UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Filosofia dell'Educazione

2526-1-E1902R006

Course title

Philosophy of Education as a Practice of Thoughtful Living
The Questions of Doubt, the Knowledges of Gesture, the Enchantment of Our Discourses

Topics and course structure

The course is about the reconstruction of the idea of relationship as an educational experience refererring to the history of educational ideas and ideologies, studying the major figures who have marked the history of thought, through the practices that have contributed to innovate definitions of education and its changing and representations The course investigates the emotional acting

Objectives

To guide students in developing critical and reflexive thinking, promoting awareness of the main philosophical currents that have provided important references for the study of education.

Learning Outcomes
By the end of the course, students will be able to:

1. Knowledge and Understanding
   – Develop a critical and nuanced understanding of the cultural, symbolic, and educational dynamics through which human experience is shaped, expressed, and interpreted.
   – Acquire theoretical foundations for engaging with educational processes as aesthetic-linguistic events, where knowledge is not only transmitted but lived, embodied, and transformed through signs, gestures, and

discourse.

2. Applied Knowledge and Understanding
   – Apply philosophical and pedagogical concepts to real educational contexts, interpreting them as spaces of symbolic interaction, affective resonance, and experiential meaning.
   – Design and assess educational practices as forms of living thought, grounded in dialogue, sensibility, and the transformative potential of language.

3. Critical Thinking and Ethical Judgment
   – Cultivate reflective and critical thinking in relation to educational experiences, informed by philosophical inquiry into the nature of language, gesture, and imagination.
   – Develop the capacity to take thoughtful ethical and epistemological positions, rooted in the responsibility of speaking, listening, and responding within shared symbolic worlds.

4. Communication Skills
   – Communicate educational insights clearly and meaningfully, recognizing speech and writing as aesthetic and ethical gestures, not merely functional tools.
   – Employ the language and concepts of philosophy of education with precision and creativity, engaging diverse audiences—academic, professional, and public—with sensitivity to the poetic and relational power of discourse.

5. Learning to Learn / Personal and Professional Growth
   – Deepen the ability to learn through reflection, interpretation, and creative reworking of experience, understanding learning as a transformative process involving body, memory, and thought.
   – Identify and integrate conceptual and methodological tools that support one's own and others' personal, philosophical, and educational development.

Methodologies

Language of Instruction: Italian

Teaching Methodology:
The course will be held in person, alternating and interweaving moments of lecture-based teaching with interactive activities (50% lecture, 50% interactive), employing a range of methods aligned with the following differentiated approaches:

Participatory lectures
Collective reflection and writing exercises
Seminars and conferences
Guest lectures by experts
Analysis of literary, artistic, and cinematic texts
Practical exercises
Group-based in-depth explorations
Due to the specific nature of the course—which evolves in response to participant interaction and group dynamics, as well as potential contextual contingencies—up to three asynchronous online sessions may be scheduled, as a complement to the main structure and distribution of in-person teaching.

Online and offline teaching materials

Students are kindly invited to register for the course via the e-learning platform (Moodle) in order not to miss any lectures, announcements, or course materials. These materials may include supplementary readings, guidelines, and suggestions to support individual study and reflection.

Programme and references

Bibliographical references in other languages (english, portuguese, spanish) will be arranged during specific conversations between visiting students and teacher

Important: Students are strongly advised to wait for the instructor’s clarifications regarding the reading materials. Appropriate instructions will be provided during the first days of class.

Reading List:

E. Mancino, A perdita d’occhio. Riposare lo sguardo per una pedagogia del senso sospeso, Mursia
or
E. Mancino, G. Zapelli, Cambiamenti incantevoli. Bellezza e possibilità di apprendimento, Cortina
Additional required readings:

E. Mancino, Il filo nascosto. Gli abiti come parole del nostro discorso col mondo, Franco Angeli, Milano, 2021
I. Calvino, Palomar
One of the following texts (student's choice):
M. Aurelius, Meditations (any edition)
M. Foucault, The Order of Discourse (any edition) – only the sections related to the sequences of signs and the slides presented during the lecture on discourse
E. Mancino, Il segreto all'opera. Pratiche di riguardo per un’educazione del silenzio, Mimesis
M. Zambrano, Filosofia e poesia (first three parts, any edition)
Additional texts may be selected in agreement with the instructor and students.

For those who prefer, the reading of Foucault may be replaced with selected parts—indicated and suggested by the instructor—of the volume: Educazione e neoliberismi. Idee, critiche e pratiche per una comune umanità, Metis, 2022.

In any case, the theoretical path of the course will unfold lesson by lesson through discussions, dialogues, and examples shared between students, the instructor, and course collaborators.

Students are also welcome to propose alternative texts (in relation to the "one of your choice" readings), which will be considered and discussed collectively with the instructor and collaborators.

Assessment methods

The final examination can also be discussed in English, Spanish and Portuguese after a necessary agreement about bibliography

Assessment Criteria – Philosophy of Education: Aesthetic and Linguistic Experience

1. Not sufficient (0–17)

The student demonstrates inadequate understanding of the core themes discussed in the course and in the

assigned texts.
There is a lack of autonomy in reasoning, and a significant difficulty in engaging critically with concepts, discourses, and experiences.
Connections between theory and practice, as well as between different authors and philosophical questions, are weak or absent.
Expository skills and use of disciplinary language are inaccurate and superficial, revealing a disengagement from the symbolic and experiential dimension of educational discourse.

2. Sufficient – Fair (18–23)

The student shows a basic and partial understanding of the main topics, though with uncertainties or gaps in key areas.
There is limited critical engagement and an emerging, but still uncertain, capacity to reflect autonomously.
The ability to interrelate theoretical insights with educational experience is present but not well-developed.
The use of language is generally appropriate, though not always coherent with the conceptual and symbolic vocabulary proper to the philosophy of education.

3. Good (24–27)

The student presents a solid and reasonably complete grasp of the course content, with some areas explored more superficially.
There is evidence of independent thinking, the ability to interpret texts thoughtfully, and to engage in philosophical reflection with a fair degree of accuracy.
Connections between concepts, practices, and texts are adequate, with a developing sensibility for the aesthetic and linguistic nature of educational experience.
Expression is clear and mostly accurate, and the student demonstrates a functional use of the specific language of the discipline.

4. Very Good – Excellent (28–30 with distinction)

The student demonstrates comprehensive and deep understanding of all course topics and texts.
Argumentation is articulate, critical, and autonomous, with original insights and the ability to engage in philosophical dialogue rooted in reflective and symbolic experience.
Connections between theoretical perspectives and educational realities are well-developed and meaningful, showing the student's capacity to inhabit and reinterpret the language of the discipline.
The use of disciplinary vocabulary is precise, expressive, and conceptually rich, reflecting an authentic engagement with the aesthetic and dialogical nature of educational philosophy.

Office hours

Office hours should be scheduled in agreement with the instructor and course collaborators.

Programme validity

2yrs

Course tutors and assistants

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION