UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Education and Play

2425-3-E1901R147

Course title

Play in Education

Topics and course structure

This course aims to investigate the symbolic role of play for every human being, with a specific focus on childhood.

In line with the theoretical and practical guidelines of an imaginative perspective, the course try to link play and the act of playing with the mythical archetypical forms which make play a multiform, intensely affective, elusive, bodily and cognitively inexpressible experience.

Objectives

The course aims to involve students in the understanding the importance of playing in educational contexts.

The course aims to develop in students applying knowledge and understanding about:

- theories and methodologies for playing education;
- theories and methodologies for Game Studies;
- active, participatory and experiential methodologies in playing education.

In general the course aim is to enrich, problematize and balance the contemporary educational culture of play and wide the collective imagination through which teachers and educators tend to interpret and practice the phenomenon of play.

Methodologies

The course includes lecture activities and partecipatory activities with artistic material. The work with artistic material (Classroom lectures, exercises with symbolic material from artworks such as cinema, poetry, literature, music and painting) is intended to develop the ability to observe, and promote critical thinking and reflexivity in lifelong learning contexts.
Role playing, dialogue, discussion and small group exercises will be used during classroom work to promote expressive, planning and problem-solving skills.
Guest lecturer from the educational and play world are also planned.

Each lesson includes interactive moments in large and small groups, individual work in the classroom, and lecture moments: therefore, at least three types of activities are planned in each lesson: a moment of exercise (first part), lecture (second part), and teacher-supervised activity (third part).

Some lectures (about three) will be recorded and uploaded to the platform.

Teaching materials will be uploaded to the e-learning platform.

Online and offline teaching materials

Papers, videos, learning objects and other digital resources available from e-learning course repository and from website: www.puerludens.it

Programme and references

Bibliography (Foreign students):

English: 3 books chosen from this list

- Gray, P. (2013). Free to learn. Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-Reliant, and Better Students for Life, Basic Books.
- Huizinga, J. (1949). Homo Ludens: A Study of the Play-Element in Culture. London: Routledge.
- Soderman, B. (2021). *Against Flow: Video Games and the Flowing Subject*. The MIT Press.
- Suits, B. (2005). *The Grasshopper: Games, Life and Utopia*. Toronto: Broadview Press

Español: 3 libros

- Huizinga, Johan.* Homo Ludens*. Alianza Editorial-Emecé Editores.
- Winnicott, Donald W, *Realidad y juego*, Editorial: Editorial Gedisa.
- Caillois, Roger, *Los juegos y los hombres : la máscara y el vértigo*. Fondo de Cultura Económica.

Assessment methods

The exam relies on a oral interview (in italian or english) evaluating knowledge and critical understanding of the topics addressed in the course and related bibliography.

The questions concern:

- topics analyzed during the course (only for attending students);
- re-elaboration of the exercises implemented during the course (only for attending students);
- books in references.

During the exam will be evaluated:

- level of knowledge about the theories and methodologies (knowledge);
- ability to exemplify concepts (understanding);
- capacity for use and application (applying knowledge and understanding);
- adequacy of language.

Office hours

By appointement via email, francesca.antonacci@unimib.it

Programme validity

Two years

Course tutors and assistants

Andrea Brambilla
Giulia Corvi
Ilaria De Lorenzo
Laura Gabas
Natascia Micheli
Sara Riva
Elisa Rossoni
Susetta Sesanna
Sara Tubaro

Sustainable Development Goals

QUALITY EDUCATION