UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

# Pedagogy of Social Inclusion

**2526-3-E1901R113**

## Course title

***Inclusive education and responsibility***

## Topics and course structure

The course explores the categories, the instruments and the methodologies of a pedagogy of social inclusion. Briefly speaking, pedagogy of social inclusion is an educational reflection that questions the concept of “social inclusion” and “inclusive practices”. The course critically deals also with the design, the implementation and the evaluation of inclusive contexts aimed at developing educational processes.
The first part of the course will cover the theoretical-methodological foundations of Inclusion Pedagogy, while the second part of the course will explore some specific perspectives and issues.

## Objectives

The main teaching goals concern both the development of the capacity for reflection, critical analysis, pedagogical and socio-cultural understanding of the processes and practices of social inclusion and exclusion, and the construction of knowledge and skills relating to the fundamental methodological aspects of designing and evaluating educational contexts and experiences from an inclusive perspective.

In particular, this course is intended to support the following learning:

*1. Knowledge and understanding*
– Develop a critical and articulate knowledge of the cultural, social and educational dynamics that produce social inclusion and exclusion;

– To gaine knowledge about theoretical and methodological approaches of educational-inclusive intervention in different situations of exclusion and social marginalization.*

*2. Applying knowledge and understanding*
– Apply knowledge and skills to address educational and social exclusion issues in concrete contexts, connecting theory and practice;
– Design and evaluate educational contexts and experiences from an inclusive perspective.

*3. Making judgements*
– Develop analytical and critical thinking skills in educational situations, assuming reflexive ethical and epistemological positions characterised by professional responsibility.

*4. Communication skills*
– Development of the ability to effectively communicate the logics and criteria of educational-inclusive interventions in socially marginalized situations both to professional partners in the educational and organizational sphere (educators, managers, clients, administrators, coordinators, consultants, supervisors, psychologists, social workers, and social and healthcare workers, etc.) and to non-professional partners (service beneficiaries, families, widespread society);
– Knowledge and use of languages and vocabulary specific to social inclusion pedagogy as training, relation and communication tools in different contexts.

*5. Learning skills*
– Ability to rework and organize knowledge;
– Ability to identify methods and tools to support one's own and others' personal and professional growth.

## Methodologies

The language of the course is Italian.

Orientatively, all the activities planned in the 56 hours are carried out in presence.

Each lesson includes a part of Didactics Erogative (theoretical explanation, conceptual deepening) and a part of Didactics Interactive (dialogic exchanges, activities supervised by the teacher, such as individual exercises, group work, case work, projects, role playing) with an overall distribution that can be roughly estimated with 60% DE and 40% DI.

## Online and offline teaching materials

Teaching materials (slides, videotaped lectures, paper, etc.) used in the course, if possible, will be made available on the course e-learning page.

## Programme and references

**PROGRAMME**

**Course topic 2025-2026: *Inclusive education and responsibility***.

The contemporary world is marked by the growth of inequality, old and new forms of exclusion, injustice and exploitation of the living, and the increasingly intense intertwining of eco-climatic crisis and social distress. At the same time it is characterized by unprecedented hopes, desires and potentialities. This complex scenario demands responsibility-oriented relationships, interventions and pedagogical discourses. In the course of this year, we will therefore ask ourselves about the question of responsibility, reading it in the context of inclusive education. What is meant by “responsibility”? How to think and practice responsibility in relation to multiple othernesses? What does it mean for educational professionals to be or become accountable in relation to educational and inclusive contexts, practices, and processes? To whom and/or for what are educators accountable? To whom and/or to what are educators accountable?

**REFERENCES** (for all)

1. Ferrante A., Gambacorti-Passerini M.B., Palmieri C. (eds.) (2020), *L’educazione e i margini. Temi, esperienze e prospettive per una pedagogia dell’inclusione sociale*, Guerini e Associati, Milano.
2. Biesta G.J.J. (2023), *Oltre l’apprendimento. Un’educazione democratica per umanità future*, FrancoAngeli, Milano (traduzione di C. Montà).
3. One text of your choice:

- Bianchi L. e D'Antone A. (2024), *Oltre l'inclusione. Pedagogia critica, tokenismo e decolonizzazione nei contesti educativi*, Schole' Morcelliana, Brescia.
- Schianchi M. (ed.) (2024),* Le contraddizioni dell’inclusione. Il lavoro socio-educativo nei servizi per la disabilità tra criticità e prospettive*, Mimesis, Milano-Udine.

4. One text of your choice:

- Borelli C. (2024), *In cammino con adolescenti “difficili”*, FrancoAngeli, Milano (available as open access).
- Marcialis P. (2020), *Home sweet home. Un quadro pedagogico sulle pratiche abitative contemporanee delle persone con disabilità*, FrancoAngeli, Milano.
- Riva C. e Rossoni E. (eds.) (2022), *La ludotecnica inclusiva. Giocare con i bambini con disabilità come metodologia educativa*, FrancoAngeli, Milano.

OPTIONAL text
To delve deeper into the topics covered in the second part of the course from a philosophical perspective, we also suggest reading the following text (it is not mandatory to study it for the exam): Vergani M. (2015), *Responsabilità. Rispondere di sé, rispondere all'altro*, Raffaello Cortina, Milano.

**ERASMUS STUDENTS**

Erasmus students should contact the teacher in order to arrange the program and the references.

## Assessment methods

There are no midterm tests. **Only the final test is provided.**
Assessment will take the form of an **oral examination**.

The choice of the oral colloquium as the mode of examination is consistent with the objectives of the teaching, as it allows through a dialogic communicative situation to interact with the student to assess his or her ability to critically understand course topics, to analyze and to connect theory and practice.

**There are two possible examination modes**.
Each student may freely choose which mode he/she prefers to take the examination in.
(1) The first mode of examination ascertains through questions the knowledge of the texts and the ability to develop

a reflective, analytical and critical argumentation around the conceptual cores that the texts emphasise, connecting what has been learnt from the study with socio-educational contexts and possibly with one's own personal, traineeship or professional experience.
(2) The second mode of examination requires the student to autonomously prepare a speech lasting a minimum of 10 minutes and a maximum of 15 minutes, exploring in depth one or more of the topics covered in the course programme. In the speech, the student must make explicit and precise reference to the concepts, authors and theories contained in the texts indicated in the examination bibliography and to at least one of the exercises proposed during the course (all the exercises are in the slides and other educational materials available on the e-learning page of the course). At the end of the speech, the student may be asked some follow-up questions relating to their knowledge of the texts and topics covered in the course. In the exam, it is possible to bring a "mediator" to refer to when formulating one's speech (artefact, slides, image, object, conceptual map, piece of music, literary or poetic text, etc.).

**Evaluation criteria**:
– Ability to organise and expound the knowledge acquired through the training provided, the teaching material made available on the e-learning platform of the course and the study of the texts in the syllabus;
– Ability to argue reflectively, analytically, critically and independently about knowledge related to the topics covered in the course;
– Ability to connect theory and practice and to identify relevant links between texts and course topics;
– Correctness of exposition and mastery of discipline-specific vocabulary.

The evaluation will be in thirtieths, based on the following grading scale:

**1. Not sufficient (0-17)**
Insufficient preparation on the main topics in the syllabus and bibliography of the course; very limited ability to argue, analyse and critically elaborate; insufficient ability to connect theory and practice and to make relevant connections between the texts and topics of the course; incorrect expository competence and discipline-specific vocabulary.

**2. Sufficient - More than sufficient (18-23)**
Generic and in some respects uncertain or deficient preparation on several topics in the syllabus and in the bibliography of the course ; limited and not very autonomous skills of argumentation, analysis and critical elaboration at times; difficulty in connecting theory and practice and in identifying relevant links between the texts and topics of the course ; partially correct expository competence and specific vocabulary of the discipline .

**3. Discrete (24-27)**
Adequate preparation on the main topics in the syllabus and bibliography of the course , but not very thorough on some more specific topics; ability to argumentation, analysis and critical elaboration present, but not always punctual and autonomous; discrete ability to connect theory and practice and to identify relevant connections between the texts and topics of the course; expository competence and specific vocabulary of the discipline mostly correct.

**4. Good - Excellent (28-30/30L)**
Comprehensive and thorough preparation on the topics in the syllabus and bibliography of the course; ability to articulate and autonomous argumentation, analysis and critical elaboration; good/very good ability to connect theory and practice and to identify relevant links between the texts and themes of the course; good/very good expository ability and mastery of the vocabulary of the discipline.

## Office hours

On date. Writing to: alessandro.ferrante@unimib.it
It is possible to request an interview remotely (https://unimib.webex.com/meet/alessandro.ferrante), or in person

(Room 4146, Building U6-Agorá, 4th floor).

## Programme validity

The program lasts two academic years.

## Course tutors and assistants

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## Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS