UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Clinica della Formazione

2021-2-E1901R109

Course title

Culture of affections in the training process and work environments of the professional educator

Topics and course structure

Today a knowledge of affections seems more crucial and urgent than ever before, both in society and in the areas in which a caring profession is exercised. The knowledge of affections questions those who exercise an educational profession and in particular those who work in contact with discomfort in its multiple forms. How can one acquire a knowledge of the role that affections play in an educational relationship? It is a complex knowledge that not only implies the personal sphere of the educator and the particular relationship that each one has with his or her own history, but also his or her own positioning within the collective, be it a micro-corporation as an educational service or a more extended social one. In all these areas, the ability to build bonds, to open up to otherness, to know how to bring into play a knowledge oriented towards a living and sentient knowledge requires work that calls the educator - in the clinical sense - to question the educational models introduced into his or her own educational history.In addition to technical and practical operational skills and the ability to question one's own theoretical models, the educator is required today, more than in other historical moments, to become aware of one's own emotional life in order to make one's professional role a testimony that allows the educated person to live the experience of a living and nourishing knowledge. This knowledge allows us to develop an awareness around the theme of the "violence of affections" which touches many of the areas in which the educator is called to work; it is an always possible drift on which it is necessary to operate shared processes of reflexivity.Starting from a dialogue, developed in a trans-disciplinary key, between psychoanalytic and pedagogical knowledge, the course will reflect on the relationship between the culture of affections and educational practices as well as on the training conditions that allow the educator to learn from his own history. The course will also deepen the contribution that the psychoanalytic view has offered to the understanding of the crucial role of the first environmental relationships/communications in the development of the process of subjectification of children and adolescents. The course will also offer spaces for questioning and reflection to reason, in a critical key, on the role that affections and emotions play in the daily professional practice of the educator, in the different contexts in which

he operates (community work, work at school and/or at home, etc.). The course also aims to shed light on the care devices that allow operators to think about emotions and to assume an embodied awareness of their professional role mediated by a reflective relationship with their own history.

Objectives

Goals

By this teaching, we intend to promote the following learning, in terms of:

- Knowledge of the central elements of the clinical theory of education, of the relationship between pedagogical and psychological knowledge with particular attention to the contribution of psychoanalysis;
- Understanding of the close relationship between the educational dimension and personality development in training histories;
- Understanding and self-awareness of the educational models that are transferred into one's own formation history;
- Understanding of the importance of emotional education for individual and social health;
- Connection between theoretical knowledge and field work practices;
- Understanding of the centrality of conscious communication within educational relationships;
- Awareness of the delicate ethical and deontological aspects at stake in educational processes, especially the latent and affective aspects.

Methodologies

In the Covid-19 emergency period the lessons will be held in remote asynchronous telematic mode with synchronous videoconferencing events. The methodology used in the course includes frontal lessons and moments of reworking of individual and group work starting from the analysis of articles, professional cases, materials-video.

Online and offline teaching materials

Teaching materials (online)

Teaching materials such as video-recorded lectures, slides, articles, work tracks will be uploaded to the online platform.

Programme and references for attending students

1. Riva M.G. (2004), *Il lavoro pedagogico come ricerca dei significati e ascolto delle emozioni*, Milano: Guerini.

2. Ulivieri Stiozzi, S. (2013), *Sandor Ferenczi "educatore". Eredità pedagogica e sensibilità clinica,* Milano: FrancoAngeli.

3. A. Miller, *The Drama of the Gifted Child, the Search for the True Self.* – Any Edition

4. Dato, D.(2019), *L'insegnante emotivo. Formare tra mente e affetti*, Bari: Progedit.

Programme and references for non-attending students

1. Riva M.G. (2004), *Il lavoro pedagogico come ricerca dei significati e ascolto delle emozioni*, Milano: Guerini.

2. Ulivieri Stiozzi, S. (2013), *Sandor Ferenczi "educatore". Eredità pedagogica e sensibilità clinica,* Milano: FrancoAngeli.

3. A. Miller, *The Drama of the Gifted Child, the Search for the True Self.* – Any Edition

4. Dato, D.(2019), *L'insegnante emotivo. Formare tra mente e affetti*, Bari: Progedit.

Assessment methods

In the Covid-19 emergency period, oral exams will be telematics only. They will be conducted using the WebEx platform and the e-learning page of the teaching will contain a public link to access the exam for possible virtual viewers.

At a general level the exam will consist of an oral interview, which will focus on ascertaining the knowledge of the bibliography, with particular reference to the theories proposed and their declination in the contexts of educational work and the ability to propose a personal reflection on the contents proposed in the classroom.

At a specific level (according to the Dublin Descriptors, indicated in the SUA-Cds -Single Annual Course of Studies - present on the website):

*with reference to:

Knowledge and understanding

The knowledge of the main characteristics of the pedagogical fundamentals, with particular reference to the clinical model in pedagogy and the understanding and placement of the multidisciplinary references - especially for psychology - with respect to the educational dimensions, implicit in the clinical approach in pedagogy, will be ascertained through Oral Examination, structured in questions aimed at guiding the student's reflection on these issues.

Ability to apply knowledge and understanding

The ability to connect theoretical and practical knowledge will be ascertained, to know how to analyze and pedagogically plan educational activities, to know how to prefigure the outcomes, consequences and results of interventions also in terms of ethics and professional ethics.

Office hours

Thursday at 12.00 am in telematic form and upon reservation during the first semester.

We invite interested students to send an email to:

stefania.ulivieri@unimib.it .

Day and hour may be subject to change during the a.y.a. 2020/2021

from JANUARY 2021

From the 15th of January, the reception will be held online and by appointment on **Fridays at 2.00 p.m.,** except in the case of institutional commitments (exams, etc.).

Interested students are invited to send an email to:

stefania.ulivieri@unimib.it and, in copy, to v.ambrosini@campus.unimib.it

Programme validity

The programs are valid for two academic years.

Course tutors and assistants

Dott.ssa Valentina Ambrosini:

v.ambrosinicampus.unimib.it