



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia del Corpo con Laboratorio

2425-2-G8501R013

Course title

The child inhabits, experiences and knows himself and his surroundings through his body; the development of his thinking is always a consequence of his action on reality. The centrality of this dimension in preschool and primary schools should therefore be evident. Unfortunately, in the usual educational settings, the pleasure of the body and movement is still mostly absent, fueled by sketchy knowledge, limited to good statements of intent, confined in reductive spaces and times. Starting from the analysis of traditional theories and practices of body education, through constant reference to teaching experiences, the course intends to reflect on this condition in order to prefigure settings and styles of educational intervention in school capable of bringing the bodies of children and of/of teachers to life, to integrate the knowledge of the word with that of movement, gesture, gaze, and the senses all.

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 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 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
