UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Body and Education - A-L

2425-3-E1901R107-AL

Course title

The body about which though much is spoken today is a body that is little listened to. A body that is increasingly the object of attention and manipulation as much as it is prevented from releasing the potential of its languages, mostly treated as mere symptoms or signals to be decoded and controlled, to be placed side by side with the word, according to the reductive logic that separates thought and body, perception and action, reason and emotion, verbal and nonverbal communication. The pedagogy of the body intends to critically revisit the usual scenarios of education and care, where the body is often absent or bridled, simply spoken (theorizing without incorporating is one of the great limitations of academic knowledge), in order to integrate habitually separate knowledge and experience. Body education is training in a presence, a competence to be there. Body pedagogy wants to be an open territory, constitutively transversal, available to confrontation and contamination with other sensitive knowledge, to an authentic putting into play of subjects and to the hierarchical overcoming of languages within the educational relationship. To this end, the pedagogy of the body transfers to the various educational domains principles that underlie body education in its various forms (e.g., psychomotricity, dance, yoga, as well as the body techniques peculiar to other cultures, relaxation techniques and the use of the voice, theater, as well as the multiple methods of healing and body-mediated art educational technologies), proposing languages, scenarios and strategies that are often overlooked or taken for granted. Its goal is to show pedagogical ways (with children as well as adults) for projects and interventions where research on the body marries fluidly with narrative-based training strategies, traceable in particular to autobiographical methodology. It aims to bring out a particular educational and training style based on narrative and memory, on certain rituals, on the careful choice of places, words, gestures, postures, and silences.

Topics and course structure

The role of the body in contemporary culture- Psychomotricity: historical and epistemological genesis - From the natural psychomotricity of the child to psychomotor theory and practice: the main models of educational intervention - From the specialist to the psychomotor educator - From children's psychomotricity to body pedagogy for all ages. The main experiences of a new body education - The body arts for education: theater, dance, singing

(the voice), circus arts, etc. - The body in care and therapy -At the East of education: the body of "others" - Body workshops - Body and storytelling: a multiplicity of languages - "Outside". There is not only the classroom: "natural" body settings.

Objectives

This teaching aims to develop the following objectives in terms of knowledge and skills:
To know and critically read, including from an historical perspective, the role of the body in educational and learning processes in different educational and care contexts.
To understand and frame the body dimension in educational and care contexts with a multidisciplinary perspective.
Recognize the main body-mediated educational strategies.
This teaching aims to develop the following objectives in terms of application of knowledge and understanding:
To know how to connect theoretical and practical knowledge.
Knowing how to design educational settings that integrate the potential of embodied languages with speech.
This teaching aims to develop the following objectives in terms of autonomy of thinking:
Develop reflective and metacognitive skills to build one's own theory on the role of the body in educational actions.
Develop abilities to use personal methods of autonomous self-reflection and tools to support one's own professional growth, including the confrontation with educators who have centered the body in their professional practice.
This teaching aims to develop the following objectives in terms of communication skills:
To know how to use embodied and artistic-expressive languages as pivotal elements of communication.

Methodologies

The course provides erogative didactic activities (proportionally 1/3), such as moments of frontal lectures, and interactive didactic activities (proportionally 2/3), such as moments of participatory lectures, exercises, discussions, experiences of an expressive-body nature, viewing and listening to material related to the course topics. With these methodologies students can be involved to consider the topics of the course by exploring their own point of view. Each lecture is structured into large - and small - group interactive moments, individual work and erogative moments, providing for the following types of teaching activities: tutorials, lectures, workshops and activities supervised by the teacher.
Guest speakers related to artistic and pedagogical contexts are also expected.
Some lectures (about two) will be recorded and uploaded to the platform.

Online and offline teaching materials

Materials, resources and tools are provided on the e-learning course repository; therefore, attending and not attending students are recommended to register.

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.

Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so.

Assessment methods

The Embodied Pedagogy exam will consist of a written test with a part involving closed-ended answers (True/False) to assess the preparation of some corse texts and open-ended questions (very short essays) to assess critical thinking and reflection skills with reference to the topics encountered during the study texts and, for those attending, in the course lectures.
The following skills will be assessed during the test:
the level of knowledge of theory and models related to representations of the body in education (Knowledge)
ability to exemplify concepts (Understanding)
ability to use and apply the learning achieved during the course (Knowledge and applied comprehension skills).
No tests are scheduled in itinere.

Office hours

Please write to ivano.gamelli@unimib.it

Programme validity

Two academic years.

Course tutors and assistants

Fabio Maccioni, Laura Corbella, Matteo Baccarini, Chiara Mirabelli.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY