UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Experimential and Participatory Theories and Methodologies for Education

2425-1-F5702R003

Course title

From the eye to the world through art and pedagogy

Topics and course structure

‘For anyone trying to discern what to do w/ their life: pay attention to what you pay attention to. That’s pretty much all the info u need.’ -Amy Krouse Rosenthal
The attention is the first posture that will be exercised during the course, through the in-depth study of theories and methodologies that, by crossing the **possibilities of artistic approaches and languages and pedagogical dimensions**, can find space, use and meaning in the sphere of training professions. This is also a dynamic attention, which is the prerequisite for curiosity and connection with things and people, developed individually and collectively in such a way as to cross the numerous possible applications that pedagogically declined artistic approaches and languages can find within professional contexts.
More specifically, the course develops in a progression that starts from the knowledge, analysis and experimentation of **exploratory approaches and individual experiential practices** - first and foremost of a **questioning, observational and documentary nature** - to arrive at the knowledge and development of **collective and participative strategies and actions**.
To this end, during the course theories and practices with an artistic basis and educational value will be presented, discussed and above all experimented with, through different codes, such as *writing*, *illustration*, *graphics*, *photography*, *collection*, up to the planning of *communal participatory actions*.
Within each lesson, each approach and language introduced will be investigated through personal explorations, which will contribute to generating knowledge from the experience of lived, documented and sometimes shared exercises, useful for building a portfolio and a territory for individual experimentation, as well as investigating the most coherent modalities for every one. These experiences will be encouraged for everyone through the lessons organised in blended learning mode and the materials made available on the platform.

In this process, the intention is to keep the sight of the individual and the group dimension continuously connected, experimenting with what crosses every context and practice and deepening the ways in which experiences with an artistic matrix and pedagogical declination can support educational work, starting from the definition of an attentive and **creative educational posture**.
Consistent with the objectives, the experiential and participatory theories and methodologies explored and tested are proposed as frames of reference and tools that can be exploited in different contexts, actively demonstrating possible applications for second-level pedagogical professions.

Objectives

The teaching aims primarily to support the aptitude to problematize educational situations and events, to analyze them in depth and process them in a reflective form; to make judgment on educational situations and events after taking accurate documentation; and to renew educational practices through openness to research, experimentation and innovation.

This teaching is intended to develop the following learning in terms of:
a) knowledge and skills:

- Understand and master expressive, performative and participatory art-based languages in the educational professions;
- Acquire knowledge regarding models of coordinating services, events, and training pathways;
- Acquire knowledge regarding theories, methodologies, tools and procedures of training, management and development of human resources in the arts and culture settings;
- Acquire knowledge regarding models of cultural and environmental heritage enhancement.

b) application of knowledge and understanding:

- Apply knowledge and skills to solve problems in both concrete contexts and unexpected situations, demonstrating an understanding of the relationships between theory and practice;
- Identify and read educational and training needs in different contexts;
- Design and coordinate responses to needs, using and enhancing the power of the arts;
- Know how to apply acquired knowledge to design, implement and evaluate educational activities in cultural and artistic contexts.

c) independent judgment:

- Develop original reflections and projects in response to the needs of work contexts;
- Promote innovative research based on the synergy between educational and artistic skills.

d) communication skills:

- Knowing how to use artistic-expressive languages as fundamental communications media.

e) learning skills:

- Ability to use personal methods of self-advocacy and tools to support one's professional growth;
- Reflective and metacognitive skills to monitor the suitability of one's knowledge and skills and identify any areas that need further study.

The acquisition of the expected learning outcomes is supported through the solicitation of reflection from the discussion of content, experiences, contexts and materials, as well as through the proposal of opportunities for observation, research and documentation.

Methodologies

The course is divided into moments of theoretical framing and synthesis, presentation and discussion of experiences in children's educational services, and individual and group activation. As such, active and critical participation is required of attending students, which will be favoured in any case for everyone through the lessons organised in blended learning mode and the materials made available on the platform.

More precisely, the hours of teaching activities are indicatively organised 30% as lecture and 70% as interactive teaching (classroom discussions, case presentations, group work, exercises, etc.).

About 40% of the teaching activity, corresponding to approximately 7 lectures, will take place remotely, through e-tivity aimed at promoting participation and active learning, both individual and group, in asynchronous mode. The e-tivity will take different forms: recorded lessons, reading and work materials, exercises, co-constructed pages, forums, “after-hours” meetings...

The course is held in Italian.

Online and offline teaching materials

Brief summaries of the issues discussed and pointed out materials, links, articles and videos of interest will be offered during the course through the platform.

Programme and references

The bibliography consists of the following texts:
Guerra M. (2019), *Le più piccole cose. L’esplorazione come esperienza educativa*, FrancoAngeli, Milano.

A text to be chosen from:
Sharot T., Sunstein C. R. (2024), *Guardate meglio. Perché l'abitudine ci rende ciechi*, Cortina, Milano.
Tishman S. (2018), *Slow Looking. The Art and Practice of Learning Through Observation*, Routledge, New York.

A text to be chosen from:
Kent C., Steward J. (2008), *Learning by Heart: Teachings to Free the Creative Spirit*, Allworth Press, New York.
Walker R. (2019), *L’arte di vedere le cose intorno a noi*, De Agostini, Milano, 2019.

ERASMUS STUDENTS
Students from foreign universities can contact the lecturer to arrange program and bibliography in English.

Assessment methods

The course includes a final exam, which consists of an oral examination based on a previously assigned project agreed with the teacher according to the student's interests and preferred areas, which can be developed in two ways.

1. Analysis of the experiences carried out during the course, in the classroom and/or at a distance, starting from the proposals presented in e-learning. This work involves experimenting and documenting in progress, to be analyzed and discussed in relation to the exam bibliography. For this test it is necessary to have carried out some experiments (at least 10 are suggested) among those made available in the classroom and/or on the e-learning platform, according to the methods indicated.

2. Analysis of an experience among the methodologies presented, in the classroom and/or at a distance, but also in the bibliography, carried out independently at one's own pace. This work involves the planning, experimenting and documenting of the experience, to be analyzed in relation to the exam bibliography and the course materials made available on the platform. For this exam, it is suggested that you consult the texts in the bibliography and on the e-learning platform, to begin to develop an interest and, subsequently, write to the teacher with your hypothesis and, if useful, arrange a brief meeting to discuss it.

The work can be individual or group depending on the experience developed.
The way in which the experience is documented and the design of the overall work is at the discretion of each student.

The paper must be uploaded in the dedicated e-learning folder at least 15 days before the call you intend to attend. Before uploading, you must name the files with your surname and first name, numbering them if there are more than one. E.g.: Guerra Monica 1-2 (first of two), and reduce the weight of the images in order to avoid excessively heavy documents.

The oral exam will open with a discussion about the work and will ascertain the knowledge of the topics and the ability to critically use the acquired knowledge, also referring to experiences, situations, examples discussed in class or belonging to the students' educational and/or professional experience.
During the interview, the following will be assessed with appropriate requests for further study and, for those who took part in the lessons, through references to the lived experience during the course:

- students' acquired knowledge;
- the critical and reflective argumentation skills around the themes and issues covered;
- the ability to develop an independent discourse on the topics explored;
- the expressive skills: the adequacy of the language used and the ability to return one's "educational gain";
- the ability to reread situations and experiences by reading them through the lens of the perspectives and tools used;
- the ability to connect what they have learned with their own personal, internship and possibly professional experience, identifying and critically analyzing the educational models implemented.

Students with a PUOI are invited to write to the professor in advance to agree on the most coherent examination mode.

Office hours

By appointment, to be arranged by e-mail with the lecturer.

Programme validity

The programme is valid for two academic years.

Course tutors and assistants

Course tutors:
Dr. Letizia Luini
Dr. Angela Rinaldi
Dr. Francesca Rota
Dr. Angela Sangalli

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS | PARTNERSHIPS FOR THE GOALS