



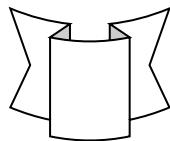
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M I S E I
MASTER INTERNATIONAL EN SCIENCE DE L'EDUCATION INCLUSIVE

SYLLABUS

Erasmus Mundus – 2° semester



MISEI (N°1 – academic year 2025/26 – 2° semester)– Title :

SOCIOLOGY OF INCLUSIVE EDUCATION POLICIES IN EUROPE

Prof. Maddalena Colombo

COURSE DESCRIPTION

At the crossroad between Sociology of inclusion & Sociology of education, the course develops the notion of “inclusive education” as a social policy. The transformation of the public education system under the pressure of polycentrism and marketization goes hand in hand with the change in relationships in all spheres of both public and private life. Schools and out-of-school agents of socialisation are requested to become inclusive, by reinforcing their educational offer in terms of: proximity, accessibility, equal and individualised treatment. The course aims at analysing, in a comparative manner, the public policy of inclusive education in a selected number of EU countries, with reference to the EASIE (European Agency for Special Needs and Inclusive Education) guidelines. Particular attention will be paid to Italy. The analytical framework will include: values, purposes and priorities; normative framework; targets; measures and implementors of inclusive education policies.

Subtopics:

- policies against school dropout;
- anti-racist and de-segregation measures for multi-ethnic schools (lecture by Gilardoni Guia);
- guidelines to enhance school-family connections in the case of vulnerable students (Lecture by Mesa Diego);
- governance of religious diversity in schools (Lecture by Giulia Mezzetti);
- emergency education for refugees (Lecture by Joy Paone).



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PREREQUISITES

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

METHOD OF TEACHING

Lectures, Open and Guided discussions, Seminars.

COURSE REQUIREMENTS

Students have to comply with the following requirements:

- a. Students are expected to regularly attend class sessions and actively contribute to in-class debate.
- b. Students are expected to study the assigned course readings in preparation of the final exam.
- c. Students will have to take a written exam, at the end of the teaching period (open questions)
- d. Students are required to do a written assignment (a 3-5 pages text) on a course-related subtopic, before the final exam, according to given guidelines.

CREDITS

5 ECTS (30 CONTACT HOURS)

GRADING

Attendance and class participation	20% of final grade
Individual or group assignment	30% of final grade
Final written test	50% of the 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.

Reference texts:

Colombo M., Gilardoni G. (Eds.), *Intercultural Issues and Concepts A Multi-Disciplinary Glossary*, Brussels: Peter Lang, 2021

D'Alessio S., *Inclusive Education in Italy. A Critical Analysis of the Policy of Integrazione Scolastica*, Rotterdam: Sense Publ., 2011.



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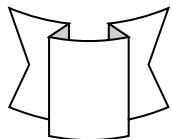
EASIE (European Agency for Special Needs and Inclusive Education), *2021/2022 School Year Dataset Cross-country Report*, Odense Denmark, 2024.

INSTRUCTOR BIO

Maddalena Colombo is Full Professor in Sociology of Education at the Catholic University of Milan. Her research focuses on socialization processes and supply, education systems, impacts of migration in schools and the curriculum, social changes in teachers' role; intercultural competencies and local impacts of migration processes. She is part of several international research teams on sociology of education.

E-MAIL ADDRESS

maddalena.colombo@unicatt.it



MISEI (N° 2 – A.A. 2025/26 – 2° SEMESTER) – TITLE :

RESEARCH ON SOCIOLOGY OF DIVERSITIES AND INTERSECTIONAL INEQUALITIES

Prof. Mariagrazia Santagati

COURSE DESCRIPTION

At the crossroads between Sociology of Inequality & Sociology of Education, the course aims to reflect on diversities (such as gender, race, age, disability, etc.) and their connection with the broader processes of unequal treatment of these qualities and the consequent creation of social inequalities.

1. Attention is given, on the one hand, on the ambivalence of diversities and their social construction, as they are analysed in the research tradition of sociology from classic to contemporary literature. We will focus on the contribution of Women's Studies (from Harriet Martineau to bell hooks) to introduce concepts, perspectives, approaches useful to analyze in depth the sources of inequalities, and to comprehend the processes of genderization, racialization, disabilization, pauperization, criminalization as socially and culturally constructed. We will examine the intersection between diverse axes of diversities and the intersectional inequalities deriving from this crossing.



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2. On the other hand, the course focuses on some areas of inequalities, considering environments with educational and learning functions: we will discuss the results of empirical research on the Italian case, highlighting forms and types of inequalities and the role of sexism, racism, and ableism, and other similar phenomena enforcing unequal and unfair functioning of the sociocultural system. Finally, again on the basis of social research tradition, the emancipatory paths and the resistance strategies implemented by diverse and disadvantaged subjects are presented and discussed with the students.

Subtopics: Diversity and inequality in the contribution of Early Women Sociologists (Chiara Ferrari); Origins and development of intersectionality (Marta Visioli); Unaccompanied Foreign Minors, frontiers, knowledge from the margins (Alessandra Barzaghi); Sex Trafficking and empowerment of migrant women (Chiara Ferrari); Diaspora from the Horn of Africa in Italy and experience of activism (Marta Visioli)

PREREQUISITES

Prerequisite of the course is a basic knowledge of sociology.

METHOD OF TEACHING

Lectures with the support of ppt slides and texts; Critical Reading, Workshops, and Seminars.

COURSE REQUIREMENTS

Students have to comply with the following requirements:

- a. Students are expected to regularly attend class sessions and actively contribute to in-class debate.
- b. Students are expected to study the course materials (slides, readings, etc.) for the final exam.
- c. Students will have to take a written exam, at the end of the teaching period (open questions).
- d. Students are required to do a written assignment on a course-related subtopic, before the final exam, according to given guidelines.

CREDITS

5 ECTS (30 CONTACT HOURS)

GRADING



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Attendance and class participation	20% of final grade
Individual assignment	30% of final grade
Final exam	50% of the final grade

COURSE READINGS AND MATERIALS

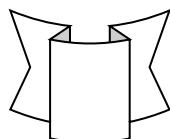
All the papers and lecturer's slides will be available on the platform BlackBoard. Additional scientific articles will also be provided throughout the course.

INSTRUCTOR BIO

Mariagrazia Santagati is Associate Professor in Cultural Sociology at the Università Cattolica del Sacro Cuore, Milan. Her research focuses on education, migration, women's studies and biographical approach. See her profile: <https://docenti.unicatt.it/ppd2/en/docenti/15636/mariagrazia-santagati/profilo> and [her publications' list: https://scholar.google.com/citations?hl=it&user=1IN7YhkAAAAJ&view_op=list_works&sortby=pubdate](https://scholar.google.com/citations?hl=it&user=1IN7YhkAAAAJ&view_op=list_works&sortby=pubdate)

E-MAIL ADDRESS

mariagrazia.santagati@unicatt.it



MISEI (N° 3 - academic year 2025/26 – 2° semester) – TITLE:

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.



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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:

- a. Students are expected to actively contribute to in-class debate.
- b. Students are expected to study in advance some course readings, when assigned.
- c. 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



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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

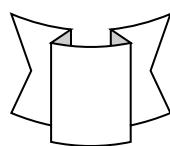
All the readings will be available in a course pack and the lecturer's slides will be available on Blackboard.

INSTRUCTOR BIO

Prof. 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



MISEI (N°4 – academic year 2025/26 – 2° semester)– Title :

NEUROPSYCHOLOGICAL FOUNDATIONS OF INCLUSIVE EDUCATION

Prof. Cinzia Di Dio

COURSE DESCRIPTION

This course offers an interdisciplinary introduction to the neuropsychological principles underlying inclusive education. Drawing from developmental neuroscience, neuropsychology, and education sciences, it explores the role of the nervous system in shaping human behavior, learning capacities, and relational competencies. Special focus is given to the neural foundations of reflexivity, resilience,



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and self-determination - constructs that support personal agency and social inclusion across the lifespan.

The course is designed to help students critically connect neurobiological mechanisms with inclusive educational practices. Through analysis of brain structures and functions (e.g., neurons, signal transmission, sensorimotor integration, mirror systems), students will gain insight into how individuals perceive, interact, and grow within diverse learning environments. The course emphasizes the development of relational assets (e.g., empathy, emotional understanding, executive functioning) and supports the recognition of learners' individual profiles to foster equity and participation.

PREREQUISITES

A basic background in psychology or education is helpful, but not required. The course is accessible to students from multiple disciplines interested in inclusive education.

METHOD OF TEACHING

- Lectures with audiovisual support
- Case-based analysis and examples from inclusive educational contexts
- Neuroeducational readings and reflective assignments

COURSE REQUIREMENTS

- Active participation in class debates and discussions
- Assigned readings to be completed before selected classes
- Final exam (written test with open questions)
- Written reflection on a selected theme related to inclusive education and neuroscience

CREDITS

5 ECTS (30 CONTACT HOURS)

GRADING

Class participation: 20%
Written assignment: 30%
Final exam: 50%

COURSE MATERIALS



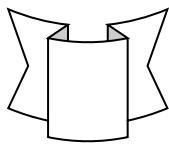
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Readings and audiovisual materials will be made available via Blackboard. Lecture slides and additional scientific articles will also be provided throughout the course.

INSTRUCTOR BIO

Cinzia Di Dio is an Associate Professor of Developmental Psychology at Università Cattolica del Sacro Cuore. Her research focuses on social cognition and decision-making processes in humans and in human–robot interactions across the lifespan. She has extensive experience in interdisciplinary research bridging psychology and neuroscience, as well as in educational projects involving vulnerable populations and innovative technologies such as robotics and AI.

E-MAIL: cinzia.didio@unicatt.it;



MISEI (N° 5 - academic year 2025/26 – 2° semester)– TITLE :

Inclusive Educational Design for Disability

Prof.ssa SILVIA MAGGIOLINI

COURSE DESCRIPTION

In recent decades, educational inclusion has evolved from a principle of access to a broader cultural, pedagogical, and political challenge. This course focuses on the role of *educational design* as a key factor in promoting meaningful inclusion for learners with disabilities. “Design for disability” is not simply about adapting existing systems, but rethinking the foundations of educational environments so they are built to welcome and empower difference from the outset. Starting from international rights-based frameworks—such as the UN Convention on the Rights of Persons with Disabilities (CRPD) and the Sustainable Development Goals—the course explores how schools and educational institutions can become inclusive by design.

A first section of the course will be dedicated to tracing the historical and cultural evolution of the concept of disability, from deficit-based views to the current multidimensional and interactional approaches. Students will explore how different models—the medical model, the social model, the biopsychosocial model, and the



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capability approach—have shaped policies and pedagogical practices. Attention will be given to how disability is constructed in different cultural contexts, and how such constructions influence educational inclusion.

The course will then introduce key categories of disability, including sensory, physical, intellectual, developmental, and psychosocial disabilities, along with neurodivergent conditions. For each, the focus will be placed not on clinical features but on the educational implications and potential barriers within learning environments.

Students will engage with principles of Universal Design for Learning (UDL), inclusive curriculum planning, and accessible assessment. They will be invited to critically examine how educational spaces, teaching strategies, relational dynamics, and institutional practices can be reimagined to foster full participation and agency. A selection of international case studies and inclusive practices—from early childhood to higher education—will guide practical reflection and collaborative project work. The course frames inclusion not as a fixed goal, but as an ongoing design process informed by values of equity, participation, and respect for diversity.

PREREQUISITES

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

METHOD OF TEACHING

Lectures, Case studies, Group discussions.

COURSE REQUIREMENTS

Students have to comply with the following requirements:

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

CREDITS

5 ECTS

GRADING

Attendance and Class participation 20% of final grade

Group assignment 30% of final grade



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Written test 50% of final grade

COURSE READINGS AND MATERIALS

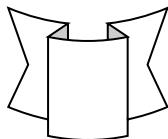
All the readings will be available in a course pack and the lecturer's slides will be available on Blackboard.

INSTRUCTOR BIO

Silvia Maggiolini is Associate Professor of Special and Inclusive Education at Università Cattolica del Sacro Cuore. Her research focuses on inclusive educational practices for people with disability, the role of families in educational settings, and the intersection between disability studies and educational innovation. She is involved in national and international research networks on inclusive schooling, early childhood education, and the pedagogical design of accessible learning environments. She collaborates with institutions, schools, and NGOs promoting rights and participation of people with disabilities.

E-MAIL ADDRESS

silvia.maggiolini@unicatt.it



MISEI (N°6 - academic year 2025/26 - 2° semester)– Title:

MEDIA LITERACY AGAINST HATE SPEECH

Prof. Stefano Pasta

COURSE DESCRIPTION

In the postdigital age, educational institutions are increasingly called to prevent and address hate speech. Contemporary forms of hate speech encompass a wide range of diverse behaviours; flame wars and online polarisation spread across a wide range of cultural contexts. Nevertheless, it is possible to investigate what unites them, blending online and offline dimensions (onlife). Understanding these dynamics is essential if we are to believe in the possibility of a non-naïve form of education, one that confronts and challenges these phenomena in their cultural, social, and political dimensions.

At the crossroads of Media Education and Intercultural & Citizenship Education, this course explores educational methods to promote participatory approaches on the social web. It examines the potential



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of digital technologies to empower individuals and transform communities, while critically understanding the social and cultural dynamics of technological appropriation and re-invention. The course investigates the historical connections between media, technology, and migration studies. It introduces the framework of Postdigital Intercultures, which assumes that media play a role in shaping intercultural conditions, while at the same time, socio-cultural contexts influence media-mediated representations and uses of reality. Within the broader field of Hate Studies, the course focuses on methods for detecting, countering, and creating counter-narratives in response to hate speech, fake news, and informational distortions related to AI and algorithmic logics. Special attention is given to minority groups often targeted by online hate (Roma and Sinti, Jews, and Muslims...). Case studies of media education projects will be analysed as forms of digital activism and artivism. The analysis will include both Italian projects aimed at countering online hate and initiatives led by activist groups from the Global South, with a focus on contexts in which digital technologies and media literacy can serve as transformative tools.

PREREQUISITES

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

METHOD OF TEACHING

Lectures, Open and Guided discussions , Case study analysis.

COURSE REQUIREMENTS

Students have to comply with the following requirements:

- a. Students are expected to actively contribute to in-class debate.
- b. Students are expected to study in advance some course readings, when assigned.
- c. Students will have to take a written exam, at the end of the teaching period (open questions)
- d. Students are required to do a written assignment on a course-related subtopic, before the final exam, according to given guidelines.

CREDITS

5 ECTS (30 CONTACT HOURS)

GRADING

Attendance and Class participation 20% of final grade

Group assignment 30% of final grade



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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

Stefano Pasta is a Researcher at the Department of Pedagogy at Università Cattolica. His research lies at the intersection of media education and intercultural pedagogy, within the framework of Onlife Citizenship Education. He focuses on information literacy in the age of artificial intelligence, the analysis and counteraction of hate speech and various forms of targeting, as well as educational interventions to promote media literacy. He has coordinated working groups in anti-hate projects, with particular emphasis on the involvement of minority groups

E-MAIL ADDRESS

stefano.pasta@unicatt.it