Course title

Consultancy in educational distress: theories and practices

Topics and course structure

The course deals with reflective practice and critical reflection in social work and educational contexts. It examines the relationships between consultancy or supervision and “educational distress”.

Consultancy itself is a particular way of facing discomfort and is affected by the way “educational distress” is recognized and interpreted.

In order to understand how the present configurations of discomfort affects educational contexts and experiences, the idea of “educational distress” will be examined, showing its nature of social construction and structural human condition.

Main topics of the course:

- Representations of consultancy in situations of discomfort;
- Consultancy on educational discomfort as a reflective and critical work;
• Distress and human existence;

• Distress and informal education: the connotation of historical cultural discomfort between social exclusion and inclusion;

• Distress, formal and not formal education: the current shape of educational discomfort

• The position of the pedagogical consultant in the present social and educational scenario: methodologies and designs.

Objectives

Thanks to a constant and active attendance to the lessons, the course fosters the following learning abilities:

• knowledge and understanding of situation of educational distress

• sharing different knowledge and understanding models

• employing these knowledge and models

Specifically, the course aims to enhance the abilities to:

• Identify various consulting models;
• Critically analyze situations of “educational distress”.
• Critically reflect on the educational practices of educational organizations and institutions.

Methodologies

Teaching methods will stimulate group reflection on various educational situations.

Online and offline teaching materials

Slides
Other materials produced during the lessons.

Programme and references for attending students

The consultant's stance in the current educational distress between risk and creativity.

The course deals with the relationship between social crisis and educational discomfort. In our daily discussions, the crisis is related to common or individual situations of disease, which are considered as urgent ones. How are these situations generated and what is the responsibility of the formal, not formal, informal education? It is a well known fact that experiences that schools and educational services offer could be either accomplices or victims of the present crisis. In this situation, is it possible to identify another position for the formal and not formal educational world? How could formal and not formal education suggest new strategies, avoiding both illusion of safety and risks of destruction of itself? In order to answer these questions, consultancy on the educational discomfort comes on the fore. Therefore, the consultant is required to define his/her specific position in relation to the present situation of crisis and educational discomfort. It is a complex position, that cannot be completely defined, and that is characterized by certain degree of risk and creativity at the same time.

In conclusion, the course intends to give knowledge and stimulate reflections about the current experience of life, that is affected by a wide spread sense of discomfort. Moreover, it aims to identify conditions, characteristics, attitudes, and instruments that are required in order to construct a pedagogical position that will stay between risk and creativity.

In particular, the course will focus on the mental health experiences nowadays, in order to go in deep in this disease, and to identify the consultant's position, his/her theoretical background and his/her professional skills.

Testi obbligatori:


Ferrante A. (2016), Materialità e azione educativa, FrancoAngeli, Milano, in corso di stampa

Marcialis P. (a cura di) (2015), Educare e ricercare. Oltre la fine della pedagogia nella cultura contemporanea


Un testo a scelta tra:


Basaglia F., Ongaro Basaglia F., Pirella A. e Taverna S. (2008), La nave che affonda, Cortina, Milano.


Del Giudice G. (2015), ... e tu slegalo subito. Sulla contenzione in psichiatria, Edizioni Alpha Beta Verlag, Merano.

Dell’Acqua P. (2014), Non ho l’arma che uccide il leone. La vera storia del cambiamento nella Trieste di Basaglia e nel manicomio di San Giovanni, Edizioni Alpha Beta Verlag, Merano.


Marin I., Bon S. (2012), Guarire si può. Persone e disturbo mentale, Edizioni Alpha Beta Verlag, Merano.


Bibliografia per studenti in Erasmus:

Dewey J. (1938), Experience and Education, Kappa Delta Pi, New York


Programme and references for non-attending students

See programme and references for the attending students.

Assessment methods

Attending students

- Type examination:

For students attending the course have to take an oral examination. They will present an original “product”, that will be a critical synthesis of both the main topics of the course and individual learning. This “product”
could be: a report, a presentation, an object or a collection of objects, an artificial, an image, a metaphor, a poetry, a song, etc.. This product should help students to reconstruct scenarios and reflections developed during the course and to express an autonomous pedagogical position about the learning experience they lived.

- Evaluation criteria:
  - books knowledge;
  - ability to argue autonomously and critically about transversal topics of the books;
  - ability to connect what has been studied with his/her own professional and personal experience;
  - ability to use acquired knowledge in order to identify and understand situations of educational distress;
  - ability to use acquired knowledge in order to: plan educational interventions in situation of discomfort; prepare educational contexts; develop strategies of pedagogical consultancy.

Office hours

Wednesday, from 15.30 to 17.30.

Please, check the professor’s page in order to know possible changes.

Programme validity

Programmes last two years

Course tutors and assistants

Giorgio Prada: giorgio.prada@unimib.it

Paola Marcialis: paola.marcialis@unimib.it

Alessandro Ferrante: alessandro.ferrante@unimib.it