



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Filosofia Teoretica - A-L

2425-1-E1901R016-AL

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#### Course title

The scene and scenario of education.

#### Topics and course structure

Educational intervention is always situated. Hence the need for a professional educator to distinguish and develop a reflection on the concepts of situation, context, system, scene, environment, atmosphere, setting, device. From time to time we have a different degree of determination: from the social determination in the strict sense of the objects that make up the setting, up to the imaginary and symbolic dimension that permeates the educational processes, and again, up to the cultural background (traditions, histories of ideas, social and political dimensions) that - behind the intentional decisions of the educator - are implicitly operative.

But in what unprecedented general educational, cultural and historical, social and political background do we find ourselves working as professional educators today? And how do we carve out, what relationship does the educator's planned educational scene have with respect to a widespread non-intentional education, to an educational medium that seems to have no boundaries and therefore produces its effects automatically, performing indifferent lives, in the sense that one is worth the other and one is indifferent to the other.

In particular, the course will develop an investigation into the metaphor of the educational scene that refers to the situation of the theatre; education represented as a theatrical performance, that is, as a creative and plural action of bodies that interact not on the basis of a rigid score beforehand, but of a flexible canvas that supports their discourse and movement. In this sense, the term recalls a series of problematic elements for the educator: the relationship between the scene and the darkness from which it arises and which surrounds it, the possibility of entering the scene and leaving the scene when the curtain falls, the complexity of the characters who inhabit and move on the scene; in a general sense, the problem of the relationship between the scene and what is outside the scene. The metaphor of the theatre scene refers in other terms to the problem of the double, that is, of the relationship to the other: of the theatre in relation to life and thus also of the world of education in relation to the world of life, ultimately of the self in relation to the character, the role and the mask.

## **Objectives**

### *Knowledge and understanding*

The first objective of this course in theoretical philosophy is to accustom students to a style of inquiry suited to critically analysing the categories of thought that explicitly or implicitly underpin discourses in the human sciences and the associated research practices and forms of intervention. Students will be led to recognize and problematize the interpretive approaches and conceptual distinctions underpinning understandings of the world in real-life contexts.

### Application of knowledge and understanding\*

The second objective of the course is to help students develop the capacity to reflect on the less obvious, and thus even more crucial, assumptions underlying their actions (whether theoretical or practical) in typical educational situations and settings. The expected learning outcome is enhanced awareness of the horizons of meaning that come into play in diverse sociocultural contexts and the main cognitive and normative structures underpinning mutual expectations in educational settings, which in turn will inform educational action.

### *Transferable learning outcomes*

The third objective of the course is to enhance students' capacity to revisit and organize their knowledge, using their own independent judgement, while attending to underlying concepts, the layers of semantic meaning implicit in key terms, the logical-formal structure of arguments, and different possible regimes of truth.

## **Methodologies**

Teaching with face-to-face hours and laboratory activities:

- 24 2-hour lectures delivered in face-to-face delivery mode
- 4 2-hour tutorials conducted in face-to-face interactive mode

Specifically, the course will therefore comprise: introductory lectures and discussions on the fundamental themes and guidelines of the theoretical pathway; guided analysis of the texts; days of active teaching with in-class exercises based on worksheets and audiovisual materials; moments of shared recapitulation on the basis of the outlines provided via power-point or with external interventions.

The course is delivered in Italian.

## **Online and offline teaching materials**

Course books, PowerPoint presentations, worksheets and other documents for individual exercises and group work, audio-visual materials.

## **Programme and references**

The course is divided into three parts:

1. The first part, introductory and preparatory, will be concerned with defining the terms that describe the scenario of educating, analysing the different meanings and illustrating the implications of this analysis from a practical or operational point of view. For this first part we will make use of the volume M. Vergani, *Dizionario di filosofia per educatori*.
2. The second part will consist of a detailed reading and extensive reflection on Rousseau's *Emile*, to illustrate how the theme of finality and thus the complexity of the relationship between the world of life and the world of education are brought to the centre in this founding text of modern pedagogy.
3. The third part will consist of an in-depth study of Riccardo Massa's *Lezioni su La peste, il teatro, l'educazione*, which develop the metaphor of educational action as a performance on the theatrical stage

## Bibliography

1. J.-J. Rousseau, *Emilio*, Edizione ridotta a cura di G.A. Roggerone, Scholé, Brescia 2023.
2. R. Massa, *Lezioni su La peste, il teatro, l'educazione*, Franco Angeli, Milano 2024 (aolo le pp. 17-97).
3. R. Massa, "Lo scenario dell'educare: la formazione di Emilio come mito originario della pedagogia moderna", in "Studi di letteratura francese", 230-XVI, 1990, pp. 107-110 (su e-learning).
4. M. Vergani, *Dizionario di filosofia per educatori*, Scholé, Brescia 2024.

The bibliography is for everyone.

## Assessment methods

Attending students.

Exam on the topics covered and examination texts.

There are no in itinere tests.

During the oral exam the student will be required to discuss the course themes; the examiner will evaluate both the precision of their knowledge and their ability to critically rework it.

Assessment will be based on:

- a. Pertinence of answers,
- b. appropriate use of terminology
- c. coherence of argument,
- d. ability to identify and problematize theoretical issues and open questions.

Non-attending students.

As above, except that the questions will evaluate the student's knowledge of the prescribed reading materials without reference to the additional analysis conducted in class

## Office hours

Prof. Vergani receives students on Wednesdays from 11.00 to 13.00. Tel. 4896 U6 4th Floor, Room 4146 (students requiring an appointment should request it in advance via email). Routine information may be requested via email,

or before or after classes.

### **Programme validity**

The current programme is valid for two academic years.

### **Course tutors and assistants**

Course tutor: dott. Claudio Belloni.

### **Sustainable Development Goals**

QUALITY EDUCATION

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