UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia dell'Ambiente

2627-3-E1901R150

Course title

Fostering ecological relationships through environmental education.

Topics and course structure

From a peculiar pedagogical perspective, the course aims to propose a critical reflection on environmental education.
Through an approach that brings theory and practice into constant dialogue, an analysis of the different meanings and ideas associated with categories such as environment and nature is proposed. Moreover, different methods, tools and theoretical perspectives are presented in order to deepen the articulated field of interest of education with regards to environmental issues.

The course will address, among others, the following **topics**:

- From environmental education to education for sustainability
- Educational design and the heterogeneous approaces of *outdoor* education
- Exploration as an educational experience in relation to the environment
- The dimension of risk in outdoor education experiences
- Education for biodiversity as a privileged field of ecological education
- The environmental issue in relation to inequalities
- The scalar dimension in environmental issues between local contexts and global connections

The course language is Italian.

Objectives

The course aims primarily to support the ability to problematise educational situations and events related to environmental pedagogy and to analyse them in depth, in order to develop awareness and useful tools for renewing educational practices.

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

Knowledge and understanding

- Acquisition and understanding of theories, concepts and approaches to environmental pedagogy
- Knowledge and familiarity with the use of tools and methods characteristic of environmental pedagogy

Applied knowledge and understanding

- Ability to apply knowledge and tools in educational planning in different territorial contexts and educational services aimed at varied target groups, with particular attention to the ethical and methodological dimensions of such interventions

Autonomy of judgement

- Awareness of one's own position and individual and collective behaviour in relation to the issues raised by environmental pedagogy
- Development of a critical and reflective approach in relating the knowledge acquired during the course to educational practices

Communication skills

- Knowledge and use of the specific language and vocabulary of environmental pedagogy
- Development of the ability to communicate effectively the choices and criteria of environmental education interventions with all relevant stakeholders

Learning skills

- Ability to rework and organise knowledge
- Ability to identify methods and tools to support one's own and others' personal and professional growth

Methodologies

The course will be structured around moments of theoretical framework and synthesis, presentation and discussion of experiences, and individual and group activity.

In this sense, students are invited to participate actively and critically.

In order to ensure consistency between the theoretical perspectives proposed and the pedagogical and didactic approach fostered, the course foresees first-hand experiments in the exploration of green spaces, in urban and peri-urban contexts.
The course also foresees activities of a workshop nature: meetings to co-design and implement educational initiatives in collaboration with local realities.
There will also be opportunities to meet and discuss with colleagues from other disciplines and with professionals working in the field of environmental education.

To ensure that all the planned activities are accessible to everyone, we invite all those who need it (students with PUOI and all those who wish to share any special needs) to get in touch directly with the teachers.

More precisely, the hours of teaching activities are indicatively organised as follows: 40% of didactics delivered (lectures) and 60% of interactive didactics (class discussions, case presentations, group work, exercises...).
In addition, at least 20% of the teaching activity will be carried out at a distance through e-activities designed to encourage participation and active learning, both individual and group, in asynchronous mode.

Online and offline teaching materials

Throughout the course, the platform will be a source of brief summaries of the topics being discussed, and will be a source of links, articles and videos of interest.
Students will be asked to share material produced individually or in small groups during blended activities.

Programme and references

The **examination programme** consists of the following texts:

a. Compulsory Bibliography
Guerra M., *Nel mondo. Pagine per un'educazione aperta e all'aperto*. FrancoAngeli, Milano, 2020.
Jancovinci J.M, Blain C., *World Without End*, Penguins, 2024 (available also in other languages).

Please note: If you have difficulty reading comics, you can replace Jacovinci's text with Kolbert E., *H Is for Hope: Climate Change from A to Z*, Ten Speed Press, 2024.

b. Books of choices
Antonietti M., Bertolino F., Guerra M., Schenetti M. (a cura di), *Educazione e natura. Fondamenti, prospettive, possibilità*. FrancoAngeli, Milano, 2022.
De Vita A., *Ecopedagogia femminista. Prospettive di genere nella trasizione ecosociale*, FrancoAngeli, Milano, 2024.
Guerra M., Bertolino F., *Biografie naturali. Storie di noi, altri animali, vegetali, minerali e dintorni*. Edizioni Junior, 2025.
Kuper P., "*Insectopolis. A natural history*". WW Norton & Co, 2025.
Louv R., *L'ultimo bambino nei boschi. Salvare i nostri figli dal disturbo da deficit di natura*, Edizioni Junior-Bambini, Reggio Emilia, 2025.
Mortari L.., *Educazione ecologica*, Laterza, Bari, 2020.
Persico G., Guerra M., Galimberti A. (a cura di), *Educare per la biodiversità. Approcci, ricerche e proposte*, FrancoAngeli, Milano, 2024.
Selvaggi D., *Rachel dei pettirossi. Primavera silenziosa, Rachel Carson e un nuovo inizio per la cultura ecologica*, Pandion, Roma, 2022.

Erasmus students
Please get in touch with the professors by e-mail in order to agree on a bibliography in English.

Assessment methods

*Type of test

The examination takes place in two stages.
In the first stage, a short task will be proposed, agreed with the lecturers on the basis of student's interests and preferences, to be carried out before the examination date. Such a short paper will be accompanied in progress and, for those who wish, can be made along path.
The oral examination will consist of a critical discussion of this short piece of work and an in-depth examination of the texts in the bibliography (basic bibliography and thematic path chosen).

*Assessment criteria

- Reflexivity and ability to make a transversal analysis of the work presented in relation to personal experience and the bibliography.
- Knowledge of the content proposed in the course and in the compulsory and optional texts.
- Critical analyses of the subjects studied
- Ability to reflect on the experiences and activities proposed
- Competence in designing educational interventions to promote a positive individual-environment relationship.

Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so.

The assessment will be graded on a scale of 30, based on the following **assessment scale**:
Not sufficient: insufficient preparation on the main topics covered in the programme and in the course 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 the course topics; incorrect presentation skills and specific vocabulary of the discipline.
Sufficient (18-21/30): general preparation and, in some respects, uncertain or incomplete on various topics covered in the course programme and bibliography; limited and not very 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; only partially correct presentation skills and specific vocabulary for the discipline.
Fair (22-24/30): 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.
Good (25-27/30): comprehensive and in-depth preparation on almost all topics covered in the course programme and bibliography; generally articulate and independent ability to argue, analyse and critically evaluate; good ability to connect theory and practice and identify relevant links between the texts and topics covered in the course; good presentation skills and mastery of the specific vocabulary of the discipline.
Very good - Excellent (28-30/30): exhaustive and in-depth preparation on all topics covered in the course programme and bibliography; ability to argue, analyse and critically evaluate in a well-structured and independent manner; very good/excellent ability to connect theory and practice and to identify relevant links between the texts and topics covered in the course; very good/excellent presentation skills and complete mastery of the vocabulary specific to the discipline.

Office hours

By e-mail appointment with the lecturers.

Programme validity

The programme is valid for two academic years.

Course tutors and assistants

Dr. Letizia Luini

Sustainable Development Goals

GENDER EQUALITY | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES | RESPONSIBLE CONSUMPTION AND PRODUCTION | CLIMATE ACTION | LIFE BELOW WATER | LIFE ON LAND