



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Pedagogia del Corpo - M-Z

2425-3-E1901R107-MZ

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#### Course title

Embodied Pedagogy

#### Topics and course structure

In educational professions, the competence of *presence* indicates the ability of the subject to *be* in the relationship starting from him/herself, through an embodied attention that opens up to the encounter: it is the sensitive presence that unfolds the possibility of educational actions. The course theorizes some epistemological 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 wide field, constitutively transversal and 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

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 course 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 [nicoletta.ferri@unimib.it](mailto:nicoletta.ferri@unimib.it)

## Programme validity

Two academic years.

## Course tutors and assistants

Chiara Mirabelli  
Fabio Maccioni

## Sustainable Development Goals

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

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