals with the meanings, dimensions, methodologies, and techniques of pedagogy of social inclusion. Briefly speaking, pedagogy of social inclusion questions the notions of ‘social inclusion’ and ‘inclusive practice’.
The course deals also with the design, implementation and evaluation of the so called ‘inclusive learning environment’.
Main topics of the course:

- The meanings of social inclusion;
- Social representations and prejudices, and social and educational acting;
- Stigmatization and self-stigmatization processes;
- “Educational acting” and social inclusion: the relationship between theory and praxis;
- The education as inclusive experience;
- Planning and evaluation of “inclusive educational contexts”.

The course will focus in particular on the area of mental health. With respect to this direction, two Peer Support Experts in the area of mental health will also be present in the classroom in some special lectures, who will carry out co-teaching activities, as part of the European Project KA220-HED - Cooperation partnerships in higher education, “Structural embedding of knowledge by experience in higher education through processes of co-creation”.

Objectives

With this teaching, with constant and participatory attendance at the lessons and the laboratory connected to the course, we intend to promote the following learning, in terms of:

- Knowledge and understanding: Develop knowledge of the pedagogical, sociological, psychological and anthropological foundations that underlie social inclusion, understood both as a conceptual category and as an educational practice that is historically combined with the category and practice of exclusion;
- Knowledge and understanding: develop knowledge of the social and psychological dynamics that produce social inclusion or exclusion;
- Ability to relate differentiated knowledge and models: develop a critical knowledge of current inclusion models, in particular towards people in socially marginalized situations;
- Ability to relate differentiated knowledge and models: recognize how the elements and models of knowledge on dynamics and inclusive/exclusive situations proposed by the different Educational Sciences are placed in the educational perspective;
- Ability to apply knowledge and models: knowing how to connect theory and practice;
- Ability to apply knowledge and models: knowing how to analyze educational activities adopting an inclusive logic;
- Ability to apply knowledge and models: knowing how to design conditions and actions to generate inclusive education situations;
- Ability to apply knowledge and models: knowing how to prefigure and evaluate the outcomes of educational actions on the basis of an inclusive logic.

Methodologies

Experiential learning, peer education, explanation and theoretical analysis of various theories about social and educational inclusion. The course will be held in Italian.
All training activities planned for the 56 hours are carried out in person.
Each lesson includes the presence of a didactic part (theoretical explanation, conceptual in-depth analysis) and an interactive part (dialogical exchanges, activities supervised by the teacher such as individual exercises, group work, case work, planning, role playing).
Approximately 50% of the hours will be provided as didactic teaching and 50% as interactive teaching.

Online and offline teaching materials

Case works, slides and videos.

Programme and references

What is meant by social inclusion and by pedagogy of social inclusion? What are the dimensions that constitute and qualify, from a cultural, structural, methodological and pragmatic point of view, the practices of social inclusion? What relationship exists between inclusive experiences and practices and educational experiences and practices? Starting from these questions, through a participatory work, the course has as its first aim that of deconstructing the meaning of social inclusion in relation to the practices of social exclusion that have characterized and still characterize the Western tradition, with particular reference to the dynamics of stigmatization and of self-stigmatization that characterize contemporaneity. In this perspective, the course will try to identify the cultural and

structural dimensions thanks to which social inclusion takes shape, developing a critical reflection on its ambiguities, contradictions and complexities.
Secondly, the course focuses on the relationship between practices and meanings of social inclusion and exclusion and educational practices and pedagogical thinking. In particular, pedagogical and educational intervention models will be explored in relation to some specific phenomena and realities.
Third, the course will cover the methodological dimension of inclusive education with respect to different contexts. Although with due hints to the world of school, the area of intervention taken into consideration will mainly be that of extracurricular education.

REFERENCES

- Palmieri C., Ferrante A., Gambacorti-Passerini B. (2020), L'educazione e i margini. Temi, esperienze e prospettive per una pedagogia dell'inclusione sociale, Guerini, Milano.
- Augelli A. (2023), Dello scarto e del recupero. Per una pedagogia della sostenibilità, Franco Angeli, Milano.
- Daniele K. (2024), Il disagio degli adolescenti. Tornare a educare a scuola per promuovere la salute mentale, Franco Angeli, Milano.
- Gambacorti-Passerini M.B. (2025 in press), Cosa si apprende dal disagio? Riflessioni intorno alla figura dell’Esperto in Supporto tra Pari., Guerini, Milano.

ERASMUS STUDENTS
Please, contact the teacher in order to state program and references.

Programme and references are the same for both students who will attend classroom lectures and those who will not.

Assessment methods

There are no ongoing tests planned. The final exam is scheduled in oral mode, with two options detailed below.
There are two ways to take the exam (involving only the final test), which will always be conducted through an oral interview:

1. Oral interview in which each student will present and discuss the topics covered in class and the exam texts, starting from a a speech prepared by each student, in which he/she will highlight the aspects in his/her opinion most significant of the path taken in the classroom lectures, arguing the reasons through the insights gained through the study of the texts. More precise indications regarding the preparation of the speech will be provided in the classroom during the course of the lectures. Starting from this initial presentation, the interview will ascertain the knowledge of the texts and the ability to critically use the acquired knowledge, also making reference to situations, examples, cases developed in class or belonging to the students' training or professional experience.
   During the interview, the following will be assessed with appropriate requests for further study and through references to lived experience during the course:

- the knowledge acquired;
- argumentative skills;
- the expressive skills: the adequacy of the language used and the ability to return one's “educational gain”;
- the ability to refer to situations and experiences by reading them through the lens of the perspectives and tools worked on during the course;
- the ability to connect what has been learned in class and through text study with one's personal, internship and possibly professional experience.

2. Oral interview, based on the exam texts, aimed at assessing, through exploratory and in-depth questions on the texts in the bibliography:

- students' acquired knowledge;
- the critical argumentation skills around the conceptual cores that the texts emphasize;
- the ability to develop an independent discourse on the cross-cutting topics of the texts;
- the expressive skills: the appropriateness of the language used and the ability to return their own "educational gain" obtained from the study of the texts;
- the ability to use the knowledge provided by the to identify, deconstruct, understand educational situations and the quality of the proposed experience from the perspective of inclusion;
- the ability to connect what was learned through the study of the texts with one's personal, internship and possibly professional experience.

Office hours

On date. Please write to maria.gambacorti@unimib.it

Programme validity

The programme lasts two academic years.

Course tutors and assistants

D.ssa Cristina Savino
D.ssa Giulia Romeri
D.ssa Silvia Lamperti
D.ssa Argentina Faenzi
Dott. Luca Bassi

Sustainable Development Goals

REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS