UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy of Embodied Expressiveness

2627-2-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:
To acquire knowledge of training techniques mediated by artistic languages;
To acquire knowledge of expressive, performative and participatory languages for the delivery of training activities;
To acquire knowledge of the theories, methodologies, tools and procedures relating to training, management and development of human resources in the artistic and cultural sectors;
To acquire knowledge of the theories and models of training design;
Be able to apply the knowledge acquired to design, deliver and evaluate training activities in cultural and artistic contexts;
Be able to apply artistic languages in organisational contexts;
Be able to apply artistic languages in informal and non-formal educational settings;
Develop original reflections and project proposals in response to the needs of work contexts;
Promote innovative research based on the synergy between educational and artistic skills;
Foster critical and divergent thinking; analyse different professional contexts and identify their needs;
Design, implement and evaluate training initiatives using artistic languages, whilst also taking into account emerging issues of sustainability and social ethics within the contexts of intervention;
Work within multidisciplinary teams in complex professional contexts and communicate effectively with partners in the educational, organisational and artistic-cultural sectors, as well as with a wider audience;
To use artistic and expressive forms as educational tools to promote critical and divergent thinking, and as innovative means of communication;
To use personalised methods of self-promotion and tools to support one’s own professional development;
To develop reflective and metacognitive skills to assess the adequacy of one’s own knowledge and skills, and to identify any areas requiring further study.
This course aims to develop the following learning outcomes in terms of communication skills:
The ability to use artistic and expressive forms as fundamental means of communication.
This course aims to develop the following learning outcomes in terms of learning skills:
The ability to use personal methods of self-promotion and tools to support one’s professional development;
Reflective and metacognitive skills to assess the adequacy of one’s knowledge and skills and identify any areas requiring further study.

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: Insufficient
   Knowledge and Understanding: The student demonstrates limited and fragmented knowledge of the texts and topics covered, with misunderstandings of the texts provided.
   Ability to Apply Knowledge: is unable to verify, against the texts, the general observations on the effects of reading made by the authors under consideration; is only able, to a very limited extent, to summarise the contents of the texts presented, and is unable to contextualise or compare them.
   Independence of Judgement: lacks critical thinking skills and the ability to evaluate independently; relies exclusively on information provided by the lecturer or the critical bibliography.
   Communication Skills: oral expression is halting, imprecise and formulaic; demonstrates poor command of the subject-specific language.
   Learning Ability: has a limited ability to rework knowledge and link it to their own experience as a reader; demonstrates little awareness of the usefulness of literary reading as a means of self-displacement, as an opening to simulations of realities and experiences other than their own, with a view to developing a more nuanced flexibility in the face of diverse educational situations.

Translated with DeepL.com (free version)

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