UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy of Social Inclusion - M-Z

2425-3-E1901R113-MZ

Course title

Contexts and environments for inclusive education

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.
The first part of the course will cover the theoretical-methodological foundations of Inclusion Pedagogy, while the second part of the course will explore some specific perspectives and issues.

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 utilizing an inclusive approach.

Methodologies

All educational activities provided in the 56 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) with an overall distribution of 50% DE and 50% DI.

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

PROGRAMME

The contemporary world is marked by the growth of inequality, old and new forms of oppression and exploitation of the living, and the increasingly intense intertwining of eco-climatic crisis and social distress. At the same time, it is characterized by hopes, desires and new potentialities. Beginning with the thematization of this complex scenario, this year's focus will be on how we can creatively, inclusively and sustainably redefine educational practices and processes through the development of a pedagogical perspective that enables us to become more aware of the formative value of the environment. To this end, multiple contexts, including socio-natural ones, will be referred to in the course.

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 (Introduction, chapters 1-2).
3. Riva C., Rossoni E. (a cura di) (2022), *La ludotecnica inclusiva. Giocare con i bambini con disabilità come metodologia educativa*, FrancoAngeli, Milano ((Introduction, chapters 2, 5, 6, 7).
4. Biesta G.J.J. (2023), *Oltre l'apprendimento. Un'educazione democratica per umanità future*, FrancoAngeli, Milano.
5. One text of your choice:

- Borelli C. (2024), *In cammino con adolescenti "difficili"*, FrancoAngeli, Milano (available as open access).
- Mortari L. (2020), *Educazione ecologica*, Laterza, Roma-Bari.

ERASMUS STUDENTS

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

Assessment methods

There are no midterm tests. Only the final test is provided.
Assessment will take the form of an oral examination on course topics and bibliography. The choice of the oral colloquium as the mode of examination is consistent with the objectives of the teaching, as it allows through a dialogic communicative situation to interact with the student to assess his or her ability to critically understand course topics, to analyze and to connect theory and practice.

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

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Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES | CLIMATE ACTION