Communication and Education for Inclusion

PROF. ALESSANDRA CARENZIO

COURSE DESCRIPTION

In recent years, the term postdigital society has emerged to describe our current condition, where digital technologies are no longer seen as novel or separate from everyday life—they are ubiquitous, embedded, and entangled with social, cultural, and educational practices. Postdigital does not mean "after digital" or "non-digital." It refers instead to a world where the digital is fully integrated into the fabric of life, to the point that distinctions between "online" and "offline," "virtual" and "real," are increasingly blurred. This concept acknowledges both the benefits and challenges of digital technologies, including issues of access, inequality, and human agency. In this scenario, communication is multimodal, continuous, and shaped by both human and algorithmic actors. Pedagogical approaches must therefore consider not only what tools are used, but how they reshape interaction, learning dynamics, and inclusion. Teaching and learning happen across formal and informal spaces, with digital tools becoming part of the learners' identity, social life, and cultural experience.

The course aims to study the main changes in communication and their relevance for education, reflecting from a pedagogical perspective on the diverse ways in which modes of communication can shape education. A specific focus concerns digital communication in education, teaching and learning for inclusion of different learners (by gender, age, race, social and ethnic backgrounds, ability, etc.). Examples and case studies will show the best practices for education, defining to which extent communication can be inclusive and digital media can support inclusive environments for children, young people and adults.

PREREQUISITES

A background in Education may prove helpful, but it is not compulsory.

METHOD OF TEACHING

Lecture, group activities.

COURSE REQUIREMENTS

Students have to comply with the following requirements:

- Students are expected to actively contribute to in-class debate.
- Students are expected to study in advance some course readings, when assigned.
- Students are required to do a short presentation on a course-related topic.

The use of the mobile devices is allowed during the class in order to create and analyse case studies and, if part of the lesson, personal social media profiles.

CREDITS

5 ECTS

GRADING

Attendance and Class participation	20% of final grade
Group assignment	30% of final grade
Written test	50% of final grade

COURSE READINGS AND MATERIALS

All the readings will be available in a course pack and the lecturer's slides will be available on Blackboard.

INSTRUCTOR BIO

Alessandra Carenzio is Associate Professor of Education at the Catholic University of Milan. Her research focuses on how digital media, social media and communication interact with teaching and with education, in particular focusing on competence and agency.

E-MAIL ADDRESS
alessandra.carenzio@unicatt.it