Pedagogia della Famiglia
1819-2-E1901R111

Course title
Family Pedagogy

Topics and course structure

Through its three different parts, the course addresses family life as an educational process, a dispositive and a space for implicit and unconscious learning, where individuals are educated and shaped by interactions, stories, silences, and by the organization of spaces, times, objects, rhythms in everyday domestic life. The complex organization of the “family” will be analyzed by the three teachers through their specific perspectives, meeting in the concept of dispositive, used by Foucault and revisited in a pedagogical key by Riccardo Massa. Students will be invited to enter a process of theoretical, methodological and practical research: what is the family as a dispositive? How does it work? Which perspectives can we adopt to study it?

This individual and collective research aims to enrich the perspectives of meaning, too often trivialized, loaded by clichés and stereotypes, that structure a field of thoughts, images, common sights, and observations around the family, or the families, and to favor in the students’ concrete, critical, experience-based and reality-based thinking.

Objectives

By constant participation to the lessons and proposed activities, this course is aimed to promote the following learning objectives:
Knowledge:

- The concept of *dispositive* in different authors; the family as a dispositive;
- systems theory (main concepts), first and second order cybernetics, communication and interaction in education;
- inter-generational relationships and subjectivity, the role of the unconscious, dependence, narcissism and violence;
- main pedagogical sights on the family and their implications;
- main educational services: what the educator is required, which tasks and actions does he/she do in relation with families?
- a specific topic of student’s interest (project).

Skills

- Identifying the characteristics of a family as a dispositive or system.
- Using methods and tools of pedagogical research to observe, represent, critically analyze family processes and imagine/design educational interventions.
- Documenting, analyzing and writing in an academic style, i.e. argumentative, reflexive, critical.
- Team work, so as to multiply perspectives, make collaborative hypotheses, build critical analyses, make projects (see projects).

Competences

- Development of a complex view, centered on relationships, inter-dependence and epistemic awareness.
- Development of an adult positioning in working with families, i.e. responsible, critical, and well grounded.
- Learning to learn (transformative learning), i.e. recognizing one’s own frameworks and transforming them in opportunities
- General competences in languaging, writing, ethics, relations, proactivity.
Methodologies

The course weaves 3 didactic methods:

1. theoretical and historical analysis with a textual approach;
2. participatory lessons to foster epistemological and methodological reflexivity among the students;
3. exercises and projects aimed to the construction of skills and competences, by activating the students’ interests and a critical appraisal of their own presuppositions.

To foster the students’ observational, critical and projecting capacities, an active and co-operative posture is required since the very first lesson, as well as the development of a group project and the writing of a reflexive journal, which will enable the student to reconstruct her own learning outcomes and process (see exam).

Texts must be studied from the very beginning and will be used to reflect, problematize and systematize knowledge.

All the students – attending and non-attending – are expected to actively and constantly use the e-learning platform to exchange ideas and questions, to upload and download materials, and to read announcements.

Online and offline teaching materials

The lessons’ materials, and reports written by students, will be uploaded each week in the platform.

Programme and references for attending students

The program is based on 4 texts:


3. Orsenigo, J. Famiglia. Una lettura pedagogica, FrancoAngeli, Milano, 2018

4. A text chosen by the student, following her interests. The latter can be proposed by the student herself or chosen among the following (more texts could be proposed during the lessons and/or in the Moodle platform):
Programme and references for non-attending students

The programme and references are the same.

Assessment methods

The oral exam is an in-depth discussion of the achieved learning; each student must bring her/his materials (journal, project, etc.) and the texts for the exam.

Only for attending students, at December there will be a partial exam, whose modalities will be published on MOODLE. It may substitute the oral exam, if sufficient, and the student chooses to. In this case, the final mark will mediate between the marks obtained for partial exam and reflexive text.

The evaluation criteria of the reflexive text are: correct writing and care, a correct and critical use of the references, pertinent and rich citations from the books and lessons, correct footnotes and bibliography; correct use of concepts and terminology from the course and the books; reflexive, self-reflexive and critical thought.

Characteristics of the text: Length 5 pages, readable font, size 12, interline 1 e 1/2, margins 2,5 on all sides. Cover and bibliography (obligatory) are not counted.

Printed copy must only be stapled, please don’t use folders with separated sheets.

Cover page must contain the following information: name of the degree, name of the course and teacher(s), academic year, student’s full name and matricola, title of the reflexive text, optional image, please specify if the student attended or not the course.

The text can be personalized with images (they do not count for the pages); it must be very accurate.

When? 10 days before the oral exam, or sent by regular mailing (no tracked mail!) 2 days before (12 days before the deadline). If deadline is on Saturday or Sunday, delivery can also be postponed to the following Monday in the morning (before 13.00).

Where? A printed copy must be delivered in the big mailbox of prof. Laura Formenti: Tesi ed elaborati; it is on the right wall in the mail room at IV floor, Building U6. E-mail delivery, or late delivery (after the fixed deadline) are not accepted.
Office hours
Professor Formenti receives upon request, to be sent by e-mail.

Programme validity
Programs have two years' validity.

Course tutors and assistants

- Silvia Luraschi, pedagogist, post doc Department of Human Sciences for Education
- Alessandra Rigamonti, pedagogist, PhD student Department of Human Sciences for Education
- Andrea Galimberti, pedagogist, post doc Department of Human Sciences for Education
- Andrea Prandin, pedagogist, external collaborator
- Mara Pirotta, pedagogist, external collaborator, internship tutor
- Silvia Pincirolri, pedagogist, external collaborator,
- Federica Vergani, pedagogist, external collaborator,
- Ilaria Denti, pedagogist, external collaborator,
- Valentina Calciano, pedagogist, external collaborator,
- Andrea Di Martino, teacher, external collaborator,
- Davide Cino, PhD student, exerciser