



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia della Famiglia (blended)

1920-2-E1901R111

Course title

Working with families in the contemporary context

Topics and course structure

The course is addressed to future educators who are interested in working with families, both in child welfare contexts (socio-educational intervention), and in larger learning contexts (i.e. courses for parents). This year, the course is held in blended modality and divided into two parts.

During the first part, the course offers a theoretical and methodological introduction to the systemic approach in educational work with the family, with a specific attention for the concept of "context". It starts by an inquiry into the "family system" or "proximal system", as a learning process and an apparatus, largely happening in implicit and unconscious ways. It will be analysed how individual members of the family educate each other day by day through interactions and communication, exchanging and creating stories, myths, silences, and by the everyday organization (policies) of spaces, times, objects, bodies. In the following, there will be a reflection about the interaction of each family with several services and professionals at different levels (micro, meso, and macro), which may foster its flourishing and/or hinder its evolution, through processes of feed-back, schismogenesis, control, perturbation (concepts from the systemic theory).

In the second part, the course will address two specific and different issues: the first (A) regards working with families of origin in child protection services, and the second (B) is about analyzing online behavior of parents, a new phenomenon due to the diffusion of social media. _____

Objectives

With this teaching, by constant and participatory attendance to the lessons and to the online part, we intend to promote the following learning, in terms of:

- Knowledge and understanding of the following contents:

The concept of apparatus and system, applied to the family;

Systems theory: first and second order cybernetics, communication and interaction processes in the family and their application in education;

Main educational services in the systemic perspective, educator's actions, main directions of children protection in Italy and Lombardy, and working with the family of birth;

Online parents' behaviour: data from research, ethical aspects, parenthood learning.

- Abilities

Knowing how to identify the features of a family as a system and an apparatus;

Knowing how to use methods and tools from pedagogic research in order to observe, represent, and critically analyse the family life processes;

Knowing how to document a working path and write a text featuring good arguments, reflexivity and criticality;

Knowing how to work with others, recognizing and respecting different perspectives, constructing hypotheses and designing a project in a collaborative way.

- Competences

Development of a complex view, centered on interdependent relationships and systemic awareness;

Development of a responsible, critical and grounded positioning;

Development of a capacity of learning to learn (transformative learning), i.e. recognition of one's own frameworks of meaning and their transformation into opportunities.

Development of cross-cutting competences: about language, writing, ethics, relationships, entrepreneurship, context reading.

Methodologies

The course follows an active pedagogy, centered on competences and learners' autonomy: at the start, some lessons will define contents and will be more traditional_____

An effort will be made to sustain participation from non-attending students, who can join, if they want to, one of the working groups.

Every attending student will upload her/his products in the Moodle platform and prepare a final text, featuring a summary of her/his activities and a critical reflection about learning outcomes. This text is part of the exam (see below).

Every student will be asked to express a self-evaluation about each objective of the course, to sustain a reflexive integration of the learning outcomes.

Work groups will also express a shared assessment of the working process, its strength and weaknesses.

Online and offline teaching materials

The course leans on reading books and research papers (see bibliography), online sources (official websites related to child protection and working with families), and multi-media material, that will be uploaded in the Moodle platform.

Students will be also asked to search for further contents and data in Internet, following the teacher and tutor's instructions. The shared construction of a glossary makes the concrete objective of the course.

Programme and references for attending students

The course has 36 teaching hours in presence and 20 teaching hours online. An "attending student" is someone who follows at least 24 hours in presence and the whole online part. There is no difference between attending and non attending students in the exam or in the number of texts.

Program of the course

First part, "institutional" (October):

Introduction to systemic theory and practice, analysis of the readings, witnesses in the classroom, approaching the contents of the course and the platform. Online assessment.

Second part, "projects" (November):

Starting group work, in the classroom and online, divided in 2 distinct issues:

- A) RCC: How to work with families of origin in child care and specifically in Residential Child Care (RCC)
- B) Sharenting: How to analyse online parents' behavior and their educational outcomes.

For each issue: guided exercises in the classroom and online, a group research phase, forum discussions, preparation of presentations in the class, Online assessment.

Third part, "reflection and reflexivity" (December) - Documentation, discussion of products and a critical-reflexive re-elaboration. Preparation of the exam. Written test before the exam (theory only).

BIBLIOGRAPHY

The mandatory text, to be read since the very beginning of the course, is:

Formenti L. (a cura di), *Re-inventare la famiglia. Guida teorico-pratica per i professionisti dell'educazione*, Apogeo, Milano.

A second text, going in depth into one of the course' topics, has to be chosen between:

- A) Milani P. (2018) *Educazione e famiglie. Ricerche e nuove pratiche per la genitorialità*, Carocci, Roma.

B) Perillo P. (2018) *Pedagogia per le famiglie. La consulenza educativa alla genitorialità in trasformazione*, Franco Angeli, Milano.

A third text, identified by the student, is a personalized reference to the course' topics. In order to create the glossary, students will search bibliographic sources, so they will bring to the exam one of the books from this search, or a motivated collection of at least 4 research papers (in Italian or English). Regarding this, there will be a forum for readings, with suggestions to orient oneself.

Programme and references for non-attending students

The course has 36 teaching hours in presence and 20 teaching hours online. An "attending student" is someone who follows at least 24 hours in presence and the whole online part. All the others are "non attending". There is no difference between attending and non attending students in the exam or in the number of texts.

Bibliography for non attending students is:

Formenti L. (a cura di), *Re-inventare la famiglia. Guida teorico-pratica per i professionisti dell'educazione*, Apogeo, Milano.

Milani P. (2018) *Educazione e famiglie. Ricerche e nuove pratiche per la genitorialità*, Carocci, Roma.

Perillo P. (2018) *Pedagogia per le famiglie. La consulenza educativa alla genitorialità in trasformazione*, Franco Angeli, Milano.

Non attending students must write an essay for the exam, documenting the learning outcomes of their activities (nor only readings, but some practical, experience-based activity: see exercises in "Re-inventare la famiglia" plus an effort at critical reflexivity). Criteria for evaluation are the same (see assessment methods). Everybody can, if they want to, participate online and follow forums, in a self-directed modality.

Non attending students cannot participate to pre-examination, since the test will be structured on lessons.

Assessment methods

- Typology of the exam

Exam is oral and considers, besides studying, the student's work during the course, both in the classroom and online (presentations, active participation to the lessons, uploaded products, intermediate assessment and self-assessment outcomes). Within 10 days before the exam, students who are enrolled in that session need to produce an essay documenting their activities and containing a critical reflection on their learning outcomes. Such essay is the starting point of the exam: is not marked, but read and evaluated in a formative way by the teacher or tutor.

- Criteria of evaluation. To achieve the exam, the student needs to demonstrate his/her capacity of:

- appropriate rendering of the theory and concepts of the course (knowledge), correct use of the language proper to systems approach, educational work and family pedagogy (abilities) and how to use them to analyse concrete situations (competences);

- having gone deeper into one of the two specific issues (A or B), possessing the specific knowledge which will be addressed by the teacher and tutors during the course (knowledge); being able to document one's own actions in relation to their results (abilities); being able of critical reflection and project on the chosen topic (competences).

A discussion forum in the Moodle platform and a lesson at the end of the course will address the clarification of evaluation criteria.

For attending students who did the pre-exam test, and had a sufficient mark, it will be possible to register the mark, without doing the oral exam, but ONLY if the essay has a positive evaluation (it will be marked "registration is allowed").

Office hours

Prof. Formenti receives this course's students in the hour following her lesson, except when otherwise signalled in the Moodle platform. For alternative meetings and hours, please ask an appointment by email specifying the reason for your demand.

As a first rule, please use the online forums for any requests about the course.

Programme validity

Programs have 2 academic years validity.

Course tutors and assistants

Tutors for this academic year are:

Part A) Alessandra Rigamonti, PhD, pedagogist, post doc at DISUF

Experts and examiners

Ilaria Denti, pedagogist, external collaborator

Andrea Di Martino, teacher, external collaborator

Mara Pirotta, pedagogist, counsellor, external collaborator, internship tutor, workshops

Andrea Prandin, pedagogist, counsellor, external collaborator

Federica Vergani, pedagogist, counsellor, external collaborator, workshops
