UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy of Social Inclusion

2627-3-E1901R113

Course title

The Experience of Marginality

Topics and course structure

The course introduces and problematizes the theoretical paradigms, methodological perspectives, and heuristic tools specific to a pedagogical approach to social inclusion, contextualizing them within the complexities of the contemporary landscape and fostering their transdisciplinary interconnection. It offers students an educational pathway aimed at facilitating the acquisition of the core epistemological, ethical, and operational dimensions that define the scope of study and intervention within the Pedagogy of Social Inclusion. Consequently, the course promotes a twofold analytical trajectory: on the one hand, an exploration of the educational significance of inclusive concepts and practices; on the other, a critical deconstruction of inclusive education experiences across formal, non-formal, and informal contexts, with specific reference to multifaceted manifestations of exclusion, marginality, and social asymmetries. Furthermore, the course focuses on the analysis of the socio-material determinants that condition the implementation of inclusive educational processes, scrutinizing power dynamics, structural constraints, systemic contradictions, and institutional gaps within which the existential trajectories of the subjects involved take shape.
The first section of the course delineates the theoretical and epistemological prerequisites of the discipline, problematizing the dialectic between inclusion and exclusion, and reflecting on the implications of observing, designing, evaluating, and acting through an inclusive lens within socio-educational ecosystems. The second section shifts its focus toward an in-depth analysis of specific thematic nodes and emerging issues of key interest to the discipline.

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.
In order to access the materials, it is mandatory to enroll in the course e-learning page.

Programme and references

PROGRAMME

Course topic 2026-2027: ***The Experience of Marginality*

What meanings (cultural, social, political, pedagogical) can the issue of marginalization assume today, especially in relation to educational systems and practices of inclusion and exclusion? Through what processes are excluded and marginalized subjectivities constructed? What experiences of marginality thus take shape in contemporary society? What is learned through these experiences, and what alternative futures become possible if they are interpreted within a framework of critical, pedagogical, and inclusive thought? What interconnections, therefore, emerge among educational work, social inclusion, power, and marginality? Starting from these questions, this course will reflect on the experience of marginality, interpreting it within the context of the pedagogy of inclusion. The hypothesis guiding the course is that the condition of marginality does not merely refer to exclusion, inequality, injustice, and oppression, but can also be what makes it possible to imagine new worlds and challenge ordinary existential, social, and educational geographies, thereby opening up different perspectives and tracing unprecedented lines of life.

REFERENCES

The course bibliography consists of 5 texts.

1. Ferrante A., Gambacorti-Passerini M.B. e Palmieri C. (a cura di) (2020), *L'educazione e i margini. Temi, esperienze e prospettive per una pedagogia dell'inclusione sociale*, Guerini e Associati, Milano.
2. Bianchi L. e D'Antone A. (a cura di) (2026), *Pedagogia interculturale e inclusione sociale*, Scholé Morcelliana, Brescia (studiare SOLO i seguenti capitoli: 1, 4, 6, 7, 8).
3. Feder S. (2020), *Alice e le regole del bosco*, Mondadori, Milano.
   4, 5. Two texts of your choice from the following:
   Bianchi L. (a cura di) (2024), *bell hooks. Pedagogia impegnata e decoloniale*, Scholé Morcelliana, Brescia. - Borelli C. (2024), *In cammino con adolescenti "difficili"*, FrancoAngeli, Milano (il testo è disponibile online come open access).
   Marcialis P. (2020), *Home sweet home. Un quadro pedagogico sulle pratiche abitative contemporanee delle persone con disabilità*, FrancoAngeli, Milano.
   Schianchi M. (a cura di) (2024), *Le contraddizioni dell'inclusione. Il lavoro socio-educativo nei servizi per la disabilità tra criticità e prospettive*, Mimesis, Milano-Udine.
   Stillo L. (2023), *Periferie dell'esclusione. Contesti, soggettività, riflessioni in prospettiva pedagogico-sociale*, Pensa Multimedia, Lecce.
   Riva C. e Rossoni E. (a cura di) (2022), *La ludotecnica inclusiva. Giocare con i bambini con disabilità come metodologia educativa*, FrancoAngeli, 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
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.
Students will be able to take the exam in Pedagogy of Social Inclusion under the 2026–2027 curriculum after the course concludes, starting with the first exam session in June 2027.

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