Inclusive education of differences through art

Prof. Marisa Musaio

OVERVIEW

Area: Education / Psychology
Dates: 22 June – 3 July
Campus: Milan
Course number: ED/PS 350
Term: Summer 2020
Credits: 6 ECTS

COURSE DESCRIPTION

The course deals with the educational challenge of differences: difference in personal identity and promotion of potentialities of young people, differences for discomfort and frailty, intercultural difference, in order to promote and not to leave anyone behind, include each person, as the art can do.

Main topics
- Pedagogy of the person: definition and key issue
- Human identity, difference and relationship with the others
- Difference, identity of young people and promotion of potentialities
- Different forms of discomfort and prevention
- Difference and intercultural education
- Intercultural education oriented towards the construction of common spaces
- Education and arts for inclusion

PREREQUISITES

None

METHOD OF TEACHING

Lecture, in-class discussion, group work, training activities, film vision, visits in some educational institutions and social-cultural associations
LEARNING OUTCOMES
By the end of the course students are expected to be able to

1- become familiar with the notion of person and difference;
2- learn to identify different human need
3- recognize educational and planning modalities to promote an inclusive relationship with the other through sensitivity towards differences and the promotion of the arts

COURSE REQUIREMENTS
Students are expected to comply with the following requirements:

Regularly attend classes and actively participate to the discussions and debates
Study in advance the assigned course reading
Take a final written exam (test)

EVALUATION

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<tr>
<th>Component</th>
<th>Percentage of Final Grade</th>
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<tr>
<td>Class participation</td>
<td>30%</td>
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<tr>
<td>Mid – Term</td>
<td>30%</td>
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<tr>
<td>Final written exam</td>
<td>40%</td>
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READINGS

Required reading

Chapters of books, articles and working materials; lesson's slide


M. Musaio, Pedagogía de lo bello, EUNSA, Pamplona 2013.


G. Hofstede, G.J Hofstede, M. Minkov, Cultures and Organizations, MCGraw-Hill, 2010


H. Hakinen, What do we mean by culture, https://news.hofstede-insights.com
Visit: https://www.connect2us.eu/nederland/en/, a foundation that helps migrants in The Netherlands manage everyday situations

SCHEDULE

**Lesson 1: Introduction**

*Topics:*
- Presentations
- An overview about Pedagogy and education of the person
- Identity, difference and promotion of uniqueness
- The difficulty of the difference and the contradictions of our age
- Vision of the movie: “Wonder”
- Comments and discussion

**Lesson 2: Education and inclusion of every person**

*Topics:*
- The difference in children with frailty
- Inclusive education and social innovation
- Meeting with the founder of an association for care and inclusion of children with stroke
- New methods of therapy, care and educational action towards physical differences and disabilities

**Lesson 3: Education and promotion of positive difference in young people**

*Topics:*
- The difference and discomfort today in young people
- Prevention and interactions with young people, educational initiatives to redesign places
- Visit of an association for the promotion of a positive difference of young people, with a visit to a confiscated building in the center of Milan

**Lesson 4: Inclusion of differences in people with psychological suffering**

*Topics:*
- Education as work of art of themselves
- The arts for an inclusive education
- Visit to the MAPP: Museum of Art Paolo Pini, an art therapy school, with the participation of artists and work of arts produced by people with mental problems for their well-being

**Lesson 5: The difference in a multicultural context**

*Topics:*
- Definition of culture and cultural differences
- Symbols, heroes, social rituals and cultural values
- The research of Professor Geert Hofstede
- Introduction to the Six Dimensions Model

**Lesson 6: The difference in a multicultural context**

*Topics:*
- An individual survey: “The Cultural Compass”
- Overview of the main impacts of different cultural values on behaviors and relationships in a multicultural context

**Lesson 7: The difference in a multicultural context**

*Topics:*
- Focus on cultural differences and communications styles
- Focus on cultural differences and motivations in life and education
- Cultural shock, inclusion and assimilation

**Lesson 8: The difference in a multicultural context**

*Topics:*
- Subgroups exercise: “Intercultural skills and competences needed in a multicultural context”
  - Results shared in plenary – Discussion and comments
- Personal Action Plan
- The Country Clusters: most recent development of Hofstede Model

**Lesson 9: The difference in a multicultural context**

*Topics:*
- Vision of the movie “Monsiuer Lazhar”
- Comments and discussion
- Final wrap up

**Lesson 10: The difference in a multicultural context**

*Topics:*
- The concept of an Intercultural Pedagogy
- Concept and purposes of an Intercultural education
- Education and intercultural projects with the arts

**FINAL EXAM**
- Short written essay by the students
- Presentation with slide by the students
RULES OF CONDUCT

Attendance: Regular class attendance is mandatory. Please consider that the Field Trips are considered equal to regular classes and indeed attendance is compulsory. Unexcused absences will not be accepted. An excused absence will only be granted if you are seriously ill and can support your claim with a local doctor’s certificate dated the day you missed the class. In case of health issues, students will need to inform both UCSC International Office (at international.advisor@unicatt.it) and the professor and provide a medical certificate. Any other absence will not be excused and will result in not being admitted to the final exam, which corresponds to a 0 (zero) in the final exam.

Withdrawal will be allowed up to the Monday of the second week of each course. This will result in a W and 0 (zero) credits on the transcript.

Credits will be granted only upon completion of each course.

Exam Date: The exam date cannot be re-scheduled. Should the dates of the final exams be moved for force majeur reasons, UCSC International Office and the Professor will promptly inform you in class and/or via e-mail on the new date agreed.

Unexcused absences to the exams will result in a failing grade in the course.

In cases of unforeseeable circumstances such as illness or injury on the day of the exams, the student must submit a medical certificate and communicate his/her absence to the Professor and UCSC International Office via email prior to the exam. If the student does not justify his/her absence through sufficient documentation and with adequate notice before the final test, the student will receive an automatic Failed.

BIO OF INSTRUCTOR

MARISA MUSAIO. PhD in Pedagogy at Catholic University of Sacred Heart of Milan, Associate Professor of General and Social Pedagogy, she teaches Theory of Helping Relationship, Pedagogy of Educational Relationship and Adult Pedagogy at Catholic University of Milan and Piacenza. Visiting Scholar Universidad Nacional in Distancia (UNED) – Madrid, Visiting Scholar Universidad de Navarra – Pamplona, with teaching in Erasmus+ programs at the School of Humanities and Social Sciences and the Departamento de Educacion of the Universidad de Navarra in Pamplona and at the John Paul II Catholic University in Lublin, Poland. Staff Teaching Mobility Universidad de Navarra – topics: “Theoretical coordinates and educational proposals for a pedagogy of beauty”; Staff Teaching Mobility Catholic University of Lublin: “Pedagogical paradigm of the person and challenge of young adult education”. Member of the Scientific Committee of the reviews “Estudios sobre Educación” Universidad de Navarra - (Pamplona), “Revista de pedagogia “Edetania” Universidad Catolica de Valencia) – “Revista de la Sociedad Espanola de Pedagogia –
Bordon”. Member of Scientific Committee of Publishing Studium, of the review “Roczniki Pedagogiczne” of Lublin (Poland). Member of the editorial board of the journal “Pedagogia e Vita” Publishing Studium. She directs the editorial series “Pedagogy, person, possibility” of the Publishing Mimesis and is member of Scholè (Centre of studies Catholic university professors), Siped (Italian society of education), Cirped (Italian Centre of Pedagogical Research), PESGB (Philosophy of Education Society of Great Britain). Main volumes are: Il personalismo pedagogico italiano nel secondo Novecento (2001), Interpretare la persona. Sollecitazioni pedagogiche nel pensiero di Luigi Pareyson (2004), Pedagogia del bello. Suggestioni e percorsi educativi (2007), Pedagogia della persona educabile. L’educazione tra interiorità e relazione (2010), Dentro la relazione educativa (2012, editor), L’arte di educare l’umano (2013), Pedagogía de lo bello (2013, in spanish), Ricerca del bello e impegno educativo libertà (editor, 2015); Il bello che educa a scuola (editor, 2016), Realizzo me steso. Educare i giovani alla ricerca delle possibilità (2016), La sfida dell’educazione (coeditor, 2018).

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