UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

# Pedagogy of Embodied Expressiveness

**2526-2-F5702R016**

## Course title

Adventures of the pedagogical body

## Topics and course structure

The course aims to study, explore and reflect on the body dimension and its multiple potential in relation to pedagogical knowledge, aesthetic and expressive experience and the educational processes in which it is implicated.
The centrality of the corporeal dimension is now consolidated in multiple fields of scientific research that aim to study cognitive, expressive and affective processes in an integrated manner.
The body is a support, a ‘matter’ on which the experience of the subject as well as the intersubjective experience is inscribed; the body is a relationship on which instances of power and knowledge insist, with respect to which the human sciences and pedagogy have generated devices that shape and transform experience, individual, social, collective, material, imaginary. The body is the radiating centre of the subject's relationship with expression, conscious and unconscious, caught between what is language and what is (still) not, which is ‘without expression’ and which nevertheless emerges and takes shape.
The course will examine the adventures of corporeity observed from the perspective of educational processes, care and training practices in relation to which the artistic language professional is faced with design and expressive challenges involving the development of self and others, the performative dimension of the self, the staging of subjectivity, between expression and identity, and the theatrical experience as a structural metaphor for pedagogical experience.
During each lesson there will be frontal teaching (delivery) and immersive teaching (interactive) activities such as exercises, viewing experiences, listening to expressive material relating to aesthetic experience, and meetings with scholars and researchers working, in various capacities, on some of the topics that will be addressed during the course.

## Objectives

The course aims to explore and reflect on the pedagogical dimension of bodily expressiveness in different training and educational contexts, in relation to all types of users.
This course is intended to develop the following learning in terms of knowledge and skills:
Understanding and mastering artistic expressive, performative and participatory-based languages in the context of educational professionalism;
Identifying and reading educational and training needs in different contexts;
Designing and coordinating responses to needs, using and enhancing the potential of the arts with particular attention to the body, expressive and performative dimension;
Being able to apply acquired knowledge to design, implement and evaluate training activities in cultural and artistic contexts that enhance the expressive possibilities of the subjects involved;
Reflective and metacognitive skills to monitor the adequacy of one's knowledge and skills and to identify any areas that need further study.
This teaching aims to develop the following learning in terms of the application of knowledge and understanding:
Apply knowledge and skills to solve problems in both concrete contexts and unforeseen situations, demonstrating an understanding of the relationships between theory and practice;
Identifying and reading educational and training needs in different contexts;
Designing and coordinating responses to needs, using and enhancing the potential of the arts;
To be able to apply acquired knowledge to design, implement and evaluate educational activities in cultural and artistic contexts.

## Methodologies

The course will be held in italian.
The course includes delivery didactic activities such as moments of frontal lectures and interactive didactic activities such as moments of participatory lectures, exercises with artistic material. The
work with artistic material is aimed at developing the capacity for observation, interpretation and critical sense, in order to promote reflexivity in lifelong learning contexts.
During the classroom work, activities involving the simulation of significant situations, dialogue, discussion, activation of individual and small-group reflexivity paths and small-group exercises will be used to promote expressive, planning and problem-solving skills.
Guest speakers from the artistic and pedagogical world are also scheduled.
Each lesson includes interactive moments in large and small groups, individual work in the classroom and delivery moments.
Shared documentation tools of the course will be used.

## Online and offline teaching materials

Materials, resources and tools are provided on the course's e-learning platform. Attendees and non-attendees are advised to register for in-depth material.

## Programme and references

Ivano Gamelli (a cura di), Di che corpo parliamo?, Franco Angeli, Milano 2012
Francesco Cappa, Formazione come teatro, Raffaello Cortina, Milano 2016

Jacques Lecoq, Il corpo poetico. Un insegnamento della creazione teatrale, Controfibra, Milano 2016
G. Scabia, Forse un drago nascerà. Un’avventura pedagogica di teatro con i ragazzi, Babalibri, Milano 2022.
F. Cappa (a cura di), Il corpo come oggetto pedagogico, Franco Angeli, Milano 2025

## Assessment methods

The oral examination may be conducted in Italian or English and consists of an oral interview aimed at demonstrating competence in reworking and critically traversing the topics encountered in all the texts in the bibliography.
The examination is oral only due to the nature of the topics covered and to allow for an in-depth dialogue on the activities carried out during the course also in relation to the perceived and experienced training effects.
The questions cover
topics covered in class (only for those attending);
reworking of the exercises carried out during the course (for those attending the course only);
volumes brought to the examination.
During the test, the following will be assessed
the level of knowledge of the theory and models (Knowledge);
the ability to exemplify concepts (Understanding);
the ability to use and apply (Applied knowledge and understanding);
the adequacy of language.

Assessment will be based on the Dublin Descriptors: the level bands are as follows

1. Low level (0-17/30): Not sufficient
   Knowledge and Comprehension: The student shows limited and fragmentary knowledge of the texts and topics covered, with misunderstandings of the texts proposed.
   Ability to Apply Knowledge: He/she is not able to verify on the texts the general considerations reading effects of the authors examined; he/she is very partially able to synthesise the contents of the texts presented, he/she is not able to contextualise and compare them.
   Autonomy of Judgement: lacks critical capacity and autonomy of judgement; depends exclusively on information provided by the teacher or the critical bibliography.
   Communication skills: has a stunted, approximate, stereotyped oral expression; shows little command of discipline-specific language.
   Learning abilities: has a limited ability to re-elaborate knowledge and link it to her own experience as a reader in the perspective of a more articulate ductility in the face of different educational situations.

2. Average level (18-24/30): Sufficient - Good
   Knowledge and comprehension: The student shows a general knowledge of the texts and topics addressed, although with some gaps, imprecision on specific but not essential aspects, or some misunderstandings in the analysis of the texts.
   Ability to Apply Knowledge: He/she is able, albeit with some difficulty, to verify on the texts the general considerations, reading effects of the authors examined, at the teachers' prompting; he/she is able to summarise the texts presented in a discrete manner, to interpret, contextualise and compare them correctly.
   Autonomy of judgement: shows partial autonomy in formulating critical evaluations, often limited to the reiteration of others' judgements.
   Communication skills: has a clear and sufficiently precise expression, a fair command of the specific language of the discipline. Is aware of the need to use different linguistic registers according to communicative situations.
   Learning ability: has a discrete ability to rework knowledge and link it to one's own experience as a reader in the perspective of a more arcticolate adaptability to different educational situations.

3. High level (25-30/30): Distinguished - Excellent

Knowledge and comprehension: The student demonstrates thorough and solid knowledge of the texts and topics covered; understands and analyses the proposed texts without uncertainty.
Ability to Apply Knowledge: The student is able to identify in the texts, with confidence and effective personal observations, the general considerations, reading effects of the authors examined; with adequate argumentative property he/she is able to analyse, synthesise, interpret, contextualise and compare the texts presented, also making use of interdisciplinary links.
Autonomy of Judgement: demonstrates excellent critical ability, autonomy of judgement, originality in the analysis and interpretation of texts.
Communication skills: has clear, rigorous, fluent and appropriate expression. Is fully aware of the need to use different linguistic registers according to communicative situations.
Learning skills: they show excellent/excellent autonomous learning skills, they can effectively rework knowledge and link it to their own experience as reader in the face of different educational situations.

Students are reminded that:

- all the texts in the syllabus must be read and studied in full
- a hard copy or ebook of the texts in the syllabus must be presented at the oral interview

NB: Students with PUOI must email the document to the lecturer before the exam. In addition to accepting requests certified by the PUOI, the lecturer is available for any clarification on the topics of the lessons by appointment in person or remotely.

## Office hours

By appointment at francesco.cappa@unimib.it

## Programme validity

Two years

## Course tutors and assistants

Marta Soffientini
Alessandra Tommasi
Andrea Bucchi
Elisa Casati
Elena Mauri
Isabella Russo
Cristina Negro
Elisa Castagna
Vincenzo Culotta

## Sustainable Development Goals

QUALITY EDUCATION