UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Gender Pedagogy

2526-3-E1901R151

Course title

Gender Pedagogy

Topics and course structure

As a historically situated social construct, gender represents a dimension that pedagogy has learned to recognise as essential in its dual role as a *category of analysis* and an *object of educational intervention*.
Through a course that will explore the history and evolution of **Gender Pedagogy** and relevant feminisms, the teaching will accompany the acquisition of *knowledge, tools and critical-reflective guidelines* on the relationship between gender and education. The skills acquired will prepare students for the pedagogical investigation of *gender social education experiences* and the identification and analysis of problems, needs and educational questions significantly related to gender; an essential requirement for the *design, implementation and evaluation* of *gender-sensitive* socio-educational interventions and services, as well as for the design and evaluation of educational interventions that make *gender* and *gender education* specific objects of intervention.
The part of the course dedicated to the fundamentals of the subject will be intertwined with *in-depth studies* on specific perspectives and themes.

Objectives

The main **objectives** of the course concern the ability to read pedagogically, with critical and reflective competence, the *current gender order* in its multiple connections with educational experiences and scenarios – intentional and unintentional – in order to acquire and consolidate knowledge and skills to analyse, design, implement and evaluate educational contexts and experiences, taking a *gender-sensitive* perspective.

In particular, the course aims to promote the following **learning outcomes**:

Knowledge and understanding

- a. Acquire knowledge of the fundamentals of gender pedagogy;
- b. Acquire knowledge of the evolution and developments of Gender Pedagogy, with reference to feminism and gender studies;
- c. Develop an understanding of gender as an analytical category necessary for investigating the relationship between gender and education.

Applied knowledge and understanding

- a. Apply the knowledge acquired to explore and investigate gender social education experiences pedagogically, identifying and/or bringing to light problems and needs and welcoming and stimulating educational questions;
- b. Analyse, design and evaluate gender-sensitive socio-educational interventions and services;
- c. Design and evaluate interventions that include gender education among their objectives.

Autonomy of judgement

- Acquire and consolidate analytical and critical thinking skills in the pedagogical reading of the peculiarities of the gender order of contemporary Western society, with particular regard to the dimensions of inequality and violence it contains and the connections between this order and intentional educational contexts, in order to be able to take reflective ethical and epistemological positions characterised by professional responsibility.

Communication skills

- a. Develop the ability to effectively communicate the logic and criteria of gender-sensitive educational interventions and those specifically dedicated to gender issues to professionals in the field of education and to the various other professionals involved in the financing, implementation, coordination and evaluation of such interventions, as well as to users, institutions and the community;
- b. Know and be able to use specific language and vocabulary of gender pedagogy as tools for training, relationships and communication in different contexts.

Learning skills

- a. Ability to rework and organise acquired knowledge;
- b. Ability to identify methods and tools to support one's own and others' personal and professional growth.

Methodologies

The language used in the classroom for teaching Gender Pedagogy is **Italian**.
As a general rule, all training activities included in the 42 hours are carried out **in person**.

The course mainly consists of **lectures**, with participatory lectures that encourage dialogue and classroom discussion on the topics introduced and covered.
The course also includes **interactive teaching**, with lectures that include contributions from students, presentations by experts, in-depth analysis and group work.

It is possible to participate in *workshops* promoted within the course, aimed at providing an opportunity for in-depth study and research in small groups on some of the topics covered in class. These additional activities *are not*

compulsory.
The overall distribution of teaching can therefore be estimated at approximately 70% DE and 30% DI.

Online and offline teaching materials

The teaching materials used in the course (slides, videos, texts and additional materials, etc.), where possible, will be made available on the **e-learning page for the course**.
To receive notifications and access the materials, please note that **enrolment in the course** on the Moodle platform is essential.

Programme and references

PROGRAMME

Course topic for 2025-2026: In the past as in the present day, alongside other forms of oppression, **gender** plays a role in the transmission and reproduction of *constraints, inequalities and violence*, generating problems, needs and educational questions.
During the course, we will pedagogically investigate the “gender issues” that our times pose for professionalism and educational work, with a view to developing skills for the pedagogical analysis of gender social education, i.e. those experiences – informal, unintentional and extra-institutional – that contribute to the formation and growth of individuals and groups in relation to perceived and/or attributed gender characteristics.
By focusing on some of the *challenges* currently associated with the relationship between gender and education, the course will help to shed light on the possibilities and necessity of a *gender-sensitive analytical and planning pedagogical approach*.

**BIBLIOGRAPHY **
REQUIRED TEXTS AND FILMS:

1. Irene Biemmi and Barbara Mapelli (2023), *Pedagogia di genere. Educare ed educarsi a vivere in un mondo sessuato* (Gender Pedagogy: Educating and Educating Ourselves to Live in a Gendered World), Mondadori, Milan, pp. 210, €22.00.
2. Lisa Brambilla (2016), *Becoming Women. Social Gender Education*, Ets, Pisa, pp. 210, €20.00.
3. Elena Gianini Belotti (2023), *On the Side of Girls (1973),* Feltrinelli, Milan 1973, pp. 192, €15.00.
4. Raewyn Connell (2011), *Questioni di genere. Seconda Edizione*, Il Mulino, Bologna, pp. 280, € 24,00.
   Viewing, analysis and critical commentary on the film
5. *Close*, directed by Lukas Dhont, Belgium, France, Netherlands, 2022.

ERASMUS STUDENTS
Students from foreign universities are kindly requested to contact the lecturer to agree on the programme and bibliography.

Assessment methods

There will be **only a final exam**, with no intermediate tests.

The exam consists of an **oral interview**. The choice of an oral interview as the exam method is consistent with the

course objectives, as it allows for interaction with the student through dialogue, enabling the assessment of their critical understanding and ability to rework course topics, pedagogical analysis, and connection between theory and practice.
The examination method requires that, when presenting their speech and answering questions, students make explicit and precise reference to concepts, theories, authors and authors present in the texts indicated in the bibliography and in the film included in the programme, which must be understood and critically reworked.

If students have actively participated in the supplementary activities provided by the course (non-compulsory activities), they may make explicit reference to them.

Assessment criteria:

- Ability to organise and present the knowledge acquired through the training course, the teaching materials made available on the e-learning platform and the study of the texts included in the programme;
- Ability to discuss the topics covered in the course in a reflective, analytical, critical and independent manner;
- Ability to connect theory and practice and identify relevant links between the texts and the topics covered in the course;
- Accuracy of presentation and mastery of the specific vocabulary of the discipline.

The **assessment** will be graded on a scale of 30, based on the following scale:
1. Unsatisfactory (0-17)

Insufficient preparation on the main topics covered in the course programme and bibliography; very limited and poorly independent ability to argue, analyse and critically elaborate; insufficient ability to connect theory and practice and to identify relevant links between the texts and topics of the course; incorrect presentation skills and specific vocabulary of the discipline.

2. Sufficient - More than sufficient (18-23)
General preparation and, in some respects, uncertain or incomplete on various topics covered in the course programme and bibliography; limited and poorly independent ability to argue, analyse and critically evaluate; difficulty in connecting theory and practice and in identifying relevant links between the texts and topics covered in the course; partially correct presentation skills and specific vocabulary for the discipline.

3. Fair (24-27)
Adequate preparation on the main topics covered in the course programme and bibliography, but lacking depth on some more specific topics; ability to argue, analyse and critically evaluate present, but not always accurate and independent; fair ability to connect theory and practice and identify relevant links between the texts and topics covered in the course; presentation skills and subject-specific vocabulary mostly correct.

4. Good - Excellent (28-30/30L)
Exhaustive and in-depth preparation on the topics covered in the course programme and bibliography; ability to argue, analyse and critically evaluate in a structured and independent manner; good/excellent ability to connect theory and practice and identify relevant links between the texts and topics covered in the course; good/excellent presentation skills and mastery of the specific vocabulary of the discipline.

Office hours

By appointment, writing to **lisa.brambilla@unimib.it**
You can request a remote interview (https://unimib.webex.com/meet/lisa.brambilla) or an in-person interview (Room 4101, Building U6-Agorà, 4th floor).

Programme validity

The programmes are valid for two academic years.

Course tutors and assistants

Tutor:

- Barbara Barbato barbara.barbato@unimib.it

Cultrici e cultore della materia:

- Sonia Desirée Bella sonia.bella@unimib.it
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Sustainable Development Goals

GENDER EQUALITY | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS