COURSE SYLLABUS

Coordination in Educational Services

2021-1-F8501R067

Course title

Coordination of educational services

Topics and course structure

The course approaches the role of coordination, with specific reference to the actions in relation to the educational group. the users and their families and the local community.

The questions discussed concern the paradigms and the dimensions of the coordination; the contribution of the coordination to defining the pedagogical-organizational and educational project; the styles of leadership and the ways of conducting the work groups; the relationship with the families of the users; the relationship with other services and/or bodies and networking in the local community.

These questions are also dealt with through work groups, simulations, the analysis of specific cases and situations of coordination of the services.

Objectives

The planned objectives and therefore the relative competences expected at the end of the course concern:

1. to be able to analyse, understand and interpret the problems present in educational contexts;

Methodologies

From the methodological point of view, the course emphasises the choice of active methodologies - such as group work and analysis of cases – through which experiences presented by guests ad by the students themselves will be analysed and discussed, and is inspired by assumptions of the community of practice and of the " flipped classroom". In this sense, the attending students are required to participate actively and critically.

Online and offline teaching materials

During the course a work group, including virtual, is formed, made up of the attending students, through which the materials used for discussion in the classroom are shared.

Programme and references for attending students

The following two books
- Premoli S. (a cura di), Il coordinamento pedagogico nei servizi socioeducativi, Franco Angeli, Milano, 2008
- Quaglino G.P., Casagrande S., Castellano A., Gruppo di lavoro. Lavoro di gruppo, Raffaello Cortina, Milano, 1992

Three books chosen between the following groups
a) one or two chosen from the following
- Catarsi E. (a cura di), *Coordinamento pedagogico e servizi per l'infanzia*, Edizioni Junior, Parma, 2010
- Gariboldi A., Maffeo R., Pelloni a. (a cura di), *Sostenere, connettere, promuovere. Il coordinatore pedagogico nei servizi educativi per l'infanzia*, Edizioni Junior, Parma, 2013
- Lauria F., *L'acrobata. Il coordinatore pedagogico attraverso la lente del cinema*, Aracne, Ariccia (RM), 2014
- Regoliosi L., Scaratti G. (a cura di), *Il consulente del lavoro socio educativo. Formazione, supervisione, coordinamento*, Carocci, Roma, 2002
and others which may be agreed on the basis of the individual projects

b) one or two chosen from the following
- Antonacci F., Guerra M. (a cura di), *Una scuola possibile*, FrancoAngeli, Milano, 2018
- Fielding M., Moss P., *L'educazione radicale e la scuola comune*, Edizioni Junior, Parma, 2011
- Guerra M., Luciano E. (a cura di), *Costruire partecipazione*, Edizioni Junior, Parma, 2014
- Lawrence S., *Il dialogo tra genitori e insegnanti. Una conversazione essenziale per imparare gli uni dagli altri*, Edizioni Junior, Parma, 2012
- Mangham I. L., Overington M., *Organizzazione come teatro. L'analisi dei comportamenti di lavoro attraverso la metafora teatrale*, Raffaello Cortina, Milano, 1993
- Mannarini T., *Comunità e partecipazione. Prospettive psicosociali*, FrancoAngeli, Milano, 2004
- Rabboni M. (a cura di), *Residenzialità*, Franco Angeli, Milano, 2003
and other titles that discuss the topics in greater depth which may be agreed on according to the individual projects

_____

- Guerra M., *Le più piccole cose. L'esplorazione come esperienza educativa*, FrancoAngeli, Milano, 2019
- Guerra M., Ottolini L., *In strada. Azioni partecipate in spazi pubblici*, Corraini, Mantova, 2019 (with also https://library.iated.org/view/GUERRA2019TRA)
- Margherita G., *Narrazione e rappresentazione nella psicodinamica di gruppo. Teorie e tecniche*, FrancoAngeli, Milano, 2009

- Perini M., *L'organizzazione nascosta. Dinamiche inconsce e zone d'ombra nelle moderne organizzazioni*, FrancoAngeli, Milano, 2015
- Quaglino G.P., Cortese C.G., *Gioco di squadra. Come un gruppo di lavoro può diventare una squadra eccellente*, Raffaello Cortina, Milano, 2003
- Ripamonti E., *Collaborare. Metodi partecipativi per il sociale*, Carocci, Roma, 2018

Material found by the students, including also in grey literature, useful for the individual projects

Programme and references for non-attending students

Assessment methods

The final exam consists in the drafting of a brief study aimed at analyzing one of the topics proposed during the course in an investigative, critical and reflective way.

Attending students will identify the object in dedicated exercises which will be held in the classroom.

Non-attending students will have to agree on the subject of the work with the teacher, also by email. To hypothesize the question to work on, it is suggested to first read the two common texts and then to agree on the other texts in relation to the theme that is intended to be explored.

The essay, of 8/10 pages of about 2000 characters each, must be sent by email 15 days before the intended session of examinations and then the printed version must be taken to the examination on the day of the oral.

The examination thus structured intends to check _____

With respect to the indictors of the SUA-Cds (Annual Information Sheet) of the Course of Studies, the oral test of the examination will ascertain the ability to analyse, understand and interpret the problems present in educational contexts, verifying the student's ability to use the theories discussed during the course and/or in the bibliography in order to make a complex analysis and an analysis of the system of an educational service; _____

Office hours

Programme validity

Course tutors and assistants