Course title

The Educational Discomfort and the Pedagogical Consultancy: Interpretations and Models of Intervention.

Topics and course structure

The course introduces a critical reflection about the educational discomfort. In order to understand how the present configurations of discomfort affects educational contexts and experiences, the idea of educational discomfort will be examined, showing its nature of social construction and structural human condition. This leads to questioning about the discomfort experience that educational services live today.

Consultancy is understood as a second level pedagogical intervention addressed to educational services, schools, educators, and teachers. Taking into account both the constraints and the possibilities of pedagogical consultancy, the course examines in depth different theoretical and practical models of consultancy for understanding the complexity of the current experience of discomfort.

The main topics of the course are the following:

- Representations of consultancy in situations of discomfort;
- Consultancy on educational discomfort as a reflective and critical research work;
- Discomfort and human existence;
- Discomfort and informal education: the connotation of historical cultural discomfort between social exclusion and inclusion;

- Discomfort, 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

Identify various consulting models; Critically analyze situations of educational discomfort. Critically reflect on the models of pedagogical consultancy in order to identify the most adequate to read the complexity of both educational situations and educational discomfort.

Methodologies

Teaching methods will stimulate reflection on various educational situations, promoting both discussions in large group and activities in small groups (case studies, problem solving, etc.)

Online and offline teaching materials

Case work, slides, videos. If possible, available online.

Programme and references for attending students

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.

For this reason, the course will focus on the reflexive, socio-material and systemic approaches to pedagogical consultancy, and particular attention will be payed to the clinical-material approach to education.

REFERENCES

Students have to study:

- Ferrante A. (2017), Che cos’è un dispositivo pedagogico?, FrancoAngeli, Milano

In addiction, students have to choose one book in the following list:

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


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.


**Erasmus students have to study:**

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


Deegan P. (1987), Recovery, Rehabilitation and the Conspiracy of Hope, available at: https://www
Programme and references for non-attending students

CFR. programme and references for attending students.

Assessment methods

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.

For students who didn’t attend the course, the oral examination will be focused on the evaluation of the following points:

- 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 discomfort;
- 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

On date writing to cristina.palmieri@unimib.it.

Programme validity

Program lasts two a.y.

Course tutors and assistants
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