UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy of The Educational Relationship

2021-3-E1901R133

Course title

Thinking of the educational relationship: a journey between repetition of the experienced models, emotions, power dynamics in the educational work.

Topics and course structure

The course is made up of three modules, structured in one part of critical reflection of the emotive and latent aspects of the educational relationship, with a focus on educational abuse, followed by two other parts. The first intends to analyse the issues of the educational relationship in the work with very young children, while the second studies the dynamics of the educational relationship with adolescents and young people.

After a first overview part, the second part of the course will deal with studying the elements making up the educational relationship which characterizes the work done in services for very young children, considering not only the intentional aspects and the aims of projects but, above all, the less conscious and rational components that inform the interaction with the children.

The functions that characterize the educational work with small children are very close to the caring functions carried out in the family context and every educator has had experience of this, For these reasons, the experiential territory of services for very young children lends itself to becoming, for the operators, a field of projection of the individually internalized and culturally shared educational models that necessarily are brought out from the implicit and recognized, including for the effects they produce.

Speaking of educational relationship in services for very young children also means considering that particular type of relationship that characterizes the relationship with the families. To this end, this module will explore the interplay between professional education and natural education which, in the play of reciprocal expectations,

representations, needs and desires, emotional movements and attributions of meanings, requires operators to have the ability to interpret the relational dynamics under way and to manage what emerges from the relationship with the parents.

Continuing the journey undertaken on activating critical thought on the educational relationship, the third part of the course aims to focus attention on the complexity of educational work in general and on the difficulties that educators encounter in particular in their relationship with adolescents; a category which is greatly discussed in the media but also amongst operators, who continually seek interpretations that can be useful for understanding their fragility, the reason for their rebellions and their malaise, where these come from, how to decipher them and how to act to help them.

Very often, what escapes the educators' eyes is the affective, symbolic and relational construction that structures and characterizes their relationship with the adult world: this relationship is unequivocally conditioned by educational models reiterated by parents and educators. They seem to understand and listen to the adolescents' needs but, unconsciously, they act according to their own needs and following the representations rooted in their experiences, rather than attributing meanings and deciphering the real demands of the adolescents.

Objectives

This course, with constant and participated attendance of the lessons, has the intention of PROMOTING the following, in terms of:

- Knowledge and comprehension
- Ability to relate differentiated knowledge and models
- Ability to apply knowledge and models

*Knowledge and comprehension

The students will acquire information on some theories of the educational relationship, with particular attention to psychoanalytic models and transgenerational transmission. They will also be guided, through lectures, stimuli on reflection and group work, to understand in greater depth the meaning of the information transmitted.

*Ability to related differentiated knowledge and models

The students will be guided to identify and understand, in their structures and differences, the models of educational relationship both in a general way and addressed to early childhood, but also used with adolescents and young people by educators.

*Ability to apply knowledge and models

The students will be accompanied to connect theory and practice through constant didactic work aimed at concretely showing how this competence can be built up, both through examples given by the lecturer and thanks to tasks assigned to the individual or to the work group; moroever, through the request to write cases and situations of real educational situations, to be analysed with the categories and the concepts studied at theoretical level.

Methodologies

The course will employ a number of instructional methods, from lesson to group work to study-case and

experiential learning.

Online and offline teaching materials

Programme and references for attending students

1.J. Applegate, J. Bonowitz, Il rapporto che aiuta, Astrolabio, 1998

or

D. J. Siegel, M. Hartzell, Errori da non ripetere. Come la conoscenza della propria storia aiuta a essere genitori, Cortina, Milano, 2016

2.A.Miller, La persecuzione del bambino, Bollati Boringhieri, 1987 (a part could be found: http://rcarlo.interfree.it/alice_miller/La%20persecuzione%20del%20bambino%20-%20estratto.pdf),

or

B. Cramer, Segreti di donne, Cortina, 1996

3.R. Colombo, D. Nardellotto, Bambini e genitori al nido. Il metodo Brazelton, Carocci, Roma, 2019

4.D.Maccario, L'educazione difficile, Carocci, 2014

or the four:

A. Arcari, K. Provantini, F. Mittino, Apprendere: un processo complesso, numero monografico di Psichiatria & Psicoterapia, n* 1, marzo 2017, Giovanni Fioriti Editore. acquistabile anche al link: https://www.fioritieditore.com/prodotto/psichiatria-e-psicoterapia-no-1-marzo-2017/

K. Provantini “identità e Lavoro” in Incroci, 2020, Fondazione Giangiacomo Feltrinelli
https://fondazionefeltrinelli.it/identita-e-lavoro-di-katia-provantini/

L. Cirillo “Corpi in rete: selfie, sexting, bisogno di rispecchiamento” in Scritti@Minotauro, 2020, III, 6, 81-93

https://mk0minotauroitci8nmx.kinstacdn.com/wp-content/uploads/2020/09/2020.6-Cirillo.pdf

D. Cuccolo “L’educatore terapeuticamente orientato” in La Pratica Analitica, 3/2005, 175-202

http://www.cipajung.it/la_pratica_analitica/la_pratica_analitica_3_2005.pdf

It is suggested:

M.Di Lorenzo, ''Azioni virtuali, responsabilitá reali. Comportamenti trasgressivi e antisociali tra i nativi digitali'', in Rivista Minotauro, 2019, II, 4, 41-59, https://beestatic.azureedge.net/minotauro-it/2019/05/2019.4-dilorenzo.pdf

5. A short description of a situation related to a educational relationship, where it is possibile to identify one or more elements of the course's title.

Programme and references for non-attending students

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Assessment methods

- Type of test

*Oral

*Discussion and analysis of the brief case shown above

- Criteria of assessment

*ascertainment of the knowledge of the set books for the examination

*identification of the level of ability of structuring and complexity in the presentation

*identification of the argumentative ability in connecting authors, concepts and theories

*observation of the skills of individual and original production of work

*ability to connect the contents of books with the analysis of the case, applying the concepts to the experience described.

Office hours

On appointment.

It is possible to send an email to the techer:

-Maria Grazia Riva

mariagrazia.riva@unimib.it

whatsapp - 3485628700

-Paola Eginardo

paola.eginardo@unimib.it

-Claudia Trinchera

claudia.trinchera@unimib.it

Programme validity

It will be valid for two academic years.

Course tutors and assistants

Laura Villa.